CENTRAL UNIVERSITY OF RAJASTHAN

MSW (Master of Social Work)

PROGRAM STRUCTURE & CURRICULUM

BASED ON CBCS

DEPARTMENT OF SOCIAL WORK
SCHOOL OF SOCIAL SCIENCES

**Central University of Rajasthan
NH-8, Bandarsindri,
Kishangarh, Ajmer, Rajasthan**

September 2022

Content:

Others:

- List of Suggested journals
- Formats of reporting and evaluation

GUIDELINES FOR MASTER OF SOCIAL WORK (MSW) UNDER SEMESTER SCHEME

MSW Syllabus- Central University of Rajasthan- 2022

1. Introduction:

The Department of Social Work in Central University of Rajasthan is offering two years master degree program in social work (MSW) in semester system. The syllabus of the MSW program is designed and developed keeping in view the international standards and professional ethics that would give wider understanding about the basic human rights, equal opportunity, the developmental needs, suitability of the environment, and services for the people living at different cultural context to facilitate healthy living and well-being. The student would develop the knowledge and skills of working with diverse groups of population in various set-ups like, communities, schools, institutions, organizations, industries and hospitals. They would also be able to analyze the problems through critical understanding of the situation and facilitate appropriate measures through social work intervention. This program would also enable the students to work as independent social work professionals in various demanding situations. The students across the country would be able to understand the wider cultural context and be able to design, develop, and practice program that are contextual and culturally appropriate. Specifically, assessing and interpreting various social issues, developing and implementing social work interventions are the essential part of this field work based course. Further conducting empirical resources publishing the findings and work towards advocacy and policy formulation of various social issues at micro, mezzo and macro levels by involving multi-sectoral collaboration process recording, reviewing and self-reflection are the routine process in this P.G. course.

Mission statement: To make *globally competent, socially significant and locally relevant trained personnel*

Programme objectives:

The Principle objective of the MSW Programme is to prepare trained and committed human personnel in the field of social welfare and social work profession. Our graduates are expected to cherish the leadership positions in different field of social work practice, research, teaching, policy making and influencing, administration of welfare, civil and corporate organizations. Few illustrative objectives of programmes are..

1. **Understanding and analytical ability:** To assist the social work trainee students to develop their understanding and analytical ability of complex social realities, its addressable procedure and integration of social work theories and practice

2. **Knowledge and skill enhancement:** To help social work trainee students to enhance their knowledge in various domains, sharpen the social skills, acquired promising attitude for ethical practices governed by the various apex bodies like IFSW, ICSW and IAASW.

3. **Enabling learning environment:** To facilitate the enabling learning environment for learners to make them responsive, proactive and responsible practitioners based on values and ethics of social work practice.

4. **Research and intervention skills:** Students are expected to undertake significant, relevant evidence base research, practice based social work interventions to demonstrate micro to macro continuum.

5. **Independent professional skills for practice:** The students are expected to gain the skills for practice to work as independent professional or seek suitable jobs at various positions.

Program Outcome:

1. To enhance understanding about the socio-political, human rights issues, and to inculcate social work values and attitude among the learners.
2. To analyze the problems through critical understanding and facilitate appropriate measures through social work interventions.
3. To develop the knowledge and skills of working with diverse groups of population in various set-ups
4. To understand the cultural context and to design, develop, and practice, welfare and developmental program
5. To promote participative, people-centric & ecologically sustainable society to ensure dignity, equity, rights, social justice, and just society.
6. To develop professional and personal competency, methodological understanding, program intervention skills, functional skills to operate independently, with team work and in organization settings.

2. **Description of the MSW Program:**
   - **Program Title:** The program shall be called "Master of Social Work (MSW)".
   - **Duration of the Program:** This program shall be conducted in semester pattern and shall be extended over a period of two academic years each consisting of two semesters. Declaration of the result will be in adherence with the university ordinances.
   - **The program Intake:** The numbers of students in each year shall not exceed 30 or as decided by the competent authority. It will be encouraged that there is adequate representation of both the genders and the seats will be reserved for the SC/ST/OBC/ other sub-category as per the Government rules and regulation.
   - **Eligibility:** Graduation in any discipline from a Recognized University/ college/University established by law securing minimum 50% marks for general as well as OBC students and 45% for SC/ST, or any other criteria fixed by CURAJ.
   - **Admission Procedure:** As of now, the norms and procedure of the admission is laid down by CUCET, facilitated by CURAJ. The changes in the procedure will be conveyed by the competent authority whenever applicable.

3. **Credit System and papers:** The program is designed as credit system as per UGC norms. There are both theory and fieldwork practicum courses in each semester. The Ist and IInd semesters are based on generic practice of social work. In the IIIrd and IVth semester, students can choose two optional papers along with other compulsory papers designed for all the students of MSW program.

4. **Field Work Practicum:** The Field work is an integral part of MSW training program providing exposure to a variety of professional situations of working with individuals, groups, and communities.

From the first semester onwards the students shall be placed for the concurrent individual field work under the supervision of faculty members in various types of agencies and communities so as to practice the methods of social work. In each semester, minimum 25 working days of fieldwork to be completed i.e. minimum 180 hours by each student for any 6 credit course. Therefore in semester, provision for 28 to 30 days of field work should be maintained in the time table.

- In Concurrent Fieldwork, each student will be required to put in 16 hours of fieldwork (14 hours in field + 2 hours of reporting) per week which will be spread over two days.
- In Block Fieldwork, each students need to work for 4-6 weeks in an agency continuously, as per the working day and working hour or requirement set by the agency and department mutually.
- Summer internship will be conducted between 3rd and 4th semester during the summer holidays for minimum 4 weeks. After the EoSE of 3rd of semester examination the students will be placed in agency. Students will be required to submit a comprehensive report on the same to the faculty supervisor, present the work in the Department in the scheduled date.

The department will be providing specific guidelines for submission of various reports from time to time. Weekly reports and summary reports of the semester have to be submitted by the students to the respective faculty member (field supervisor) within a stipulated time. Each student will be placed under a faculty member for field work supervision. The various components of fieldwork are given below, that will be practiced in combination in different semester as per the availability or resources and schedule.

- **Fieldwork orientation:** A structured orientation program will be conducted with the students before the fieldwork placement of the students. This will be ideally conducted within two weeks after completion of the admission process. This will be mandatory for the students to attend and submit report of the same to the respective field work supervisors. The orientation will also familiarize the students with recording and reporting.

- **Rural camp:** Rural camp for 7-10 days is an important learning methodology for making the students familiar with the rural life and understanding various Participatory PRA/ PLA methodologies, and other social work skills. While the students attend the camp will have to submit the report of the same. Rural camp preferably organized in a residential manner with an organization or in a rural community, as per the situation and available infrastructure.

- **Exposure Visits:** Considering the situation the department can organize Exposure Visits for the students in different kind of settings in the institutions and communities. This would include, NGOs, Government organizations, working on various fields, like, self-help group, rural development, community organization, group work, individual interventions, in correctional set-up, treatment and rehabilitation set-up and other institutional periphery or community.

- **Field work conference (IC- Individual Conference/GC- Group conference):** Every week the student should submit their report and attend the IC with the concerned faculty supervisor. In every semester the students have to present their field work in the GC organized by the field supervisor/ faculty responsible for the student field supervision as per the department schedule.

- **Workshops/Skill Laboratory:** Field work unit/ or any faculty member of Department will organize workshop and skill laboratory on various topics as per requirement of the program.

- **Departmental Seminar:** The departmental seminar will be organized for the students to strengthen learning. As per the schedule the students have to prepare and present in the departmental seminar. The students will be encouraged to review research article, and present book reviews. In the departmental seminar each of the students will be assigned to a faculty member/ Ph D Scholar for guidance.

- **Film screening:** The film selected by the department on various social aspects/ issues should be screened, following by discussion.

5. **Discipline:**

Discipline is very important in social work education and pivotal for fieldwork. The students of social work are expected to conduct themselves with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of individuals. The students maintain unbiased attitude, non-judgmental practice and maintain confidentiality of the clients. The following acts/behaviour shall be treated as misconduct during the fieldwork.

1. Frequently going late at the field work without intimating faculty supervisor and agency supervisors.
2. Absent from field work and/or individual or group conference (IC/GC) without prior permission from the faculty in-charge.
3. Frequently late submission of report, in completion of task assigned by agency and/or supervisor.
4. Exploiting clients or client's family;
5. Breaching client's confidentiality;

6. Initiating physical confrontation with a client, client's family members, agency supervisor or agency staff;
7. Acting in a discriminatory manner towards a client in agency or community;
8. Falsifying documentation in agency records and fieldwork reports;
9. Exploiting the community/agency by misuse of community/agency services/resources;
10. Engaging in behavior that would constitute malpractice;
11. Engaging in abusive or degrading behavior towards a client, client's family, agency supervisor or agency staff;
12. Non-judicious use of professional authority such as mediation, assurance, involving in any communal-political issues etc.;
13. Exhibiting disruptive or harmful behavior; acting in an unprofessional or inappropriate manner while at the field work such as – inappropriate display of emotions or immature behavior; and
14. Dressing in an inappropriate and or unprofessional manner during field visits.

Procedure of disciplinary action:
If the complaint is received by the faculty supervisor, from agency supervisor, or from people from community, or other sources against a student, or if the faculty supervisor feels, or is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary action will be considered as follows:

1. Undertaking from students to adhere to the discipline will be taken
2. Issuing show-cause notice to the student duly signed by supervisor, field work coordinator and HoD.
3. Receiving written explanation from the student;
4. Holding inquiry into complaints by the Department and if needed the matter would be referred to appropriate authority.

Similarly discipline in classroom, in university campus, hostel should be treated as per University disciplinary rules.

6. **Attendance:** The students need to adhere to university regulations for fulfillment of minimum requirements of attendance.

7. **Evaluation Scheme:** The evaluation will be done as per the CUR norms. Every semester there will be End of Semester Examinations of the theory papers and viva-voce for the fieldwork practicum. For the evaluation of the field work, internal assessment, viva-voce, seminar, report writing will be considered in combination as decided by the Department.

Field Work Evaluation Scheme:
- The Fieldwork in each semester will be evaluated through two internal assessments followed with one end of semester examination.
- In the end of semester examination Viva voce will be conducted for Concurrent Fieldwork and Block Fieldwork. wherein an external examiner from the discipline of social work will be invited.

- The Summer Internship is evaluated through fieldwork reports, i.e weekly report and summary report. The students need to present their work in department as part of evaluation. This course is evaluated based on continuous performance and no separate viva-voce is conducted.
- In case the student is not able to successfully complete the Concurrent Fieldwork or Block Fieldwork, leading to failure in the course. The student has to repeat the field work.
- In case of failure in the course of Summer Internship (Course Code- MSW-553) the student has to repeat the course in next year.

8. **Grade and declaration of result:** Declaration of result and allocation of grades will be done as per the university regulations.

9. **Criteria of offering of Elective from Department for Social Work students:** The Elective courses mentioned in this programme structure will be offered subject to:

   (i) Availability of faculty members with subject expertise in the respective area of specialization
   (ii) A minimum of 40% of total students of the batch opting for the specialization.

   The students shall be allocated their DSE course/s at the end of second semester after scrutiny of students' options and performances in the two semesters. The decision of the Department shall be final in allocation of DSE course to the students.

The Open Electives (OE) courses of 3 credits (each course) from the Department/MOOC

The Discipline Specific Electives (DSE) courses of 3 credits (each course) from department are arranged in pair over 3rd and 4th Semester. In each semester 2 courses should be selected by a student.

Thematic areas:	Course name and Code III sem (credit-3)	Course name and Code IV sem (Credit-3)
Working with differently abled	MSW- 504: Social Work Practice with Differently Abled	MSW-513: Rehabilitation and Counselling in Disabilities
Working with Families and children	MSW- 505: Social Work Practice with Families	MSW-514: Social Work Practice with Children
HRM and Labour welfare	MSW- 506: Human Resource Management	MSW-515: Industrial Relations and Labour Law
Entrepreneurship and Management	MSW- 507: Social Innovation & Social Entrepreneurship	MSW-516: Management of Civil Society Organizations
Gender and Development	MSW- 508: Gender & Intersectionality	MSW-517: Masculinity and Equality

10. **Fee for the Programme:** Fee structure for the course will be decided as per the CUR rules. The students need to submit their fees within the stipulated time line given by the University. The students have to bear the cost for their traveling in the field and other related costs during the concurrent fieldwork, black fieldwork, and summer internship. The rural camp is fully or partially supported by the Department/university, or in case of no support the students need to bear the cost.

11. **Curriculum for Master of Social Work (MSW):**

Semester wise the different courses of the MSW programme are given below. Core courses are mandatory for the MSW programme. Open elective the students can choose from the department or from other departments/ school or any other UGC and Central University of Rajasthan approved source. Elective from department/ MOOC platform are offered in 3rd and 4th Semester.

Semester-I

S No	Course Code	Course Title	Nature of Course	Credits
1	MSW401	Fundamentals of Professional Social Work	C	3
2	MSW402	Psychosocial Foundations of Human Behavior	C	3
3	MSW403	Social Work Practice with Individuals	C	3
4	MSW404	Social Work Practice with Groups	C	3
5	MSW405	Community Practices and Interventions	C	3
6	MSW406	Society Polity and Development	OE*	3
		MOOC-1#		
		Fieldwork Practicum		
7	MSW407	Concurrent Field Work- I (Agency setting)	C	6
				24

OE- Students Can choose any course offered by other department or a MOOC course as per availability and approval.*

Semester-II

S No	Course Code	Course Title	Nature of Course	Credits
1	MSW408	Social Work Research	C	3
2	MSW409	Social Welfare Administration	C	3
3	MSW410	Social Action and Social Legislations	C	3
4	MSW411	Community Health and Medical Social Work	C	3
5	MSW412	Social Work Practice in Schools	C	3
6	MSW413	Psychiatric Social Work	OE*	3
		MOOC-2#		
		Fieldwork Practicum		
7	MSW414	Concurrent Field Work-II (community setting)	C	6
				24

OE- Students Can choose any course offered by other department or a MOOC course as per availability and approval*

Semester-III

S No	Course Code	Course Title	Nature of Course	Credits
1	MSW-501	Social Work Practice with Marginalised Communities	C	3
2	MSW-502	Disaster Management	OE*	3
		MOOC3#		
3	MSW-503	Project Planning and Development Communication	DSE-1	3
		MOOC-4 #		
		Elective from Department, (Any two to be selected)		
4	MSW-504	Social Work Practice with Differently Abled	DSE-2	3+3
5	MSW-505	Social Work Practice with Families	DSE-3	
	MSW-506	Human Resource Management		
	MSW-507	Social Innovation & Social Entrepreneurship		
	MSW-508	Gender & Intersectionality		
		Fieldwork Practicum		
6	MSW-509	Concurrent Field Work-III (community setting)	C	6

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7	MSW-510	Summer Internship	AEC	5
				26

OE- Students Can choose any course offered by other department or a MOOC course as per availability and approval*
 # MOOC course as per availability and approval

Semester-IV:

S No	Course Code	Course Title	Nature of Course	Credits
1	MSW-511	Social Policy and Planning	C	3
		Elective from the department/ MOOC (Any one to be selected)- DSE		
2	MSW-512	Micro Finance and Livelihood Promotion	DSE-4	3
		MOOC-5#		
		Elective from Department, (Any two to be selected)		
3	MSW-513	Rehabilitation and Counselling in Disabilities	DSE-5	3+3
4	MSW-514	Social Work Practice with Children	DSE-6	
	MSW-515	Industrial Relations and Labour Law		
	MSW-516	Management of Civil Society Organizations		
	MSW-517	Masculinity and Equality		
		Fieldwork Practicum		
5	MSW-518	Block Fieldwork (Agency setting)	C	6
		Research Project		
6	MSW-519	Dissertation	AEC	8
				26

OE- Students Can choose any course offered by other department*
 # MOOC course as per availability and approval

- The students can choose any other OE course from other department in lieu of the course offered from Department.
- Department will suggest list of courses from MOOC for the students to opt from SWYAM/NPTEL/ other approved platform.
- Societal and Fitness courses may be over and above the credit (100 Credit) as Audit course.

Courses	No of courses	Credits
C- Core (60%)	16 (12 theory + 4 Practicum)	60
OE-Open elective/ Generic Elective (10%)	3 (Theory)	9
DSE- Discipline Specific Elective (20%)	6 (Theory)	18
AEC- Ability Enhancement course (10%)	2 (1 Summer internship + 1 Dissertation)	13
		Total 100
MOOC Courses	5 Theory	15 Credits out of 100 can be opted from MOOC platform

The Distribution of Courses in Various Categories.

Courses	No of courses	Credits
C- Core (60%)	16 (12 theory + 4 Practicum)	60

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OE-Open elective/ Generic Elective (10%)	3 (Theory)	9
DSE- Discipline Specific Elective (20%)	6 (Theory)	18
AEC- Ability Enhancement course (10%)	2 (1 Summer internship + 1 Dissertation)	13
		Total 100
MOOC Courses	5 Theory	15 Credits out of 100 can be opted from MOOC platform

12. The Optional Courses:

The Department will offer the following course as optional to the students of other disciple across the school and university, considering the availability of the faculty in the department.

Semester –I/ Course and Code	Credit	Semester -II/ Course and Code	Credit
MSW402: Psychosocial Foundations of Human Behavior	3	MSW409: Social Welfare Administration	3
MSW406: Society Polity and Development	3	MSW410: Social Action and Social Legislations	3
Semester –III/ Course and Code	Credit	Semester -IV/ Course and Code	Credit
MSW-502: Disaster Management	3	MSW-517: Masculinity and Equality	3
MSW-506: Human Resource Management	3	MSW-515: Industrial Relations and Labour Law	3

13. Details of the MSW Program: (given below)

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Central University of Rajasthan

MSW (Master of Social Work)
SYLLABUS

Semester- I

School of Social Sciences
Central University of Rajasthan
Ajmer, Rajasthan,
India
(September 2022)

MSW 401: Fundamentals of Professional Social Work		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End of Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Must have aptitude and enthusiasm to work for Social Work
2. Must have basic knowledge about human-society interface
3. Should be aware about the current socio-political affairs

Course Objectives:
1. *Develop knowledge about the philosophical perspective, values, principles and goals of professional Social Work*
2. *Facilitating awareness of methods of Social Work and current approaches*
3. *Develop an understanding about the areas of social work practice in present context*

Course Outcome:
The student will be able to
1. Develop an understanding about the basic concepts of social work practice
2. Enhance their abilities to function as a professional social worker
3. Develop familiarity with different methods and approaches of social work practice and learns its application
4. Developing students as social worker with enhancing commitment to the goal of humanism, human rights, social justice, collective responsibility and respect for diversities

UNIT-I: Introduction to Social Work	7 Hours
• Conceptual Framework of Social Work, Definitions, Meaning and Scope • Goals and Assumptions of Social Work Practice • Values, Principles and Ethical Standards, code of conduct in Social Work	

UNIT-II: Historical Evolution of Social Work as a Profession	7 Hours
• History and development of Social Work in U.K, U.S.A • History and development of Social Work in India, Educational institutes of social work • Attributes of a profession, Attributes of a professional social worker, Challenges of Social Work Profession. • International and national professional social work organisations.	

UNIT-III: Basic Concepts in Social Work	7 Hours
• Social Justice, Social Security, Social Defense Social Welfare, Social Reform, Social Change and Development, Social Cohesion • Empowerment, Marginalization and Social Inclusion • Fundamental Rights, Directive Principles and Human Rights	

UNIT-IV: Methods of Social Work Practice: Basic Introduction	7 Hours
• Primary Methods: Social Case Work, Social Group Work, Community Organization • Secondary Methods: Social Work Administration, Social Action and Social Work Research • Use of interdisciplinary approach in Social Work Practice • Fieldwork and fieldwork supervision in social work education	

UNIT-V: Use of theory and approaches in social work practice	6 Hours
• Need and importance of theoretical understanding in Social Work • Neo-liberalism and globalization, Attachment theory Feminist Social Work; Critical social work; Structural social work; Multiculturalism Neoliberalism ; Postmodern social work • Resurgence of civil society, Ideology of Non-Government organization	

• Approaches to Social Work Practice: System and Integrated, Evidence and Functional, Gandhian- Sarvodays, Antyodaya, Bhoodan, Gramdan, Ecological, Problem Solving, Right-based approaches, Strength based approach, Discourse and Reflexivity; Anti-oppressive.	
UNIT-VI: Key areas of Social Work Interventions	**6 Hours**
• Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Gender & development (Gender Equity and Gender Equality), Community development, Green Social Work, Gerontological Social Work.	

Text Book:
1. Dubois,Bendra; Miley,K.K. *Social Work: An Empowering Profession*, Allyn & Bacon: Boston 1992.
2. Friedlander, W.A. (1964). Concepts and Methods of Social Work. New Delhi, Prentice – Hall
3. Desai, Murli, 2002, *Ideologies and Social Work* Rawat Publications: Jaipur
4. Jacob KK: Social Work Education in India, Himanshu Publication, New Delhi.

Reference Book/Reading List:
1. Roy, S. (Ed.). (2020). *Social Work Education: Indigenous Perspectives*. Sage Publications Pvt. Limited
2. Dash, B. M., Kumar, M., Singh, D. P., & Shukla, S. (Eds.). (2020). *Indian Social Work*. Taylor & Francis Group.
3. Dash, B. M., Kumar, & Shukla, S. (Eds.). (2020). *Social Work in India: Indigenous Approaches and Models* . Concept Publishing.
4. Desai, M., Singh, R. R., & Bhatt, S. (Eds.). (2020). *Journeys in Social Work*
5. Payne, M. (2020). *Modern social work theory*. Bloomsbury Publishing.
6. Moffatt, K. (2019). *Postmodern social work: Reflective practice and education*. Columbia University Press
7. Thomson, N. (2016). *Anti-discriminatory practice: Equality, diversity and social justice*. London: MacMillan Press
8. Theis, T., & Tomkin, J. (2015). *Sustainability: a comprehensive foundation*.
9. Elliott, N. (2014). *Social Work Skills and Knowledge: A Practice Handbook*. Taylor & Francis
10. Sachdev,S. (2012). *A textbook of Social Work.*Laxmi Publications
11. Maclean, S. (2012). *Theory and Practice: A Straightforward Guide for Social Work*
12. Brammer, A. (2009). *Social work law*. Pearson education
13. Wilson, K. (2008). *Social work: An introduction to contemporary practice*. Pearson education.
14. Chand, Tara, 1992, *History of Freedom Movement in India*, Vol. II Publication Division, GOI: New Delhi.
15. Comption, Beulah R., (1980) Introduction to Social Welfare and Social Work, The Dorsey Press, Illinois.
16. Dubois,Bendra; Miley,K.K. *Social Work: An Empowering Profession*, Allyn & Bacon: Boston 1992.
17. Encyclopeadia of social work, 1990, Government of India, Delhi
18. Johnson Louise C.(1992). Social Work Practice- A Generalist Approach. Boston: Allyn and Bacon
19. Reamer Frederic.G.(1999). Social Work Values and Ethics, New Delhi: Rawat Pbulications
20. Singh R.R., (1985), Fieldwork in Social Work Education (Ed), Concept Publishers, New Delhi.
21. Sinha,Archna, *The Social and Political Philosophy of Sarvodaya*, Janaki Publications: Patna 1978.
22. Skidmore, Rex A and Thackeray, Milton G. (1982). Introduction to Social Work, Prentice – Hall,

Englewood Cliffs, New Jersey
23. Wadia A.R.,(1968) History and Philosophy of Social Work in India, Allied Publishers. Bombay

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	3	—	2	—	2
CO-2	2	3	2	2	3	3
CO-3	—	3	2	—	—	3
CO-4	3	2	3	—	3	3
*1: Low, 2: Medium, 3: High

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MSW 402: Psychosocial Foundations of Human Behavior		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Must have aptitude for Social work
2. Must have basic knowledge about society
3. Should be aware about the basic concepts of Psychology and Human Behaviour

Course Objectives:
1. *To impart the knowledge about human growth and development, and its relevance in social work practice.*
2. *To improve the understanding of Human Behaviors in the context of biological, psychological, social and cultural demand of society in social work practice.*
3. *To teach basic psychological concepts to understand human behavior and Personality.*

Course Outcome:
The student will be able to
1. The student will gain the knowledge of biological, social and psychological aspect of human growth,
2. Understand the relevance of human growth and development in social work practice.
3. Students will gain the skills to understand the behavioral patterns of the human beings and also be able to apply the same in practice of social work.

UNIT-I : Human Growth & Development	Hr
• Human Growth and Development: Concept of Development- Milestones of development - Stages of development: Conception, birth and life span approach. • Nature and principles of human growth and development: Determinants of development. • Normal and Abnormal Development: Causes, Diseases, Disabilities, Mental Retardation • Understanding human behavior: Nature and scope of psychology in relation to social work.	8

UNIT-II : Biological Bases of Human Behaviour	Hr
• Biological bases of Human behavior- Instincts, Reflexes, • Brain and Nervous System – Structure and Functions of Brain- Neuron -Central Nervous System, Peripheral Nervous System • Heredity and Genetic – Physical Traits, Behavioural Traits, Genetic Composition • Hormones – Glands- Endocrine System – Hormonal Imbalance and Human Behaviour – Mood, Feelings • Sex & Gender – Differences, influences on Behaviour – Gender Identity	8

UNIT-III: Psychological Bases of Human Behaviour	Hr
• Learning: Concept, types, and theories of learning, conditioning - Application of learning principles in behavior modification • Sensation & Perception: Sensory Process- Factors and Stages of Perception • Thinking, Cognition & Memory: Types of Thinking- Cognitive Process- Types of Memory • Emotion, Stress & Health: Stress and coping: Concept; Impact of stress and burnout; Management of stress. • Motivation and human behavior: Concept, theories, biological and social motives. Maslow's hierarchy of needs and individual growth.	8

Unit-IV: Social Bases of Human Behavior	Hr

		8
• Social Bases of Self Preservation: Family, Association, Friendship, Tribes, Clans • Social perception: Concept, formation, influence on self & others, stereotypes. • Attitude: Concept, formation, prejudices and attitude formation • Altruism/Pro-social behavior: Concept, contributing factors, and volunteers in social service.		8

Unit-V: Collective Behavior	**Hr**
• Collective behaviour: Group formation, group dynamics, and group behaviour • Crowd, mob, audience, herd mentality, • Mass phenomena and social pathology: Rumours, panic, collective movement and impact on the society.	6

Unit-VI: Personality and Human Behavior	**Hr**
• Personality: Definitions - Meaning and structure- Theories of Personality - Types of Personalities – Assessment of Personality • Theories of personality: Contributions of Freud, Adler, and Erickson. • Hereditary and environment: Concepts, mechanisms – interplay of heredity and environment in shaping human behavior.	6

Text Book:
1. Baron A Robert, Mishra Girishwar (2016) Psychology- Indian Subcontinent Edition, Pearsons India Limited.
2. Weiner, I. B., Lerner, R. M., Easterbrooks, M. A., & Mistry, J. (2012). Handbook of psychology, developmental psychology (Vol. 6). John Wiley & Sons.
3. Morgan, C., King R., Weisz, J., Schopler, J. (2017). Introduction To Psychology (7th Ed.). McGraw Hill Education

Reference Book/Reading list:
 1. Seker, K., Parthasarathy, R., Muralidhar, D., and Chandrasekhar Rao, M. (2008). Handbook of Psychiatric Social Work, NIMHANS, Bangalore.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	2	3	3	3	3	3
CO-2	3	3	3	3	3	3
CO-3	3	3	3	3	3	3
*1: Low, 2: Medium, 3: High						

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MSW 403: Social Work Practice with Individuals		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Must have an aptitude to work for individuals in various setting
2. Must have basic understanding of personality and its theories

Course Objectives:
1. *To develop the ability to analyze problems, behaviour and capacities of individual*
2. *To learn applicability of different theories and models in real life situations*
3. *To develop familiarity with tools and techniques of case work practice*

Course Outcome:
The student will be able to
1. To prepare professionals who may apply indigenous knowledge in field of case work
2. The course help students to get deeper insights about the theories and models of case work practice
3. *To develop skills in students for improving their proficiency to work in different settings of case work practice*

UNIT-I: Introduction	7 Hours
• Historical development of Case Work method • Meaning, definition, Nature and Scope of Social Case Work • Components and Assumptions of Social Case Work • Principles, Values and Skills in Case Work Practice	
UNIT-II: Process of Social Case Work	**7 Hours**
• Initial contact, intake, psychosocial assessment, Case Study, Social diagnosis, Intervention, evaluation, termination and follow-up, • Recording in social work.	
UNIT-III: Case Worker-Client Relationship	**7 Hours**
• Case Worker-Client Relationship: Meaning, purpose and elements/components. • Basic Concepts for maintaining effective relationship: Empathy, transference and counter transference, resistance in relationship, non-possessive warmth, genuineness and self-disclosure • Principles of client-worker relationship, rapport, catharsis, • Obstacles in client worker relationship	
UNIT- IV: Tools and Techniques of Case Work Practice	**7 Hours**
• Interviewing in case work. • Home visit, relationship, observation, listening, referral, environment modification. • Use of supervision in developing professional self and therapeutic skills	
UNIT-V: Theories and Models of Case Work Practice	**6 Hours**
• Psychosocial Model, Problem Solving model, Functional model, Behaviour modification, Crisis intervention and Family therapy in the Indian context. • Counselling and Psychotherapy, similarities and differences	
UNIT-VI: Application of Social Case Work Method:	**6 Hours**
• Target Groups: Working with children, adolescent, women, elderly, persons with disability, diseased person, LGBTQ etc. • Role of social worker in different settings of case work practice	

Text Book:
1. Upadhyay RK(2010), Social case work, Rawat Publication, Jaipur
2. Biestek Felix P. (1957), The Casework Relationship, George, Allen and Unwin Ltd.,

London.

3. Richmond. M. E. (1922), What is Social Work? An Introductory Description, Sage Foundation, New York
4. Pearlman. H. H. (1957), Social Case Work: A Problem Solving Process, The University of Chicago Press, Chicago.
5. Hamilton, Gordon (1946), Principles of Social Case Recording, Columbia University Press, New York.

Reference Book:
1. Barba J. G. (1991), Beyond Case Work, Macmillan, London.
2. Bargh M. V. (1995), Feminist Practice in the 21st Century, National Association of Social Workers, Washington.
3. Fisher, Joel (1978), Effective Case Work Practice – An eclectic approach, McGraw Hill, New York.
4. Hamilton, Gordon (1946), Principles of Social Case Recording, Columbia University Press, New York.
5. Hollis, Florence (1964), Case Work – A Psychological Therapy, Random House, New York.
6. Linda Cummins, Judith Sevel and Laura Pedrick, (2006). Social Wok Skills Demonstrated, Pearson Education Inc. Boston.
7. Mathew G. (1987), Case Work in Encyclopedia of social work in India, Ministry of Social Welfare, New Delhi.
8. Pippins J. A. (1980), Developing Case Work Skills, Sage Publications, California.
9. Sainsbury Eric (1970), Social Diagnosis in Case Work, Routledge & Kegan Paul, London.
10. Sena. F. Fine & Paul.H Glass (1996), The First Helping Interview Engaging the Client and Building Trust, Sage Publication.
11. Timms. N. (1964), Social Case Work: Principles & Practice, Routledge & Kegan Paul, London.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	3	—	1	1	—
CO-2	—	3	3	—	2	—
CO-3	1	3	2	—	—	1

*1: Low, 2: Medium, 3: High

MSW 404: Social Work Practice with Groups		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:

1. Should have basic knowledge about group living in Indian settings.
2. Should have aptitude of working with various group and group formation.
3. Should be aware about the dynamics of human behaviour.

Course Objectives:

1. *To develop knowledge and skills about group work.*
2. *To build capacity to deal with group in various settings, including developmental and therapeutic work.*
3. *Facilitating analytical capacity to use and evaluate group work in social work practice.*
4. *Develop skills of working with groups as an effective method of social work intervention*

Course Outcome:

The student will be able to

1. *Understand the group process, effective use of programme media and programme planning*
2. *Learn the group formation, stages of group development and group dynamics.*
3. *Enhance their abilities to function as a social group worker in different settings*

UNIT-I : Concept of Group Work	Hr
- Definition of Group, Characteristics of Group. Types of Group: primary and secondary, In-group and out-group, formal and informal, open and closed, therapeutic and task, reference group, virtual group. - Group work: Nature, Definition and Objectives, Assumptions, Values, Functions and Principles of Working with Groups. - Historical Development and Group Work as a Method in India and Abroad.	7

UNIT-II : Theories of Group Work and Group Dynamics	Hr
- Theories for Group Work Practice: Systems Theory, Conflict Theory, Human and Social Capital, Life Skills, Field Theory, Exchange Theory, Theory of Power Dependence. - Tuckman stages of Group Development, Kurt Lewin's model, Klein's model, Fisher's model of group development. - Dynamics of Groups: Bond, Sub-Groups, Role, Status, Cohesiveness, Isolates, Scapegoats, New Comer, Group Conflict, Social Control.	7

UNIT-III: Process and Skills	Hr
- Process of Group Work: Pre- Group Planning, Beginning, Middle Stage and Termination, Evaluation. Individual or Group Follow up. - Programme Planning and Recording in Group Work Process. - Essential Skills for Group Work: Communication, Listening, Observation, Analytical Thinking, Empathy, Self-Control, Leadership.	7

UNIT-IV: Models and Approaches	Hr
- Models of Group Work: Social Goal Model, Remedial and Reciprocal Model. Development Group and Task-Centered Group. - Different Therapeutic Approaches: Transactional Analysis, T - groups, Gestalt, Role play, Buzz group, Brainstorming etc. - Social Development Approaches: Group work in Developmental Programmes, Group work for Social Action and Social Change	7

UNIT-V: Techniques and Use of Group Work in Various Settings	Hr
Techniques of Working with Groups: Group Counseling, Group Discussion, Group Decision Making, Sharing Feedback and Emotional Support	

• Use of Programme Media, Implementation and Evaluation. • Use of Group Work in Various Settings: Hospital, School, Correctional, Rehabilitation camp, Family Welfare Agencies and Industrial settings. • Scope, Challenges and Limitations of Group Work Practice in Indian Settings.	6

UNIT-VI: Group Work Practice with Various Groups	**Hr**
• Group Work with Children, Adolescent, Youth, Women and Elderly. • Group Work Practice with Vulnerable Populations: Street Children, Juvenile Delinquent, People Living with - HIV, Leprosy and Tuberculosis. • Group Work Practice in nearby community with: Spiritual Groups, SHGs, Farming and Livestock Raising Groups.	6

Text Book:
1. Siddiqui, H.Y. (2008). Group work: Theories and practices. Rawat Publication.
2. Mishra, P.D. (2021). Social group work: Handbook on theories and practice. Notion Press.
3. Lindsay, T. & Orton, S. (2014). Group work practice in social work. Learning Matters.
4. Trecker, H. B. (1955), Social Group Work- Principles and Practices, Association Press, New York.

Reference Book/Reading List:
1. Joseph, Helen (1997), 'Social work with groups: A literature review', Indian Journal of Social Work, Vol. 58.2.
2. Giacomucci, S. (2021). *Social work, sociometry, and psychodrama: Experiential approaches for group therapists, community leaders, and social workers*. Springer, Nature Singapore Pte Ltd.
3. Barnes, B., Ernst, S., & Hyde, K. (2017). *An introduction to groupwork: A group-analytic perspective*. Bloomsbury Publishing.
4. Cohen, E. G., & Lotan, R. A. (2014). *Designing groupwork: strategies for the heterogeneous classroom third edition*. Teachers College Press.
5. Douglas, T. (1993). *A theory of groupwork practice*. Bloomsbury Publishing.
6. Douglas, T. (2002). *Basic groupwork*. Routledge.
7. Mullender, A., Ward, D., & Fleming, J. (2013). *Empowerment in action: Self-directed groupwork*. Bloomsbury Publishing.
8. Northen, H., & Kurland, R. (2001). *Social work with groups*. Columbia University Press.
9. Pelech, W., Lee, C. D., Basso, R., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press.
10. Preston-Shoot, M. (2007). *Effective group work*. Palgrave Macmillan.
11. Tajfel, H. (Ed.). (2010). *Social identity and intergroup relations* (Vol. 7). Cambridge University Press.
12. Thompson, S. (1999). *The group context*. London: Jessica Kingsley Publishers.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	1	3	3	2
CO-2	2	3	3	3	3	1
CO-3	3	3	3	3	3	1
*1: Low, 2: Medium, 3: High						

MSW 405: Community Practices and Interventions		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 Classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Must have aptitude for Social Work practice.
2. Must have basic knowledge about society and sociology
3. Should be aware about the current socio-political affairs

Course Objectives:
1. *To build knowledge and skills of community organization.*
2. *To develop analytical capacity about the community issues and facilitating understanding about community participatory process.*
3. *To enhance knowledge about current practices, interventions in the areas of community organization*

Course Outcome:
The student will be able to
1. Develop an understanding about community as an instrument of social change.
2. Understand the significance of Community organization as a primary method of Social Work Practice
3. Analyze different communities in India and abroad.
4. Gain knowledge and skills for assessment of community situations, recent trends and practices in community organization.

UNIT-I : Introduction	Hr
• Community- Definitions, Characteristics, Types. Theoretical framework - community as social system, ecological system, center of power and conflict. • Historical Development of Community Organization Internationally and in India.	6

UNIT-II : Basics about Community organization	Hr
• Community organization-Definitions, assumptions, principles, models; • Difference between Community Organization and Community Development. Community chest • Community organization as a methods of social work practice • Communities in India: Rural, Urban & Tribal Communities	7

UNIT-III: Process of community work	Hr
• Community profile, community mapping, and PRA (Participatory Rural Appraisal)/PLA (Participatory Learning and Action) techniques. • Participatory process of community organization, essential skills in community organization- skills in rapport building, community mobilization, need identification, program planning, management, resource mobilization, recording, evaluation and follow-up. • Organization-based and community-based policy making, planning, and program development	7

UNIT-IV: Techniques and strategies for interventions	Hr
• Techniques in community practices-forced field analysis, program evaluation and review techniques, nominal group techniques, delphi and Q-short. • Gender sensitive community work and different ideological perspective towards community work. • Strategies: Consensus, Collaboration, Conflict Resolution, Negotiation, Net-working, Pressure Groups	7

UNIT-V: Interventions for well-being	Hr

• Interventions for community well-being, and quality of community life. • Concept and management of common properties and natural resources for sustainable development in reference to SDGs	6
UNIT-VI: Role of community workers:	**Hr**
• Developing community-based organizations and community empowerment. Community organization as a para-political process • Social workers as guide, enabler, therapist, researcher, project manager, and activist;	7

Text Book:
1. Gangrade, K. D. (1997): *Community Organisation in India,* New Delhi: Popular Prakashan
2. Siddiqui, H. Y. (2006): Working with Communities, New Delhi: Hira Publication.
3. Narayanaswamy N (2009), Participatory Rural Appraisal, Principles, Methods and Application. Sage, New Delhi
4. Narayanaswamy N and M.P. Boraian (2005), Participatory Rural Appraisal: Experience of NGOs in South India. (Cal no.: 361.3709548 N16P)
5. Asha Ramagonda Patil (2012), *Community Organization and Development: An Indian Perspective,* Prentice Hall India Learning Pvt. Ltd.

Reference Book:
1. Chambers, R. (1992): *Rural Appraisal: Rapid, Relaxed and Participatory,* Sussex: Institute of Development Studies.
2. Chambers, R. (1993): *Challenging the Professions, Frontiers for Rural Development,* London: Intermediate Technology.
3. Rubin, H J & Rubin I (1986), *Community Organizing and Development*, Pearson/Allyn and Bacon.
4. Atlas, J (2010), *Seeds of Change: The Story of ACORN, America's Most Controversial Antipoverty Community Organizing Group*, Vanderbilt University Press.
5. Sen, R & Klein K (2003), *Stir It Up: Lessons in Community Organizing and Advocacy*, Jossey-Bass. Kuyek, J (2011), *Community Organizing: A Holistic Approach*, Fernwood Publishing
6. Sen, R. (2003). *Stir it up: Lessons in community organizing and advocacy*. John Wiley & Sons.
7. Ross, M. G., Lappin, B. W., & Lappin, X. W. (1967). Community organization; theory, principles, and practice. New York: Harper & Row.
8. Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2004). Community practice: Theories and skills for social workers. Oxford University Press, USA

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	3	1	3	2	3
CO-2	1	3	2	3	3	3
CO-3	2	1	2	3	3	1
CO-4	3	2	3	2	3	3
*1: Low, 2: Medium, 3: High						

MSW 406: Society Polity and Development		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Must have basic understanding of society and polity
2. Must have awareness on social, economic and political issues of contemporary relevance
3. Must have basic knowledge of economic growth and development

Course Objectives:
1. *To improve understanding of concepts to examine the social phenomenon*
2. *Develop analytical skills to understand Indian society*
3. *Develop critical understanding of social, economic and political development at International and national level*
4. *Form perspective about the challenges for development in General and Social Development in particular in Developed and Developing Countries*

Course Outcome:
The student will be able to
1. Understand various social , political and economic phenomenon within Indian and Western society
2. Equip with critical and analytical skills to locate and interpret social, political and economic realities across the globe.
3. Enhance the ability to identify and work on emerging social and development particularly social development issues

UNIT-I : Society: Basic Concepts	Hr
• Society: Meaning, Characteristics, and Types • Social Structure: Meaning, Characteristics & Elements; Status and Role • Social Control & Socialization: Meaning, Process and agencies. Culture, Cultural change, cultural lag. • Social Institutions: Meaning and Types (Family, Marriage, Education, Religion, State and Law)	7
UNIT-II : Polity: Basic Concepts	**Hr**
• Indian Constitution: Basic Structure, features and Fundamental Rights and Duties; Directive Principles of State Policy; • System of Government: Parliamentary, Federal and Presidential • Democracy: Concept, Meaning and Characteristics • Impacts of polity on social and economic system	7
UNIT-III: Basics of Development	**Hr**
• Development and Underdevelopment: Concept, meaning and characteristics and dimensions • Indicators of Social Development: Meaning, Concept, Models & Social Progress Index; HDI • Theories of Development: Modernization, Dependency, World System and Globalization	7
UNIT-IV: Composition and Distribution of Indian Society	**Hr**
• Unity and Diversity: Meaning, Sources and Factors • Pluralism, Democracy and Conflict in India • Social Stratification in India: Meaning; Caste & Class as a form of social stratification. Jati & Varna; Concept of Social Mobility and Social Change within caste and class system	6
UNIT-V: Perspectives on Society and Development	**Hr**

• Indological perspective: Meaning Definitions and Proponents • Subaltern perspectives: Meaning Definitions and Theorists • Marxist Perspectives: Meaning Definitions and Proponents • Gender perspectives on Development, Human Rights and Development		6
UNIT-VI: Emerging Issues & Challenges to Development		**Hr**
• Poverty & Unemployment: Concept, Measurement, Causes & Impact • Income Inequality and Inflation: Concept, Causal Factors, & Dynamics • Environment and Development, Development induced displacement • Issues and challenges of Urbanization, migration.		7

Text Book:
1. Dumont, Louis (1966), Homo Hierarchicus: The caste System and its Implications, Vikash Publication, Delhi
2. Midgley, James, 2013. Social Development: Theory and Practice. New Delhi: Sage Publications
3. Pattanaik, BK (2017). Issues and Challenges of Development: An Introduction. New Delhi: Sage Publications
4. Dube, S.C. (2005). Indian Society. New Delhi: National Book Trust
5. Shankar Rao, C.N. (2015).Sociology: Principles of Sociology with an Introduction to Social Thoughts. New Delhi: S. Chand & Company.
6. Basu, D. D. (1982). Introduction to the Constitution of India. Prentice-Hall of India.
7. Todaro, M. P., & Smith, S. C. (2020). Economic development. Pearson UK.

Reference Book:
1. Hardiman, David (2006), History for the Subordinated. Seagull Books.
2. Madan. T. N. (2011), Sociological Traditions: Methods and Perspectives in the Sociology of India, SAGE Publications, New Delhi.
3. Sharma, K L (2010). Perspectives on Social Stratification. Jaipur: Rawat Publications.
4. M.S. Gore (2009). Social Development: Challenges Faced in an Unequal and Plural Society. Jaipur: Rawat Publications.
5. Pieterese, J. N. (2010). Development Theory (2nd Edition). Los Angeles: Sage Publications.
6. Haque, T. and Reddy, D N (2018). India: Social Development Report 2018: Rising Inequalities in India, New Delhi: Oxford University Press.
7. Wainryb, Cecilia; Smetana, Judith G. & Turiel, Elliot (2013). Social Development, Social Inequalities, and Social Justice. New York: Routledge (Taylor & Francis Group).
8. Willis, K. (2011). Theories and practices of development. Routledge (Taylor & Francis Group).
9. Rapely, John (2002). Understanding Development: Theory and Practice in the Third World. USA: Lynne Rienner Publishers.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	1	2	2	1
CO-2	3	3	1	2	2	2
CO-3	3	3	2	1	2	2
CO-4	3	3	2	1	1	1
*1: Low, 2: Medium, 3: High						

MSW 407: Concurrent Field Work (Agency Setting)		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Filed work Practicum (12 Hrs fieldwork + 2 hrs for Report writing=14 hours/ week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 6 Credits

Course Pre-requisites:
1. Must have aptitude for Social Work practice and work in the Agencies and communities.
2. Must have basic knowledge about society
3. Should be aware about the current socio-political affairs and ready to visit the field.

Course Objectives:
1. To give an opportunity to develop an understanding of the agency setting
2. To develop the knowledge and practice skills within the agency settings
3. To understand the organisation culture, management and implementation of various projects
4. To enhance the ability to work in agency settings with a professional and ethical commitment
5. To provide an opportunity for students to cognitive learning to practice in agency settings
6. To understand strengths and limitations of self and observe own behavioral patterns that challenge own-perception regarding the world view

Course Outcome:
The student will be able to:
1. Apply and integrate social work theories and methods in the fieldwork service setting.
2. develop professional skills to implement social work theories and methods in practice
3. Conduct assessment of various social situation, and clients,
4. Plan interventions with an individual, group/family or in community through agency
5. Consolidate their professional identify commensurate with the value and attitude of a social worker

Field work orientation:
- Ethics of field work
- Importance of fieldwork as signature pedagogy- Reporting writing, IC/GC, Presentations, Making field work Documentaries, Report writing.
- Skill lab sessions on: Assessment, life skills, Developing agency Profile, Orientation to different client groups etc.

First Phase: Basic Understanding of Field Work   (8 Days)

Specific to Semester-I:
Students will be exposed to civil society organisations/NGOs to understand its contexts and different dimensions of areas of functioning and interventions. During this phase, students are supposed to complete following activities/work/assignments etc:
- Developing an understanding of the Civil Society Organizations/NGOs and strategies and approaches to work based on its mission and vision.
- Develop an understanding of the administrative and operational procedure and participation in the agency meetings/events.
-
- Conduct meetings with official staffs of CBOs/NGOs to understand its areas of operation and collaboration.
- Explore areas of practice to integrate theories into practice.
- Visit to communities identified by the agencies for interventionsExploring critical aspect of practice while working with varied groups.
- Reading key reports (annual reports, financial reports etc) to understand and develop familiarity with documentation pattern and practicesInitiation of preparation of agency

profile
- Initiation of field visits and documentation
- Facilitating and working with agency supervisor(s)
- Identifying needs of the clients and designing intervention plan

Second Phase Social work methods//Intervention (9 Days)

- Develop an understanding of the basic legal procedures applicable to a civil society Organization.
- Participation and observing the work of the organization and identifying the areas for social work intervention
- Understanding the work culture, leadership pattern and management pattern of the agency
- Preparing a complete profile of the agency
- Participating in the decision-making process and related meetings as far as possible
- Understanding the process of project formulation and implementation in different areas with different target groups
- Working with different stakeholders of the agency and developing networking
- Taking up some specific task with the organization:
- Social Case work: Three case work
- Social Group work: 5-10 detailed session with identified
  - Working on documentation of events
  - Planning an intervention with the designed outcome

Third Phase: Field Work Intervention at the Community/ Documentation (9 Days)

- Developing case studies of different individuals, situation, incident, which were relevant
- Conducting or facilitating capacity building program/workshops
- Organizing specific awareness program in different social issues
- Supporting the program run by the organization
- Participating in various program activities conducted by the organization
- Compilation of reports and presentation

Text Book:
1) Subhedar, I. S. (2016). Fieldwork training in social work. Rawat Publications..
2) Nagmani Rao (2019) Field Instruction in Social Work Education, Routledge India

Reference Book:
1. Nair, R., Juvva, S., & Nadkarni, V. V. (2020). Field Instruction in Social Work Education. Routledge India.
2. Datar, S., Bawikar, R., Rao, G., Rao, N., & Masdekar, U. (Eds.). (2008). Skill training for social workers: A manual. SAGE Publications India.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	1	2	2	1
CO-2	3	3	1	2	2	2
CO-3	3	3	2	1	2	2
CO-4	3	3	2	1	1	1

*1: Low, 2: Medium, 3: High

Central University of Rajasthan

MSW (Master of Social Work)

SYLLABUS

Semester- II

School of Social Sciences

Central University of Rajasthan

Ajmer, Rajasthan,

India

(September 2022)

MSW 408: Social Work Research		
TEACHING SCHEME	**EXAMINATION SCHEME**	**CREDITS ALLOTED and TYPE**
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Student Should have basic understanding of Mathematical and statistical application
2. Should have ability to interact humans in individual and group and ability to work with team and groups

Course Objectives:
 1. To develop an understanding about the scientific approach to human inquiry
 2. To develop an appreciation of the value and approach in social work research in addressing Problems in the field of professional practice
 3. To learn the skills and techniques of doing a research study.
 4. To acquire the skills research writing and documentation in research work

Course Outcome:
 1. Will learn theoretical understanding of Research in social work settings
 2. Students will be equipped with knowledge to apply social research in the practice settings
 3. Students will learn skills in data collection, analysis and report writing

UNIT-I : Introduction	Hr
• *Social Research:* Meaning, nature, objectives, need and importance, Nature of scientific enquiry • *Research Process:* Formulating a research problem - conceptualization and re-conceptualization - Concepts, constructs, abstraction, Stages of research, Pilot Study - Basic Elements of Social Research. • *Literature Review:* Need and Importance, Sources of Review, proper use of E-resources, Systematic review of literature, • *Types of Research-* Historical, Descriptive and Experimental; Basic, Applied and Action Research- Longitudinal and Cross-sectional Research - Quantitative and Qualitative Research, Mixed Method	7

UNIT-II : Research Methods & Methodology	Hr
• *Variables* – Concept, Construct, Indicators and Variables - Types of variables; Independent vs dependent, categorical vs continuous, Levels of measurement, Variables in quantitative & qualitative studies • *Research Designs* –Observational, Exploratory, Descriptive, Explanatory and Experimental • *Sampling:* Population, Sample and types of sample, Universe, Sample size, • *Data and Data Collection* – Data, Need and Importance of data, different types of data, sources of data, Primary and Secondary • *Methods of Data Collection:* Interview, Observation, Questionnaire, Focused Group Discussions. Telephonic Interviews, Surveys, Web based surveys • *Tools of Data Collection* – Unstructured, Semi-Structured, Structured - Schedule, Guide, Checklist, Questionnaire, Inventory – Use of standardized scales/ instruments; • *Hypothesis:* Need and Importance, Different Types- Testing of Hypothesis	7

UNIT-III: Qualitative Research	Hr
• Introduction: Basic aspects, steps in qualitative research • *Methods of data collection*: Data, types of data, sources of data and data recording procedures in	7

qualitative research design
- *Qualitative Data Analysis*: Thematic analysis, Content Analysis, Narrative Analysis
- *Computer in Qualitative Research*: Softwares in Qualitative Research Nvivo, ATLAS.ti, MAXQDA

UNIT-IV: Quantitative Research & Statistics in Research	Hr
- *Introduction to Quantitative Research*: Basic Concept, data in quantitative research, Uses, Advantages and Disadvantages - *Probability* – Theory, Principles of Probability Distribution; Normal Distribution, Sampling & Normal Distribution - *Statistics and Data Processing:* meaning and significance of statistics, Data processing, Use of Computers and softwares (SPSS/PASW, - *Data management, analysis and presentation*: Classification and Tabulation of data, Frequency Distribution, Histograms, pie charts, bar diagrams, Frequency Polygon etc. - *Basic Statistics:* Measures of central tendency, Measures of dispersion. Meaning, uses, and computation of mean, median mode, range, quartile deviation, standard deviation etc. and hypothesis testing. - *Recent advances:* Data Mining, Big data analytics, social media research	7

UNIT-V: Mixed Method Research	Hr
- Components of Mixed method research, purpose of mixed method research, Data in mixed method research, - Types of Mixed method research- Triangulation, Concurrent, or Parallel Design, Embedded Design, Exploratory Sequential Design, Explanatory Sequential Design - Sampling and Data Collection in mixed method designs, Data analysis and Point of Interface in Mixed method Research	7

UNIT-VI: Publication, Reporting & Ethics in Research	Hr
- *Research Report* – Purpose, characteristics and steps of writing report- Format and types of Research Report. - *Citation and Referencing*: Referencing and Bibliography, referencing styles, Referencing different types of documents and data- Standard Referencing Styles. - Ethics in research – Informed consent, confidentiality, - *Plagiarism*-Basic concepts, Different types of plagiarism, Avoiding plagiarism	7

Text Book:
1. Ahuja, R. (2011). Research methods. Rawat Publications.
2. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
3. Das, D. L. (Ed.). (2022). *Social Work Intervention Research*. Rawat Publications

Reference Book:
1. Balnaves, M., & Caputi, P. (2001). Quantitative research methods: An investigative approach.
2. Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
3. Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
4. Crotty, M. J. (1998). The foundations of social research: Meaning and perspective in the research process. *The foundations of social research*, 1-256.
5. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. sage.
6. Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. Sage.
7. May, T., & Perry, B. (2022). *Social research: Issues, methods and process*. McGraw-Hill Education (UK).
8. Singh, K. (2007). *Quantitative social research methods*. Sage.
9. Sutherland-Smith, W. (2008). *Plagiarism, the Internet, and student learning: Improving academic*

integrity. Routledge.
10. Walliman, N. (2010). *Research methods: The basics*. Routledge.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	Medium	High	High	High	High	High
CO-2	Medium	Low	High	High	Medium	High
CO-3	Low	Medium	High	High	Medium	High
*1: Low, 2: Medium, 3: High						

MSW 409: Social Welfare Administration		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Must have aptitude for welfare administration
2. Must have basic knowledge about social welfare schemes and procedure
3. Should be aware about the current policies for social welfare

Course Objectives:
1. *Develop knowledge about the genesis, values, and goals of administration*
2. *Facilitating awareness of Social Welfare in India*
3. *Enhancing commitment to the goals of social welfare, human rights and social justice*
4. *Develop an understanding about the relevance of civil society and development sector*

Course Outcome:
The student will be able to
1. develop greater orientation about the skills required for social welfare administration
2. learn various social welfare measures and schemes in India
3. enhance their abilities to function as social welfare administrators

UNIT-I : Basic Concepts	Hr
• Social Service, Social Welfare, Social Security, Social Development • Approaches to welfare: Charity Based, Need Based and Human Rights Based • Welfare State and India as a welfare state; constitutional provisions • Social Welfare Administration as a method of Social Work Profession: Concept, Definition and Scope	7

UNIT-II : Introduction to Social Welfare Administration	Hr
• Nature and Evolution of Social Welfare Administration • Types of Administration: Personnel Administration, Public Administration, Private Administration, Social Service Administration, Social Security Administration, Development Administration, Social Welfare Administration • National and International experiences of Social Welfare Administration • Indian Knowledge System and Social Welfare Administration	7

UNIT-III: Components and Structure in Administration	Hr
• Components of Administration (POSDCoRBEF) • Unity of Command, Centralization and Decentralization, Span of Control, Delegation and Supervision • Structure of Social Welfare Administration: Service Providers, Organization and Management of Institutional Welfare Services • Development organizations: Public, Private and Civil sector, Community Based Organizations, People's Organizations • PPP Model and Partnership Projects, Corporate Social Responsibility (CSR)	7

UNIT-IV: Mechanisms of Social Welfare and Development in India	Hr
• Administrative Structure of Public agencies: Central Social Welfare Board, Ministry of Social Justice and Empowerment, Ministry of Women and Child Development, Ministry of Tribal Affairs, National Commission for Minorities, NITI Aayog as Think Tank • Good Governance: Mechanisms and Challenges • Registration Acts: Societies Registration Act, 1860, Indian Trust Act 1882, Cooperative Societies Act, 1912, Foreign Contribution Regulation Act, 2021, Companies Act, Section 8, 2013, Income Tax Act.	7

UNIT-V: Policies pertaining Social Welfare in India	Hr

• Social Welfare Policies: Analysis of Objectives/ Entitlements/ Allocations and Budgetary Expenditures pertaining to: Poverty and Poverty Alleviation, Children, Women, Education, Health, Person with Disabilities, Elderly care, Backward class Development, Scheduled Castes, Scheduled Tribes, Resettlement and Rehabitation, Development and Displacement. • Significance of social policies for social welfare in India	8

UNIT-VI: Role and Scope of Social Work Professionals in Welfare Administration	Hr
• Skills in Administration: Writing Letters, Reports and Minutes, Fund Raising, Conducting Meetings, Public Relations and Networking • Role of Social Workers in Decision Making Process, Communication, Role Description and Functioning, Sustainability of Programmes • Role of Social Welfare Administration in achieving United Nation's Sustainable Development Goals (UNSDG's) • Scope in CSR and PPP Model	7

Text Book:
1. Skidmore, R. A. (1995). *Social work administration: Dynamic management and human relationships*. Allyn & Bacon.
2. Pawar, S.B., Ambedkar, J.B., & Shrikant, D. (2004). *Non-Governmental Organizations and Development: The Indian Scenario.* Rawat Publications.
3. Kaushik, A. (2012). *Welfare and development administration in India*. Academic Foundation
4. Goel, SL., (2009); *Development Administration: Potentialities and Prospect.* Deep and Deep Publication. New Delhi.
5. Goel, SL., (2010); *Social Welfare Administration; Organizational Infrastructure (Vol-1);* Deep and Deep Publication. New Delhi.

Reference Book:
1. Moroney, R.M. & Krysik, J. (1998). *Social Policy and Social Work: Critical Essays on the Welfare State.* New York: Aldine de Gruyter.
2. Drake, R.F. (2001): *The Principles of Social Policy.* New York: Palgrave
3. Bhattacharya, S., (2006). Social Work Administration and Development. Rawat, Jaipur.
4. Spolander G. and Martin L., (2012). *Successful Project Management in Social Work and Social Care: Managing Resources, Assessing Risks and Measuring, Outcomes.* Jessica Kingselay Publishers, ISBN 978-1-84905-219-1
5. Gore MS, (2009). *Social Development: Challenges faced in an Unequal and Plural Society.* Rawat Publication, Jaipur.
6. Cullen, M., & Cullen, M. (2015). *Social Work & Social Welfare: Modern Practice in a Diverse World.*
7. George, V., & Wilding, P. (2013). *Ideology and social welfare*. Routledge.
8. Henman, P., & Fenger, M. (Eds.). (2006). *Administering welfare reform: International transformations in welfare governance*. Policy Press.
9. Midgley, J. (1997). *Social welfare in global context*. Sage.
10. Patti, R. J. (Ed.). (2000). *The handbook of social welfare management*. Sage.
11. Patti, R. J., Rapp, C. A., & Poertner, J. (2014). *Managing for service effectiveness in social welfare organizations*. Routledge.
12. Trattner, W. I. (2007). *From poor law to welfare state: A history of social welfare in America*. Simon and Schuster.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	1	2	3	3	2	3
CO-2	2	2	2	2	3	3
CO-3	3	2	2	3	3	3
*1: Low, 2: Medium, 3: High						

MSW 410: Social Action and Social Legislations		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Must have aptitude for social work
2. Must have basic knowledge on community organization
3. Should be aware about social movements and social issues

Course Objectives:
1. *To consider the importance of social action for social workers and discuss the professional skills and values which underpin social action practices.*
2. *To train how social workers to understand the implication of social action for promotion of human rights.*
3. *To gain understanding about the basic legislations for the practice of social action.*

Course Outcome:
The student will be able to,
1. Social action as a method of practice for social chance
2. social issues that require social action to change the systems.
3. Use the provisions of legislations for social action

UNIT-I : Introduction- Concepts, Models and Theories	Hr
• Social Action: Definition, Concept, Principles, Models • Different theories of Social Action • Types of Social Actions, Models of social action and Theories	
UNIT-II : Social Action Theories and approaches	**Hr**
• Models of Social Action: Conscientization model of Paulo Freire, Role of ideology, Saul Alinsky as a radical community organizer, Liberation Theology • Social Action and Social Change: Ideology, structure, leadership, process, Outcome. • Social Action as a method of Social Work	
UNIT-III: Social Exclusion and Social Advocacy	**Hr**
• Problem of Social Exclusion and Marginalization in Community, Social exclusion and compromised citizenship, • Human Rights- Concept, Universal declaration of Human Rights, Treaties and Conventions, Protection of Human rights. Human Rights Activism. • Social Advocacy: Concept, Definition, Scope, Skills, Tools and Strategies • Models of social advocacy, types and implications of social action in social work	
UNIT-IV: Social Movements	
• Social Movements: Definition, Meaning, Concept, Model and Types, • Campaign: Definition, Concept, Understanding, Methodology • Use of Social Action as Method of Change and Mass Movement in Modern India • Various social movements and their relevance in contemporary society: Anticorruption movement, Tribal movements, Movements for protection of rights of the LGBTQ, Gender rights movements, Environmental movements.	
UNIT-V: Social Legislations: conceptual framework	**Hr**
• Indian constitution – Fundamental rights, and duties. • Legislation – Meaning, Principles • Social legislation – definition, meaning, needs, Social legislation as an instrument of social change. Principles and Methods • Nature of Social legislations in Welfare state	

UNIT-VI : Social Legislation in social work	Hr
- Protection of Human rights Act 1993. National HumanRrights Commission in India. - Dowry Prohibition Act 1961. Juvenile Justice (Care and Protection for Children) Act 2015. The Protection of Women from Domestic Violence Act 2005, Welfare and Maintenance of Parents and Old people Act 2007 - Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989. The Consumer Protection Act 2019. - Right to Information (RTI) Act. Legal Aid and administration of legal Aid. Public Interest Litigation. Role of social worker in legal aid	

Text Book:
1. Biswas. B. et al, (1971), Impact of Social Legislation and Social Change, Calcutta.
2. Vasudeva Murthy, M. (1996): *Social Action*, New Delhi: Asia Publishing House

Reference Book:
1. Awasthi, SK. (1994), Manual of Marriage and Divorce Laws, Jodhpur, Rajasthan Law House.
2. Chadhary, RNP,(2005), Consumer Protection Law, New Delhi, Deep & Deep Publications.
3. Diwan, P & Diwan P (1994), Children and Legal Protection, New Delhi, Deep & Deep Publications 5. Gangarade, KD, (2001),
4. Social Legislation in India, New Delhi, Concept publishers. 6. India, (1995), Indian Constitution, New Delhi, Publication Division.
5. Mathew, PD, (1997) Fundamental Rights in Action, New Delhi, ISI 8. Sinha, B S, (1983), Law and Social Change in India, New Delhi, Deep & DePublications

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	3	2	2	2	3
CO-2	3	2	2	3	3	3
CO-3	3	3	2	2	2	3
*1: Low, 2: Medium, 3: High						

MSW 411: Community Health and Medical Social Work		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Must have aptitude for Social Work
2. Must have basic knowledge on health
3. Should be aware about the health development and issues

Course Objectives:
1. *To give an wider understanding about the historical development and concept of community health and medical social work*
2. *To give knowledge about the basic health and physical health related problems and understand the role of social workers in this field to enhance health and well-being.*
3. *To understand the interconnection with public health/community health and medical social work*
4. *To examine the increasing influence of public health policy in daily life.*

Course Outcome:
The student will be able to,
1. understand about the emerging challenges and public health issues in India;
2. interpret and suggest relevant policy measures in the realm of health policy,
3. understand the measures and undertake interventions for health and well-being
4. work in various health set-up in institutions and communities

UNIT-I : Introduction- Concepts, Models and Theories	Hr
• Concept of health, evolution of concept of health, determinants, indicators and various dimension of health. Introduction of health care system in India., Health structure, its evolution and present status • Community Health: definition, meaning and objectives of community health. • Community health care models and theories, Community health program in India. Community-Based First Aid in Action (CBFA)	07

UNIT-II : Health Care Delivery System and Health Development	Hr
• Understanding of Community health and public health • Public Health Care System in India, Concept of primary health and community health, PHC and CHC, Rural hospitals, specialized hospitals, training hospitals, Responsibility of health, levels of health care. • Health and Development, Privatization of health services, health tourism, reproductive health	07

UNIT-III: Health Policy and Governance	Hr
• The National Rural Health Mission(NRHM) and National Urban Health Mission (NUHM), Health Insurance: Ayushman Bharat Yojana, India's Public Health Response to HIV/AIDS Epidemic, India's Public Health Response Covid 19 Pandemic, Role of World Health Organization, Global Health financing- The Global Fund, World Bank • National Health Programmes- National Malaria Eradication Programme, National Leprosy Eradication Programme, National TB programme, Total Sanitation Programme, STD Control Programme, Universal Immunization Programme, National Family Welfare Programme, National AIDS Control, National Rural Health Mission	07

UNIT-IV: Introduction to Medical Social Work	Hr
• Medical social work- concept, meaning and relevance/scope, challenges • Medical social work-Historical development in India and abroad; Different settings for Medical Social Work. multidisciplinary approach and teamwork	07

• Concept of disease, Epidemiological cycle, Prevention of disease. • The role of Agent, Host and Environment, Factors influencing individual, family and community health, Iceberg concept of diseases, Health Education - Principles and Methods.	

UNIT-V: Common Medical/Health Issues and Management	Hr
• Communicable and Non -Communicable diseases, Respiratory tract infections, Diphtheria, Whooping cough, TB, Insect borne diseases: malaria, intestinal diseases, Poliomyelitis, Typhoid, Hepatitis, Leprosy, Sexually transmitted infection, HIV/AIDS. Water-borne diseases: Malaria, Dengue;Diarrhea etc • Impact of Chronic disease on family, society. Rehabilitation, Definition, Types and principles, Community based rehabilitation. Ambulatory, Palliative, Hospice and Convalescent care, psychosocial-economic problems during stages of illness.	06

UNIT-VI: Medical Social Work Intervention	Hr
• Social Work Interventions in the field of health (Preventive, Curative, Promotive). • Role of social workers in treatment, after care and rehabilitation, & End of Life Care; Palliative Care • Role and functions of medical social worker in different settings namely- Hospital, Institution and Community • Possible outcomes/research and field intervention and advancement in medical social work settings	06

Text Book:
1. Park,K (2005) Park's text book of Preventive and Social Medicines, Jabalpur:M/s Banarsidas Bhanot Publishers.
2. Parks K & Parks J E, (2009), Textbook of Social and Preventive Medicine, Jabalpur: Bhanarasidas
3. M.C. Gupta & B.K. Mahajan (2003) ~ Textbook of Preventive and Social Medicine, Jaypee Bros., New Delhi.
4. M. Dasgupta, L. Chen, Krishnan (1996) ~ Health, Poverty and Development in India, Oxford Press, Delhi.
5. Ramchandran & Dhramlingam ~ Health Education: A New Approach, Vikas Publishing House New Delhi.

Reference Book:
1. Diatha Krishna Sundar , Shashank Garg , Isha Garg (Eds), Public Health in India: Technology, governance and service delivery Paperback – Import, 24 November 2017
2. Grépin, K.A., Pinkstaff, C.B., Shroff, Z.C. et al. Donor funding health policy and systems research in low- and middle-income countries: how much, from where and to whom. Health Res Policy Sys 15, 68 (2017).
3. K.Sujatha Rao (2017) DO WE CARE: India's Health System, Oxford University Press
4. Ruchi Mishra (2006) ~ Health for All: Today and Tomorrow, Adhyayan Publishers, New Delhi.
5. Kapil, Krishnana (1971) Social Service Opportunities in Hospitals, Bombay, TISS

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	3	3	2	2	3
CO-2	2	3	3	3	23	
CO-3	3	3	3	3	2	3
*1: Low, 2: Medium, 3: High						

MSW 412: Social Work Practice in Schools		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Basic understanding about pre-school, school education of India.
2. Visiting the local schools for assessment and interventions.
3. Aptitude to work with school students, teachers, parents and other stakeholders.

Course Objectives:
1. *Develop an understanding of School Social Work Practice*
2. *Gain an understanding about roles, skills and competencies of social worker for working in school*
3. *Knowledge about constitutional, legal provisions and policies related to school education.*

Course Outcome:
The student will be able to
1. Understand and assess the needs of the children in educational settings
2. Work with the children, parents, teachers to facilitate the supporting learning environment in schools.
3. Perform as school social workers as per the legal provisions and standards.

UNIT-I : Introduction to school Social Work	Hr
• Social work in educational settings: Concept and objectives; Formal education, Non-Formal Education, Adult Education • Needs of Children in schools: physical, psychological, social, emotional and educational. • Values and ethical dimensions of social work in pre-school and educational settings for the children and adolescent.	7

UNIT-II: Models and skills:	Hr
• Historical development of school social work in India and abroad, NASW standards. • Models of School Social Work Practice: Home-school-community relations model, Traditional-clinical model, School-community-pupil relations model, Clinical and environmental interaction model. Bridge-model, remedial school, mobile school. • Knowledge, skills and competencies of social worker for school work practice	6

UNIT-III: engagement with stakeholders in school	Hr
• School and community engagements. Working with teachers, parents, and other stakeholders, School Management Committee, Gram Sabha, Ward Sabha, University-community engagement • Issues of schooling in conflict affected areas, geographically isolated areas, and in other difficult circumstances. • Counseling of students, parents and teachers: skills, and techniques.	7

UNIT-IV: Interventions in Schools	Hr
• Working in Schools to deal with the problems of adjustment, school phobia, school dropout, scholastic backwardness, bullying, learning disability, mental health issues. • Awareness program and skills building on various aspects, prevention of child marriage, prevention of substance abuse & addiction; psychosocial support and health promotional activities, Behavioral and health interventions. • Working with the children from underprivilege sections in school and through other educational set-up.	7

UNIT-V: Life Skills Education in School	Hr

• Theoretical background of like skills, definition and concept (WHO), mother skills- Problem solving, decision making, critical thinking, creative thinking, self-awareness, empathy, interpersonal relationship, effective communication, coping with stress, coping with emotions. • Life skills for personality development and leadership enhancement. Process of experiential learning and participatory learning. • Designing life skills sessions for preventive and promotional purposes.	6
UNIT-VI: Legislations, Government programme and Role of school social workers	**Hr**
• Education: Constitutional provisions and rights of the children. Goal-4 of SDGs. • Flagship Educational Program in India: Sarva Shiksha Abhiyaan, Right to Education Act and provisions, Focus of new Education Policy- 2020 for pre-school and school. • Civil society organizations in pre-school and school education, Pratham, Room to Read, UNICEF, Save the Children, Azim Premji foundation. • Role of school social worker in education settings, assessment of situation and designing interventions.	7

Text Book:
1. David R (2003), School social work: skills and interventions for effective practice. John Wiley & Sons, Hoboken, Canada
2. JoAnn Tuzeo-Jarolmen (2014), School social work: a direct practice guide (CURAJ library Call no.: 371.46 J29S)
3. Linda Openshaw (2008) *Social work in schools: principles and practice*, The Guilford Press
4. Michael Stokely Kelly (2008), *The Domains and Demands of School Social Work Practice: A Guide to Working Effectively with Students, Families and Schools*, Oxford University Press
5. Carol Rippey Massat et al. (2022), *School Social Work: Practice, policy and research, 9th edition*, Oxford University Press.

Reference Book:
1. Penny Low Deiner (2013), Inclusive early childhood education : development, resources, and practice (CURAJ library Call no. : 371.9046 D36E)
2. Tory Cox, Terence Fitzgerald, et al. (2021), The Art of Becoming Indispensable: What School Social Workers Need to Know in Their First Three Years of Practice, *Oxford University Press*
3. Heather T. Forbes (2012), Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom, Beyond Consequences Institute.
4. Macklem, G.L. (2013). *Preventive Mental Health at School: Evidence-Based Services for Students,* Springer.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	1	3	1	3
CO-2	3	2	3	3	2	3
CO-3	1	3	3	2	3	3
*1: Low, 2: Medium, 3: High						

MSW 413: Psychiatric Social Work		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 Classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Open Elective Theory- 3 Credits

Course Pre-requisites:
1. Interest to work in the mental health set-up.
2. Positive coping abilities to deal with stress and emotional stability.
3. Basic knowledge of Psychology

Course Objectives:
1. *To develop knowledge about the historical development and concept of mental and psychiatric social work*
2. *To gain knowledge about the basic mental health problems in different population.*
3. *To gain skills to deal with mental health issues and provide mental health services in different institutional and community settings*

Course Outcome:
The student will be able to
1. Assess the mental health condition of the client.
2. Provide mental health care to the client in different settings and practice various mental health interventions.
3. Design and implement preventive and promotional mental health activities in institutions and communities.

UNIT-I : Introduction	Hr
• Concept of Mental Health and Mental illness. Causes of mental illness and disorders. • Historical development of psychiatric social work in India and abroad. Mental Hygiene movement. • DALY (Disability-Adjusted Life Year) and QALYs (Quality-Adjusted Life Year) and burden of mental illness. Prevalence of mental health problems.	7

UNIT-II : Classifications of Disease and Assessment:	Hr
• Classification in Psychiatry: ICD (International Classifications and Diseases) and DSM (Diagnostic and Statistical Manual). Psychosis and Neurosis. • Psychiatric assessment- history taking, mental status examination. Psychosocial assessment. • Essentials tools for mental health screening and scales for assessment-criteria for assessment and diagnosis.	7

UNIT-III: Adult Psychiatric Disorders	Hr

• Clinical features and symptoms of:
   o Alcohol dependent syndrome, Psychoactive substance abuse disorders. Digital addiction.
   o Schizophrenia, Mood Disorders- Depression, Anxiety,
   o Personality disorders.
   o Neurotic and stress related disorder, somatoform disorders, Obsessive Compulsive Disorder.
• Geriatric mental health issues: Dementia, Alzheimer's disease etc.
	8

UNIT-IV: Mental Retardation and Child Psychiatric Issues	Hr
• Causes, types and classification of mental retardation. • Developmental disorders, attention deficit disorder, conduct disorder, tic disorder. Autism spectrum disorder. • Various learning disorders among children. • Concept of IQ, EQ, SQ. • Mental health issues among the child with Down's Syndrome, Cerebral Palsy, Epilepsy.	7

• Interventions for children with mental retardation: early intervention, family intervention, developmental therapy, special education etc.		
UNIT-V: Interventions in Mental Health:		**Hr**
• Psychiatric Management – Pharmacotherapy and Psychotherapy, Counseling, Group therapy, psycho-education, family therapy, behaviour modification, cognitive behavior therapy, and recreational therapy, relapse management. • Mental health awareness program, and mental health promotional program. Importance of Yoga and Meditation. • Suicide prevention, Stress management, Personality development, Dealing with Stigma due associated to mental illness.		8
UNIT-VI: Mental Health Services:		**Hr**
• Community Mental Health: Meaning, definition, nature and objectives. Prevention of mental illness. District Mental Health Program, Community mental health services in India • Mental Health Care Act- 2017., Human rights of the persons with mentally illness. • National and State level Institutes and Governmental Organizations • NGOs in Mental health care. Integration of mental health in developmental program. • Role of Psychiatric Social Workers in hospitals, clinics, rehabilitation center, half-way home, correctional setting and in community.		7

Text Book:
1. Francis, A P (2014). *Social work in Mental Health: Context and Theories for Practice*. Sage, New Delhi. (CURAJ library Call no.: 362.20425 S13S)
2. Ahuja, Niraj (2011) *A short Text Book of Psychiatry 11th edition*, Jaypee Brothers Medical Publishers, New Delhi. (CURAJ library Call no.: 616.89 A85S)
3. Parthasarathi R & Sekar K, (2007), *An Introduction to Psychiatric Social Work*, Bangalore: NIMHANS Cesar M. Garces Carranza, D., & Carranza, D.C.S.M.G.S. (2013). *Social Work in the Hospital Setting: Interventions,* Author House.

Reference Book:
1. R. Srinivasa Murthy, (2001), *Community Mental Health in India*, Bangalore: NIMHANS.
2. Parks K & Parks J E, (2019), *Textbook of Social and Preventive Medicine, 25th Edition*, Jabalpur: Bhanarasidas (CURAJ library Call no.: 614.44 P21P)
3. Geddes, JR, Andreasen, NC & Goodwin, GM (2020), *New Oxford Textbook of Psychiatry, 3rd Edition*, Oxford University Press.
4. Francis, A P (2014). *Social work in Mental Health:* areas of practice, challenges and way forward, Sage (CURAJ library Call no.: 362.20425 S13S)
5. Allen, K.M., & Spitzer, W.J. (2015). *Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends,* SAGE Publications.
6. Arboleda-Flórez, J., & Sartorius, N. (2008). *Understanding the Stigma of Mental Illness: Theory and Interventions,* Wiley.
7. Magnusson, D. (1997). *The Lifespan Development of Individuals: Behavioral, Neurobiological, and Psychosocial Perspectives: A Synthesis*, Cambridge University Press.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	1	3	2	2	1	3
CO-2	2	1	2	3	2	3
CO-3	2	3	3	2	1	3
*1: Low, 2: Medium, 3: High						

MSW 412: Concurrent Field Work-II		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Practical	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course 6 Credits

Course Pre-requisites:

Must understand application of social work methods in to the field work practical setting
Must have an awareness about the various community relate problems and able to analyses the situation.
To develop appropriate strategies and intervention methods by using social work knowledge and skills

Course Objectives:

To develop an understanding of methods of social work and its application in the fields
To acquire basic skills to understand and analyze problems in the community set up.
Understand various strategies of intervention in the community settings
To develop a spirit of inquiry and sensitivity towards social issues
To enhance the understanding of the practical implication of methods of social work

Course Outcome:

The student will be able to

In the second fieldwork placement, students will be able to move back and forth between classroom study and the reality of direct practice. It is expected that students will achieve even stronger integration between classroom learning and fieldwork instruction, particularly in relating the community settings.

The students will gain the skill of working as a social worker in community setting. They will develop the knowledge about understanding the social complexities and gain skill of handing the social obstacles to pursue social developmental interventions. Students will gain skills to facilitate appropriate measures through social work interventions.

Students are expected to acquire greater insight into community level functions and operations. They are expected to assume greater control and responsibility for their own learning in this placement. Fieldwork will inculcate social work values and attitude among the learners.

First Phase - Field work with various groups/communities/civil society organizations	Hr/Days

• Preparing a complete village/community profile, using various participatory methodologies.
  o Conduct home visits,
  o Conduct individual interview
  o Interact with Key informants (KII-Key informant Interview)
  o identify the vulnerable groups etc
• Visit the relevant social institutions in the villages
  o Schools
  o Anganwadi centers
  o PHCs
  o Panchayat Office
  o Any other formal, informal institutions, like, Grameen Bank, Youth club, religious groups, self-help group, village cooperatives, farmer's cooperative, any NGO or CBO.
• Identify few key social problems and develop an intervention plan with specific groups:
  o Youth Group, children group, women group, farmers groups etc.
	8 days

o The interventions can be some training, awareness building, Group formation etc. • In the community, attend and observe the meetings of Gramsabha and develop rapport and facilitate the Sarpanch to initiate the development activities/projects in the village • Forming/Revising Self Help Groups/Youth Clubs/Children Club/Parliament etc. (task might vary according to the organization or community where the students will be placed and some of the activities can be carried forward to the third phase)	

Second Phase: Social work methods//Intervention	Hr/Days
• Taking up some specific tasks in the community o Social Group Work :Conducting session with the various group o Conducting capacity building programme o Working on documentation of events o Planning an intervention with the designed outcome o Conducting community based awareness programme/workshops etc. o Small research on pressing social issues that has social work relevance o School Social Work: • Developing case studies of different individuals, situation, incident, which were relevant • social case work: 3 detailed case work	9 days

Third Phase: Field work repoting/documentation/research	Hr/Days
• Organising street plays on various social issues such as child marriage, child labour, girls' education etc. Engage the local youths and school children for the same. • Networking with the CBOs/NGOs and Government Organisaton to implement programmes	9 days

Text Book:
1. Subhedar, I. S. (2016). Fieldwork training in social work. Rawat Publications..
2. Nagmani Rao (2019) Field Instruction in Social Work Education, Routledge India
3. Delamont, S. (2016). Fieldwork in educational settings: Methods, pitfalls and perspectives. Routledge.

Reference Book:
1. Nair, R., Juvva, S., & Nadkarni, V. V. (2020). Field Instruction in Social Work Education. Routledge India.
2. Dash, B. M., & Roy, S. (Eds.). (2019). Fieldwork training in social work. Taylor & Francis.
3. Datar, S., Bawikar, R., Rao, G., Rao, N., & Masdekar, U. (Eds.). (2008). Skill training for social workers: A manual. SAGE Publications India.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	1	2	2	1
CO-2	3	3	1	2	2	2
CO-3	3	3	2	1	2	2
CO-4	3	3	2	1	1	1
*1: Low, 2: Medium, 3: High						

Central University of Rajasthan

MSW (Master of Social Work)

SYLLABUS

Semester- III

School of Social Sciences

Central University of Rajasthan

Ajmer, Rajasthan,

India

(September 2022)

MSW501 Social Work Practice with Marginalized Communities		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. Students must have basic knowledge of community
2. Must have knowledge of Indian and global society
3. Must have knowledge on working with communities and groups

Course Objectives:
1. *Develop understanding on conceptual and theoretical framework of marginalization and marginality*
2. *Equip students with social work skills and values to work with marginalized communities in India*
3. *Infuse cultural humility to work with various marginalized communities*
4. *Understand and practice integrated themes of social work in working with marginalized communities*

Course Outcome:
The student will be able to
1. understand intricacies of marginalization and marginality and its impacts on social development
2. locate issues and challenges of marginalization and marginality
3. Develop cultural humility to work with various marginalized communities
4. Design cultural sensitive social work intervention to work with marginalized communities

UNIT-I : Conceptualizing Marginalization and Marginality	Hr
• Marginalization and Marginality: Meaning, Definitions and Types • Marginalization and Marginality: Theoretical framework and critics • The process and impacts of marginalization • Marginalization at the International level	7

UNIT-II : Marginalized Communities in India	Hr
• Scheduled Caste: Concept, characteristics and disabilities • Scheduled Tribe: Concept, characteristics and disabilities • Other Backward Classes: Concept, characteristics and disabilities • Minorities: Concept, Types, Issues and Concerns	6

UNIT-III: Social Work Knowledge and Skills	Hr
• Factual and Interpretive Knowledge • Skills and Competencies to work with different marginalized communities • Macro-, meso- and micro-levels of social work with marginalized populations • Using Law and policy; Practicing Ethically and Reflexively	7

UNIT-IV: Negotiating Marginality	Hr
• Social Movement and action: Concept, Meaning and types • Dalit Movement; Tribal Movement and OBCs Movement and Its impacts • Capacity Development, participation and advocacy for marginalized • Globalisation, Access to Justice and Marginalized communities	6

UNIT-V: Government and Institutional response	Hr
• Constitutional provisions and Legislative safeguards for marginalized communities (SCs;STs,OBCs; & Minorities) • Special welfare Programmes for SCs; STs,OBCs; & Minorities	7

• Role of NGOs and Civil Society Organizations in development of marginalized communities in India	
UNIT-VI: Integrated themes of Social Work and Sustainable development	**Hr**
• Empowerment Based Social Work Practice: Strategies and Processes • Social Justice Lens ; Evidence informed Practice; Cultural Humility Framework • Indigenous Communities and Sustainable Development	7

Text Book:
1. Nadeem Hasnain (2021). Sociology of Marginalized Communities and Weaker Sections in India. Sage Publications
2. Ghosh, B. (Ed.). (2020). Social Movements: Concepts, Experiences and Concerns. SAGE/Texts.
3. Parker, J., & Crabtree, S. A. (2017). Social work with disadvantaged and marginalised people. Learning Matters.
4. Pierson, J. H. (2009). Tackling social exclusion: Promoting social justice in social work. Routledge.
5. Lee, J. A. (2001). The empowerment approach to social work practice. Columbia University Press.

Reference Book:
1. Yatindra Singh Sisodia and Tapas Kumar Dalapati (eds) (2021): Social inclusion of marginalised in India: State Policies and Challenges. Rawat Publications.
2. Chand, R., Nel, E., & Pelc, S. (Eds.). (2017). Societies, social inequalities and marginalization: marginal regions in the 21st Century. Springer.
3. Kedilezo Kikhi, Dharma Rakshit Gautam (2023). Marginality in India Perspectives of Marginalization from the Northeast. Routledge.
4. Gaine, C. (Ed.). (2010). Equality and diversity in social work practice. Learning Matters.
5. Raosaheb K Kale, Sanghmitra S Acharya (Eds) (2022). Mapping Identity-Induced Marginalisation in India Inclusion and Access in the Land of Unequal Opportunities. Springer Nature.
6. Loue, Sana . (2022). Diversity, Cultural Humility, and the Helping Professions: Building Bridges Across Difference. Springer
7. Bhattacharyya, A. & Basu, S. (Eds.) (2021). Marginalities in India: Themes and Perspectives. Springer.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	3	3	2	2	2
CO-2	2	3	3	2	3	3
CO-3	3	3	3	3	3	3
CO-4	3	3	3	3	2	3
*1: Low, 2: Medium, 3: High						

MSW 502: Disaster Management		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Open Elective Course Theory- 3 Credits

Course Pre-requisites:
1. Interest and stamina to work in the area of disaster management.
2. Knowledge about the social system
3. Experience of field work, or as volunteer in schools and colleges.

Course Objectives:
1. *The course will inculcate skills among the students to understand the concept of disaster, disaster management, disaster preparedness, and its relevance in the Indian context.*
2. *It will give knowledge and skills in disaster intervention according to the national and international standards and guidelines, and role of Social workers in building community resilience.*

Course Outcome:
The student will be able to
1. develop their knowledge and skills to analyses factors contributing to disasters, according to the cycle of disaster.
2. Work in different phases of disasters, with diverse groups at the pre-disaster, during disaster and post disaster period.
3. Design and initiate disaster mitigation and management endeavors towards disaster risk reduction

UNIT-I : Introduction and Basic concepts to disaster management	Hr
• Definition and Concept of Hazards, Risk, Vulnerability, Disasters, and Capacity. • Types of disasters- natural human induced and other, CBRN (Chemical, Biological, Radiological and Nuclear) disasters, and complex emergencies. • Disaster vulnerability profile of India and Rajasthan.	6

UNIT-II : Disaster management and Risk reduction	Hr

• Impact of disaster in natural eco-system; Multi-dimensional Impact of disasters: physical, psychological, social, economic,
• Issues of marginalization among the vulnerable groups in disasters-
  o Poor, Women, Aged, Children, persons with special needs,
  o chronically ill, injured, amputees, victim of violence.
  o Internally displaced people (IDPs), Refugees,
	6

UNIT-III:	Hr
• Disaster Management Cycle- rescue, relief, rehabilitation, reconstruction, prevention, mitigation, preparedness, early warning (emergency response). • Disaster risk reduction (DRR) - Community based DRR, Safe-School, Safe-Institutions, Conflict mitigation and peace-building for community cohesion. • Public Health in emergency; CBFA (Community based first Aid), Build Back Better	7

UNIT-IV: Psychosocial support in Disaster management:	Hr
• Concept of psychosocial support, resiliency and well-being for the individuals, family and at the community level. • Mental health issues among the survivors of disaster. Principles and techniques of psychosocial support- ventilation, active listening, empathy, mobilization of social support, externalization of interest, relaxation, practicing spirituality, PFA (Psychological first Aid). • Self-care and Stress management for the disaster intervention workers	7

UNIT-V: Disaster management infrastructure, legislations	Hr
• Disaster Management Act-2005, Institutional framework of disaster management in	7

India (NDMA-SDMA-DDMA, NDRF, Civic volunteers, NIDM), National Disaster Management Guidelines	
• Inter-Agency Standing Committee guidelines, Sphere (Standards) Project,	
• Role of Civil society organization and UN agencies in disaster management and DRR (WHO, UN, UNDP, UNISDR, IFRC, ICRC, USAID, OXFAM),	
UNIT-VI: Role of social workers	**Hr**
• Awareness generation at the community on safe-practices in disaster (earthquake, cyclone, tsunami, heat-cold weaves, lightening, fire, pandemic) • Strategies for, health care services, livelihood restoration, reconstruction of housing, water and sanitation. • Capacity building for safe school, safe city, safe home, safe institutions. • CBDRM- Community based disaster risk management and climate change adoption. • Role of social workers in different phases of disasters.	7

Text Book:

1. Hellman, D. E., & Shandas, V. (2020). *Community Resilience to Climate Change:Theory, Research and Practice*
2. Schneid, T & Collins, L (2013), *Disaster Management and Preparedness*, CRC Press (CURAJ library Call no.: 658.477 S57D)
3. Handmer, J & Dovers, S (2013), *Handbook of disaster policies and institutions: improving emergency management and climate change adaption*, Routledge (CURAJ library Call no.: 363.348 H19H)
4. Mani, N (2017), *Environment, climate change and disaster management*, New Century Publications (CURAJ library Call no.: 363.700954 M31E)
5. Sinha, DK (2006), Towards Basics Of Natural Disaster Reduction, Researchco Book Centre (CURAJ library Call no.: 363.34 S64T)
6. Makoto Tamura, Akihiko Kotera, Yuki Ishikawa-Ishiwata (2022). Interlocal Adaptations to Climate Change in East and Southeast Asia: Sharing Lessons of Agriculture, Disaster Risk Reduction, and Resource Management, Springer Nature Switzerland (Book is Open Access)
7. NDMA-GOI. (2008). *National Disaster Management Guidelines—Management of Biological Disasters.* New Delhi: National Disaster Management Authority, Government of India
8. IFRC. (2009). *Psychosocial interventions- A Handbook.* Copenhagen: International Federation Reference Centre for Psychosocial Support
9. IASC. (2007). *Mental health and psychosocial support in emergencies (MHPSS).* Geneva: Inter Agency Standing Committee (IASC)

Reference Book/Reading List:
1. WHO. (1992). *Psychosocial consequences of disasters: prevention and management.* Geneva: Division of Mental Health, World Health Organization.
2. WHO. (2013). *Measurement of and target-setting for well-being: An initiative by the WHO Regional Office for Europe.* Copenhagen: WHO Regional Office for Europe.
3. WHO. (2014, November 10). *Climate change and human health.* Retrieved from who.int/global change: http://www.who.int/globalchange/summary/en/index6.html#
4. Bhadra, S. (2018). Community-based psychosocial support is a process and tool for protection of vulnerable survivors of disaster. In J. P. Diaz, *Disaster Recovery- Community Based Psychosocial Support in the Aftermath* (pp. 129-156). Oakville: Apple Academic Press.
5. Bhadra, S., & Dyer, A. R. (2011). Psychosocial support for communal harmony and peace building. In HIPEC, *Peace from Disasters-Indigenous Initiatives across Communities, Countries and Continents* (pp. 95-104). Hiroshima: Hiroshima University Partnership Project for Peacebuilding and Capacity Development.
6. Eharson, E & Chakrabarti, PGD (2012), *Women gender and disaster : global issues and initiatives*, Sage Publications. (Call no.: 363.348082 W84W)
7. Diaz, JOP (2018), *Disaster Recovery: Community-Based Psychosocial Support in the Aftermath*,

Apple Academic Press
8. Dave, A.S. et al. (2002), Riots, Psychosocial Care By Community Level Helpers For Survivors, Information Manual 2, Book for Change
9. Husain, M (2015), *Environment and Ecology: Biodiversity, Climate Change and Disaster Management*, Access Publishing
10. Rajeev MM & Vinodan C (2020), Managing Disasters through Community and Local Governance, Kalpaz Publications
11. Arora, R., & Arora, P. (2013). *Disaster Management: Medical Preparedness, Response and Homeland Security*, CABI.
12. McDonald, R. (2007). *Introduction to Natural and Man-made Disasters and Their Effects on Buildings*, Taylor &Francis. (not in library)

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	2	3	3	2	2	3
CO-2	2	3	3	2	3	3
CO-3	3	3	3	1	2	2
*1: Low, 2: Medium, 3: High

MSW 503: Project Planning and Development Communication		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Basic understanding of Indian society and development works
2. Should be aware of the current socio-cultural and political scenario

Course Objectives:
1. *Understand project design, development, communication and deployment, communication for social and behaviour change (CSBC)*
2. *Understand the implications, challenges, and opportunities of organizational dynamics in project management*
3. *Enhancing knowledge of development projects and strategies for development communication*
4. *Develop an understanding of the areas of social work practice in the present context*

Course Outcome:
The student will be able to
1. Determine the critical stages of the project development
2. Identify different strategies, quality tools and methods of project planning and implementation
3. Understand the modalities of project planning and development communication
4. Understand the role of media and skill development for effective development-communication

UNIT-I: Introduction to Basic Concepts	Hr
• **Project:** Definition & Meaning, Project vs Programme • **Types of Community Project:** Service-oriented, development-oriented, action-oriented • **Planning:** Definition & Meaning, types of planning, • **Important Concepts:** Project Life Cycle, Project Formulation (Stages), Project proposal, Community Diagnosis (base-line survey, need identification, determining priorities, critical path analysis, identifying the project area and target group), An overview of Participatory Rural Appraisal (PRA)	6

UNIT-II: Project Planning: Meaning, Purpose and Components	Hr
• **Project Planning:** Definition & Meaning, Characteristics, Project Planning vs Project Plan, Steps in Project Planning • **Fundraising and Resource Mobilization:** Local fundraising, FCRA, Grant-in-aid (Principles and Procedures), Resource Mobilization, Budgeting and Financial Plan • **Financial Administration and Social Marketing** – Process and Models.	6

UNIT-III: Project Monitoring, Evaluation and Documentation	Hr
• **Project Planning Tools and Techniques:** SWOT, Stakeholder matrix, Risk Analysis, Project appraisal, Logical framework approach (LFA) • **Project monitoring and evaluation:** Techniques used in evaluation- Management Information System (MIS) and Gantt Chart, Accountability and Social Auditing • **Documentation and Reporting:** Reporting format and style, writing a project report, type of reports	7

UNIT-IV: Development Communication and CSBC: Meaning and Basic Concepts	Hr
• **Communication:** Meaning, Elements, Importance, Types, Process and Barriers • **Development Communication CSBC:** Concept and scope, Historical Contexts of Development Communication • **Theories of Development Communication:** Use of conscientization theory in development communication (Saul Alinksy and Paulo Freire), Manuel Castells' theory of Network Society	7

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• Communication for Social and Behaviour Change (CSBC), Information, Education and Communication (IEC) • Participatory approach to CSBC		
UNIT-V: Development Communication: Indian Context		**Hr**
• Indian Society and Development • Communication for development (C4D), development support, IT revolution and its socio-cultural implications • **Important Projects and Campaign of Government and Private efforts in different fields:** Community Radio, Ham Radio, Television, print, film, traditional media, new media • **Role of communication in specific areas:** Agriculture, health, social inclusion of marginalized groups, education and governance		7
UNIT-VI: Skill Development for Effective Development Communication		**Hr**
• **Communication Media:** Audio-visual media, street theatre, folk media, short films, promos, documentaries • **Communication skills for Development Workers:** writing skills, presentation skills, public speaking, IEC strategies, Leadership, • Planning Campaigns, Risk communication, Media Advocacy, Public Relations and Image Building • Role of social media in contemporary development communication		7

Text Book:
1. Gary Spolander and Linda Martin, (2012), Successful Project Management in Social Work and Social Care: Managing Resources, Assessing Risks and Measuring, Outcomes, Jessica Kingselay Publishers, ISBN 978-1-84905-219-1
2. Chandra P., 2009, Projects: Planning, Analysis, Financing, Implementation & Review, 7th Ed. Tata McGraw-Hill Publishing.
3. Dahama, O. P. (2019). Education and communication for development. Oxford and IBH Publishing.
4. UNICEF Modules of CSBC (Communication for Social and Behaviour Change), 2022

Reference Book/Reading List:
1. Nagarajan, K. (2004). Project Management. India: New Age International (P) Limited.
2. Dutta, M. J. (2011). Communicating social change: Structure, culture, and agency. Routledge.
3. Escobar, A. (2011). Encountering development: The making and unmaking of the Third World (Vol. 1). Princeton University Press.
4. Judith Bell, 2005. Doing Your Research Project, Open University Press, McGraw Hill Education, UK
5. Carmichael, D. G. (2006). *Project planning, and control*. Routledge.
6. Cleland, D. I. (2007). *Project management: strategic design and implementation*. McGraw-Hill Education.
7. Emery, A. R. (2000). *Guidelines: Integrating indigenous knowledge in project planning and implementation*. World Bank.
8. Kerzner, H. (2017). *Project management: a systems approach to planning, scheduling, and controlling*. John Wiley & Sons

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	2	1	3	3	2	3
CO-2	2	2	3	3	2	3
CO-3	3	3	2	2	2	3
CO-4	1	2	3	3	3	3
*1: Low, 2: Medium, 3: High						

MSW-504: Social Work Practice with Differently Abled		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Must have aptitude for working with Differently Abled
2. Must have basic knowledge about society and disabilities
3. Should be aware about the basic concepts and challenges faced by PWD

Course Objectives:
1. *To provide technical understanding about disabilities*
2. *To teach the students the impact of disabilities on individual, families and communities*
3. *To learn the government and non-governmental mechanism for welfare of persons with disabilities*

Course Outcome:
1. The student will better understand his/her attitudes toward disability for the purpose of becoming more effective in working with individuals with disabilities.
2. The student will demonstrate an understanding of how the interaction between race, class, and gender affects persons with disabilities.
3. The student will become familiar with the major organizations, organizational structures for the delivery of services, and professional resources available to the PWD.

UNIT-I : Introduction to Disability	Hr
• Disability: Meaning, Concept, Definitions- Disability, Impairment, Handicap, • Magnitude, Causes and Consequences of Disability, • Disability as a Social Construct: Social construction of disability from different stakeholders' perspective • Attitudes, Stigma, Discrimination faced by people with disability, Myth and misconception of Disability • Different approaches to disability. Needs and problems of Persons with Disability	8

UNIT-II: Impact of Disabilities	Hr
• Psycho social problems of persons with disability: magnitude, causes, types, assessment, impact on child's development and adults, • Psychology of disability, Self and identity of persons with disability. Problems faced by them related to activities of daily living, education, employment, interpersonal relations, • Health problem including physical, mental, reproductive and sexuality • Psychology of disability, adjusting to one's own disability, self-esteem, resilience and coping mechanism of individual. • Disabling Environment- Attitude, stigma, discrimination and barriers to access and enabling environment and their impact on the quality of life of a person with disability. • Consequences of Disability, Impact on Individual and Family	8

UNIT-III : Classification and Types of Disabilities	Hr
• Classification of disability, assessment. magnitude, types, assessment, impact on child's development and adult. • Models of Disability-Medical Model, Social Model, Functional Model • Different Types of disability -Visual Impairment, Hearing Impairment, Locomotor Disability, Intellectual disability/mental retardation, Cerebral Palsy, Multiple Sclerosis, Autism, Learning Disabilities, Speech Disorders, Neurotrauma	8

Unit-IV: Rights and Entitlements Of The Disabled	Hr
• Introduction to disability & law, Fundamental rights and constitutional rights of the disabled, International initiatives and UN instruments about disability,	8

• Convention on the rights of persons with disability. Labour Laws and Disabilities • Welfare Measures by state and Central Govt: Railway Concession, Bus Concession, Public Transportation, Construction of Public Structures, Scholarships, Financial Assistance for Colleges • Rules, Regulations and Guidelines for entitlements of the Disables	
Unit-V: Acts, Policies and Programs	**Hr**
• Mental health Act 1987, The Rehabilitation Council of India Act (RCI) 1992, • The Person with Disability Act, The Rights of Persons with Disabilities Act, 2016, • The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, • Policies and programme on disability in India. The National Policy For Persons With Disabilities, 2006, • The focus on PWD in other national polices (National Policies for Children, Women, Health, Education) • Programme for Prevention of disability. Role of NGOs in Policy formation, service delivery. RTE and inclusive education	6
Unit-VI: Governmental and Non Governmental Mechanism	**Hr**
• Role of Different Ministries – Ministry of Social Justice and Empowerment, Ministry of Health and Family Welfare, Ministry of Labour; Department of Empowerment of Persons With Disabilities (Divyangjan) & Central Government Schemes; • National Institutes for Disability Treatment and Rehabilitation – NIEPVD, AYJNISHD NIEPID, NIEPMD, PDUNIPPD, SVNIRTAR, NILD, ISLRTC, NIMHR, NIMH, IMHANS, DIMHANS, AIIMS • District Disability Rehabilitation Centre - Composite Regional Centre for Skill Development, Rehabilitation & Empowerment of Persons with Disabilities (CRCs), Vocational Rehabilitation Centers, State/ Indian Spinal Injury Centre • National and International NGOs, Community Based Organizations Working in Field of Disabilities, Contribution and Service	6

Text Book:
1. Mitra, S. (2017). Disability, Health and Human Development. Germany: Palgrave Macmillan US.
2. Disability Studies: A Student′s Guide. (2013). United Kingdom: SAGE Publications.
3. Hammell, K. W. (2006). Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice. United Kingdom: Elsevier Health Sciences.
4. Disability Inclusion and Inclusive Education. (2020). Germany: Springer Nature Singapore.
5. Porter, J. (2014). Understanding and Responding to the Experience of Disability. (n.p.): Taylor & Francis.
6. Bauman, S., Shaw, L. R. (2016). Group Work With Persons With Disabilities. Germany: Wiley.
7. Johnstone, D. (2012). An Introduction to Disability Studies. United Kingdom: Taylor & Francis.

Reference Book
1. Kundu, C.L.,2000. Status of Disability in India-2000. Rehabilitation Council of India, NewDelhi.
2. Pandey,R.5., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.
3. Finklestein, V. (1980) Attitudes and Disabled People: Issues for Discussion. World Rehabilitation Fund, New York.
4. Green, A. & Mathias A. (1997) Non-Governmental Organisations and Health in Developing Countries, Macmillan Press, London.
5. Programme Monitoring and Evaluation; The Disability Perspective in the Context of Development - Dr. Scott Campbell Brown.

MSW 505: Social Work Practice with Families		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Basic understanding about family and its significance.
2. Aptitude to work with client systems oriented in the family system.

Course Objectives:
1. *Develop an understanding of changing family dynamics*
2. *Gain an understanding to analyze and design interventions plans to overcome the issues emerged form changing family dynamics*
3. *To map families in different circumstances and human-rights based approach.*

Course Outcome:
The student will be able to
1. Understand and assess the emerging needs of the families
2. Gain orientation about various laws, schemes and policies pertaining welfare of the families
3. Understand role as family social workers as per the legal provisions and standards.

UNIT-I : Basic Concepts	Hr
• Family: Origin, Meaning, Definitions, Types, Stages of Family Life/ Family Life Cycle • Indian values and families: Purusharthas in connection with families (Dharma, Artha, Kama, Moksha). Asramas / Stages of life (Shaishavam, Brahmacharya, Grahastashram, Vanaprastha and Sanyasa - their challenges and needs. • India's population policy, demographic characteristics of India's population and its implications.	7

UNIT-II: Family Dynamics and Interaction	Hr
• Family Dynamics: Meaning and patterns of interaction among family members, conflicts and adjustment. • Families in Transition in the context of urbanization, change in gender role: Family Problems. Changing role and significance of family in the changing world • Family interaction patterns: Organization, Disorganization and Reorganization	6

UNIT-III: Theoretical Frameworks and vulnerable family	Hr
• System Theory Framework, Exchange framework, life events and life course perspective. • Symbolic interaction framework, Structural/functional framework • Vulnerable families- various issues and concerns: Families living with stigma, Migrant families, refugee families, families with chronic illness, women and elderly person headed family, same sex family, issues of unwed mothers, single parents. Couples with inter-caste or inter religious marriage.	5

UNIT-IV: Family Social Work	Hr
• Family Social Work: Family assessment, Family Counseling, Family Therapy, Marital counselling, pre-marital counselling. • Family Life enrichment programmes, Family Courts, Family Welfare Clinics, Suicide Distress Centers • Community Centers, Adoption and Foster Care Agencies, Rehabilitation Centers, and Sponsorship Programmes • Different phases of Family Social Work - Beginning phase - Assessment phase - Goal Setting and Contacting - Intervention phases - Behaviour change, Evaluating outcome.	8

UNIT-V: Family Welfare and Legislations in India	Hr
• National Family Welfare Programme, • Legislations Pertaining to Marriage: Hindu Marriage Act, Special Marriage Act, 1954, Muslim Women (Protection of Rights on Divorce) Act, 1986, • Dowry Prohibition Act, 1961, Indian Divorce Act, 1869. Prohibition of Child Marriage Act, 2006	8
UNIT-VI: Role and Scope of Family Social Work	**Hr**
• Govt Schemes on family welfare, role of Ministry of health and Family welfare, Key findings of NHFS (National Family Health Survey) • Family empowerment program in India and fulfillments of SDGs. • Role, scope and practice of social work in - Family Service Agencies (governmental and non-governmental)	7

Text Book:
1. Kuppuswamy, B. (1972). *A Text Book of Behaviour and Development*, New Delhi Vikas
2. Davis, M. (2012). *Social work children & families,* Palgrave Macmillan
3. Loughlin, M. (2012). *Social work children & families* Sage Publications
4. Shah, A.M. (2014). *The households in India* Orient Blackswan
5. Holland S. (2011). Child & Family Assessment in Social Work Practice. Newyork: Sage publications. (CURAJ library Call no.: 362.7 H71C)
6. Khasgiwala, A. (1993). Family Dynamics: Social Work Perspectives. New Delhi: Anmol Publishers.

Reference Book:
1. Gore, M.S, (1985). Urbanization and family change, Bombay: Populars
2. Indian Social Institute, (1999). The Indian Family in the change and the challenge of the seventies, New Delhi, sterling
3. Jordon William, (1983). The Social Worker in Family situations, London: Routledge Kegan Paul
4. McCubbin,H.I. &Figley,C.R.(1984). Stress and family: Coping with Normative Transitions. New York: Brunneli Publishers.
5. Nichols Michael P (2009), Inside Family Therapy: A Case study in Family Healing. Newyork : Pearson Education.
6. Patterson, Joellen (1998). Essential skills in Family Therapy: From the First Interview to Termination. Newyork: Guilford Press.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	2	3	3	1	1	3
CO-2	3	1	1	2	2	3
CO-3	3	2	2	2	3	3
*1: Low, 2: Medium, 3: High						

MSW 506: Human Resource Management		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED 1and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Must have a basic understanding of the human relations
2. Must have enough awareness about the organizational culture and practices
3. Should be aware of the welfare provisions related to different diverse groups in the society

Course Objectives:
1. *The students will develop the knowledge and skills about human resource management and related concepts*
2. *The course will also give a wider understanding about the essential skills for working in industrial sector as human resource managers and labour welfare officers to ensure better productivity.*
3. *The students will develop an understanding of helping workers in organized and unorganized sector*

Course Outcome:
The student will be able to
1. The students will receive an orientation about organization, organization culture and challenges in management of human resources
2. The course will help students to develop an attitude to work for the welfare of diverse groups in industry
3. The course will help students learn basic principles, values and strategies to manage human resources and enhance their skills as human resource managers

UNIT-I: Introduction	Hours
• Personnel Management, Industrial Relations (IR), Human Resource Development (HRD) and Human Resource Management (HRM). • The paradigm shift from PM to HRM: changing role of personnel management in India. • Types of Organizations • Functions of HRM	7

UNIT-II: Human Resource Planning and Recruitment	Hours
Human Resource Planning: Definition, Need, Benefits, Process of Planning • Job analysis, Job description, Job Specification and Job Evaluation • Performance and Potential Appraisal: Methods and Significance • Recruitment, selection, placement, induction, internal mobility and separations, Career and succession planning	7

UNIT-III: Training and Development	Hours
• Training And Development: Need, Objectives and Training Methods, On-The-Job Training, Evaluation of Training • Talent management and Reward management • Career development: concept, Stages, Career Path, Career Anchors and Strategies for effective career development	7

UNIT-IV: Organizational Culture and Behavior	Hours
• Organization Culture: Meaning, Definition and Significance • Motivation: concept and theories (Maslow, McGregor, Herzberg and Vroom) • Leadership: Concept, Theories and different styles of leadership • Perception, Attitude and Judgment of others	7

UNIT-V: Occupational Health and Safety	Hours
• Industrial Safety: Concept and meaning, present trends, role of management • Accidents: types, causes and preventive measures; Industrial health and hygiene • Ergonomics and measures for OHS • Working conditions in Organized and Unorganized Sector	6

UNIT-VI: Emerging areas of HRM	Hours

			6
• Industrial Communication: Types, methods, network analysis, barriers, and industrial communication system. • Talent Management, Strategic Human Resource Management, Stress Management, Use of Technology in Human Resource Management, Risk Management and International Human Resource Management			

Text Book:
1. Rao T.V. & Pereira D.F., Recent Experience in Human Resource Development, Oxford & IBM Publishing Co, New Delhi.
2. Aswathappa K (2001), Human Resource & Personal Management (Text & Cases) Tata McGraw Hill Publishing Company Limited, New Delhi.
3. Mamoria C.B. & Gankar S.V. (2002), Personal Management (Text & Cases).

Reference Book:
1. Armstrong, Michael (2009). Armstrong's Handbook of Human Resource Management Practice, 11th Edition. London: Kogan Page.
2. Abraham E (1983), Alternative approaches and strategies of Human Resources Development (Jaipur: Rawat Publication)
3. Aswathappa K (2001), Human Resource & Personal Management (Text & Cases) Tata McGraw Hill Publishing Company Limited, New Delhi.
4. Gopal R. Jaya (1980), Human Resources Development Conceptual Analysis & Strategies.
5. Mamoria C.B. & Gankar S.V. (2002), Personal Management (Text & Cases).
6. Michael VP (1998), Human Resources Management & Human Relations, Himalaya Publishing House, New Delhi.
7. Rao T.V. & Pereira D.F., Recent Experience in Human Resource Development, Oxford & IBM Publishing Co, New Delhi.
8. Rudrabasavaraj MN (1988), Cases in Human Resource Management, Himalaya Publishing House, New Delhi.
9. Sheikh A.M. (2003), Human Resource Development & Management, S. Chand & Company, New Delhi.
10. Subba Rao (2000), Personal & Human Resource Management, Himalaya Publishing House, New Delhi.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	3	3	2	2
CO-2	2	2	3	3	—	3
CO-3	—	3	3	1	—	3
*1: Low, 2: Medium, 3: High						

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MSW-507: SOCIAL INNOVATION & SOCIAL ENTREPRENEURSHIP		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Must have conceptual understanding of social problems
2. Must have basic knowledge about innovation
3. Should have research skills and critical ability to understand social and economic realities

Course Objectives:
1. The students will be exposed to basic concepts, theories and relevance of social innovation social entrepreneurship.
2. To imbibe knowledge, skills, and methods required to launch a business in the social sector.
3. Recognize the impact of social entrepreneurship on economics, politics, and societies.

Course Outcome:
The student will be able to
1. Motivate students to start social entrepreneurship
2. Develop ability to identify sources of social innovation
3. Identify and innovate social opportunities to create social enterprises that are in tune with Sustainable Development Goals

UNIT-I : Introduction	Hr
• Social Innovation & Entrepreneurship: Meaning, Concepts, and Sources • Social Entrepreneurship: Definition, Origin, Characteristics, Drivers and Theories • Concept of Value Creation and Opportunity Recognition • Difference between Business and Social Entrepreneurship	7

UNIT-II : Social Entrepreneur & Entrepreneurship	Hr
• Enterprise launching and its procedures – start-ups – incubation – accessing venture capital – CSR funds – PPP • Entrepreneur: Meaning, Types, Characteristics and Personality Traits • Models of Social Entrepreneurship Process: The Timmons Model of the Entrepreneurship Process The PCDO (People, Context, Deal, and Opportunity) Framework, The CASE Model & Social Entrepreneurship Process Model	6

UNIT-III: Social Business Model	Hr
• Different types of Business Models • Importance of business model in business incubation and entrepreneurship • Marketing & Financing of Social Entrepreneurship • Impact Assessment of Social Entrepreneurship	7

UNIT-IV: Human Resource Management and Organisation Structure	Hr
• Human Resource in Social Entreprise: Professional and Volunteers • Management of Volunteers; Strategic Management for Social Enterprises • Performance Measurement in Social Enterprise • Organization Structre : Pure Nonprofits, Pure for-Profits & Hybrid	7

UNIT-V: Entrepreneurship Culture in India	Hr
• Social Entrepreneurship in India: Retrospect and Prospect • Governance issues in SE, Legal framework in India, Tax Issues.	6

		Hr
• Significance of Social Entrepreneurship to development • Policies and programmes related to entrepreneurship development		
UNIT-VI: Social Entrepreneurship in Practice and Development		**Hr**
• Social Entrepreneurship in Practice: Ashoka: Innovators for the Public; Grameen Bank, Aravind Eye Care System's, Schwab Foundation for Social Entrepreneurship, Shri Mahila Griha Udyog Lijjat Papad; Barefoot College, Teach for India; Jaipur Rugs; Rangsutra, • Alignment of Social Innovation with Sustainable Development Goals • Future and Challenges to Social Entrepreneurship		6

Text Book:
1. Alex Nicholls, 2006, Social entrepreneurship: New Models of Sustainable Social Change, Oxford University Press, New York.
2. Bornstein David, 2010, Social Entrepreneurship: What Everyone Needs To Know. New York: Oxford University Press.
3. Praszkier R, Nowak A (2012), Social Entrepreneurship, Theory and Practice, Cambridge University Press, New York.
4. Portales, Luis (2019). Social Innovation and Social Entrepreneurship: Fundamentals, Concepts and Tools. Switzerland: Palgrave Macmillan.
5. Carole Carlson (2022): Social Entrepreneurship and Innovation. Sage Publications.
6. Bob Doherty et al. (2009): Management for Social Enterprise. Sage Publications.
7. London, M. & Morfopoulos, R. G.(2010) Social Entrepreneurship. New York: Routledge.

Reference Book:
1. Agrawal, A. & Kumar, P. (2018). Social Entrepreneurship and Sustainable Business Models: The Case of India. Switzerland: Palgrave Macmillan.
2. Kummitha, RKR (2017). Social Entrepreneurship And Social Inclusion:Processes, Practices, and Prospects. Singapore: Palgrave Macmillan.
3. Singh, Archna (2016). The process of Social Value Creation: A Multiple-Case Study on Social Entrepreneurship in India. Springer India.
4. Rafael Ziegler, 2009. An introduction to social entrepreneurship: voices, preconditions, contexts, Edward Elgar Publishing Limited, UK
5. Volkmann, Christine K., Tokarski, Kim Oliver, & Ernst, Kati (2012). Social Entrepreneurship and Social Business: An Introduction and Discussion with Case Studies. Germany: Springer Gabler

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	2	1	3	1	2	1
CO-2	1	2	3	2	3	3
CO-3	2	3	1	2	3	2
*1: Low, 2: Medium, 3: High						

MSW 508: Gender & Intersectionality		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:

1. Must have basic understanding of socialization and its process
2. Must be having gender sensitive attitude and aptitude

Course Objectives:

1. Aims to expose students to the understanding of the concept of gender and its determinants.
2. Facilitates students in understanding the significance of working for a gender just society.
3. Understand the theory of Intersectionality and 9ts application
4. Explore the possibilities of applying Intersectionality as a tool, method, and activism to address problems, bring change and promote social justice

Course Outcome:

The student will be able to
1. *Understand and intervene in gender related issues*
2. *Use Intersectionality as tool or methods to address problems and bring and promote social justice*
3. *Acknowledge and follow Intersectionality as pedagogical practice to work with women and other gender identities*

UNIT-I : Gender: Conceptual and Theoretical Framework	Hr
• Sex & Gender: Meaning and its Determinants • Theories of Gender: feminist theory; post-modern and post-structural theory; standpoint theory; critical race theory; performativity. • Gender Socialization and Stereotyping & Gender Stratification	7

UNIT-II: Social Construction of Gender and its Challenges	Hr
• Gendered division of labor: Women's role in industrialization and modernization in India • Gender discrimination at Home and Workplace • Gendered Education- Family, Culture, Gender roles, Gender Identities	6

UNIT-III : Gender and Intersectionality	
• Intersectionality : Concept, Meaning & Historical roots • Critical Race Theory and Intersectional Frameworks • Intersecting Identities: Gender, Race, Caste, Class, Ethnicity & Sexualities • Gender and Equality: Historical roots of Equality; Mars vs. Venus debate	7

UNIT-IV: Intra-categorical Intersectionality I: Race, Caste, Class and Gender	Hr
• Caste, Class and Gender: Historical Roots in India • Gendering Caste : Discrimination and Oppression of Dalit women • Intersectionality perspectives on Gender Based Violence; Health; & Education • Racial, ethnic, and gender disparities in the workforce	7

UNIT-V: Intra-categorical Intersectionality II: Disability, Sexualities and Gender	Hr
• Sexuality: Meaning and Concept • Gendering of sexualities; LGBTQIA • Gender inequality and Disability: Issues and challenges faced by disabled	6

		Hr
• Women Living with HIV/AIDS; Leprosy and Mental Illness		
UNIT-VI: Intersectionality as Analytical Tool for Social Work		**Hr**
• Intersectionality as tool to gender and economic justice • Intersectionality as pedagogical Practice and Social Work Education • Deploying Intersectionality in Health Social Work; Older People; Children and Families Social Work • Intersectionality and Sustainable Development		6

Text Book:
1. Bernard, C. (2022). Intersectionality for social workers: A practical introduction to theory and practice. Routledge.
2. Lutz, H., Vivar, M. T. H., & Supik, L. (Eds.). (2016). Framing intersectionality: Debates on a multi-faceted concept in gender studies. Routledge.
3. Valentine, C. G., Trautner, M. N., & Spade, J. Z. (Eds.). (2019). The kaleidoscope of gender: Prisms, patterns, and possibilities. Sage Publications.
4. Holmes, M. (2007). What is gender?: Sociological approaches. Sage.
5. Ferguson, S. J. (2013). Race, gender, sexuality, and social class: Dimensions of inequality. Sage.
6. Bywater, J., & Jones, R. (2007). Sexuality and social work. Learning Matters.
7. Lynn Weber. 2009 (2nd ed.). Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework. Oxford: Oxford University Press.

Reference Book:
1. Nayak, S., & Robbins, R. (Eds.). (2018). Intersectionality in social work: Activism and practice in context. Routledge.
2. Mathur, K. (2004). Countering gender violence: Initiatives towards collective action in Rajasthan. Sage.
3. Chakravarti, U. (2018). Gendering caste: Through a feminist lens. Sage Publications Pvt. Limited.
4. Butler, J. (2002). Gender trouble. Routledge.
5. Ryle, R. (2011). Questioning gender: A sociological exploration. Sage Publications.
6. Michele Tracy Berger and Kathleen Guidroz, eds. (2009). The Intersectional Approach: Transforming the Academy through Race, Class, and Gender. Chapel Hill: University of North Carolina Press.
7. Chattopadhyay, S. K. (2017). Gender Socialization and the Making of Gender in the Indian Context. SAGE Publishing India

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	2	1	3	2	3	2
CO-2	1	2	2	3	3	2
CO-3	1	2	3	2	2	2
CO-4	2	1	3	1	3	3

*1: Low, 2: Medium, 3: High

MSW – 509: Concurrent Field Work-III (community setting)		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Practical	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course 6 Credits

Course Pre-requisites:

Must understand application of social work methods in to the field work practical setting
Must have an awareness about the various community relate problems and able to analyses the situation.
To develop appropriate strategies and intervention methods by using social work knowledge and skills

Course Objectives:

The focus here is on professional socialization - achieving identification with the set of social work values and ethics governing professional practice. Identification achieved through direct experience, beginning with an awareness of the prescription to practice in accordance with professional values and ethics. The end product is a deepened commitment - derived from concrete experience of enacting such values and ethics in real life - which is fostered by actually seeing why social work values and ethics are central in practice.

Developing skills to work with clients in community and institutions
To develop necessary skills and attitudes to apply theory into practice
To provide practical exposure to the social problems and enable them to identify their solutions with more professionally
To develop self-awareness and sensitivity to the disadvantaged sections of the society especially of the rural communities
To develop the understanding of the possibilities and challenges of working with a diverse population

Course Outcome:

The student will be able to
- apply and integrate social work theories and methods in the fieldwork service setting - in line with the generalist orientation and in relation to the specific practice setting of their fieldwork placement
- learn professional skills to implement social work theories and methods in practice
- Understand agency administration and function
- Consolidate their professional identify commensurate with the value and attitude of a social worker

First Phase - Field work with various groups/communities/	Hr/Days
- Understand the person, problem, family, circumstances diagnosis treatment, rehabilitation, referral and follow up as needed. - Mobilsation of resources to meet the basic needs and requirement of the individuals or communities - Organise program according to the needs of the community/ client group. - leadership training programme for the informal leaders of the community - Like skills training program for school students, youths - Engaging village youths for various community events, - Designing target interventions, like, developing community volunteers groups for health activities, green campaign, save the environment and another programme.	8 days

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		Hr/Days
	o Vocational training for the disadvantaged sections as far as possible.	
Second Phase: Social work methods//Intervention		**Hr/Days**

	• Celebrating days of International or national importance to bring a mobilization at the grassroots level, such as,
	   o Women's day, AIDS Day, Youth Day, Children's Day, Environment Day, Republic Day, Independence Day,
	   o International Day of Rural women, International Day of Girl Child, International Day for Eradication of poverty, etc.
	• Developing interventions to address the social problems and issues
	• Working with the local governance and influence them to implement various development and welfare programmes
		9 days

Third Phase: community work		**Hr/Days**
	• Participating in various programme activities conducted by the organization • Conducting/organising community works on identified issues and topic of relevance • Organise or facilitate social audit at gram panchayats • Networking with CBOs or NGOs for strengthening local governance; empowering women representatives etc. • Organizing/facilitating various camps i.e. health, blood donation, agricultural awareness etc. •	9 days

Text Book:
1. Delamont, S. (2016). Fieldwork in educational settings: Methods, pitfalls and perspectives. Routledge.

Reference Book:
1. Nair, R., Juvva, S., & Nadkarni, V. V. (2020). Field Instruction in Social Work Education. Routledge India.
2. Dash, B. M., & Roy, S. (Eds.). (2019). Fieldwork training in social work. Taylor & Francis.
3. Datar, S., Bawikar, R., Rao, G., Rao, N., & Masdekar, U. (Eds.). (2008). Skill training for social workers: A manual. SAGE Publications India.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	1	2	2	1
CO-2	3	3	1	2	2	2
CO-3	3	3	2	1	2	2
CO-4	3	3	2	1	1	1

*1: Low, 2: Medium, 3: High

MSW – 510: Summer Internship		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Practical	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course 2 Credits

Course Pre-requisites:

Must understand application of social work methods in to the field work practical setting
Must have an awareness about the various community relate problems and able to analyses the situation.
To develop appropriate strategies and intervention methods by using social work knowledge and skills

Course Objectives:

The Students will be able:
1) To demonstrate knowledge, skills, values, and reflect leadership in practice and an ability to advocate for clients to promote equity and access to resources in an agency settings
2) To develop a professional identity as a social worker with a broad range of social work skills, knowledge and values
3) To understand the organizational structure and insights of project formulation and implementation
4) To develop the professional identity as a social worker with a broader range of competence in social work skills, knowledge and values

Course Outcome:

- The students will be able to apply and integrate social work theories and methods in the fieldwork service setting - in line with the generalist orientation and in relation to the specific practice setting of their fieldwork placement
- The Students will develop professional skills to implement social work theories and methods in practice
- Understand agency administration and function
- Consolidate their professional identify commensurate with the value and attitude of a social worker

First Phase - Understanding the agency/Initiation of field tasks	Hr/Days
- Understanding and establishing the rapport or familiarization with the various departments of the organisation - Understanding the organizational working style philosophy and work culture - Getting in-depth knowledge of social action, social activism and integrated social work practice that are being conducted/ practiced by an NGO. - Attending the training and workshop for enhancement of knowledge and skill development - Understand programme formulation, management, and implementation process - Reaching the target groups of the organisation and developing a professional sense of working with these target groups - Understand the process of designing the project proposal, implementation, monitoring	8 days

Second Phase: Specific tasks/intervention	Hr/Days
o Identifying areas of work/interest to carry further activites and harness learning o Conducting an action based research/minor research project o Developing media advocacy, (social media/ print media/ fold media)	9 days

		Hr/Days
o Develop Net-working with NGOs, CBOs or any other agency/ organization in the necessary platform o Participating in leadership development workshops/meetings/decision making bodies etc. Effectively contribute to the documentation of the NGO (e.g., best practices		

Third Phase: Field work reporting/documentation/research	Hr/Days
• Participating/Involving in agency's meetings/workshops/training etc. • Identifying the role of social work/social workers • Formulating/designing social work intervention with target groups • Report preparation, compilation and presentation	9 days

Text Book:

Reference Book:

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	1	2	2	1
CO-2	3	3	1	2	2	2
CO-3	3	3	2	1	2	2
CO-4	3	3	2	1	1	1

*1: Low, 2: Medium, 3: High

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Central University of Rajasthan

MSW (Master of Social Work)

SYLLABUS

Semester- IV

School of Social Sciences

Central University of Rajasthan

Ajmer, Rajasthan,

India
(September 2022)

MSW 511: Social Policy and Planning		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course Theory- 3 Credits

Course Pre-requisites:
1. *Must have aptitude for Social Work*
2. *Must have basic knowledge on health*
3. *Should be aware about the health development and issues related to health*

Course Objectives:
1. To consider the importance of law for social workers and discuss the professional skills and values which underpin social work.
2. To train how social workers incorporate legal rules in their decision-making.
3. To consider the importance of law for social work and having a clear set of values which informs the social work practice.

Course Outcome:

The student will be able to,
1. analyses the policy and need of further effective social policy in Indian context.
2. Student will understand the UN systems that are relevant for social development and social work practice.
3. The course will promote participative, people-centric & ecologically sustainable society to ensure dignity, equity, rights, social justice, and just society, through adequate policy development and practice

UNIT-I : Introduction- Concepts, Models and Theories	Hr
• Social policy: Concept of social policy, evolution of social policy in India, Values underlying social policy and planning based on the Constitutional provisions. • Enactment of social policy/ policy formulation • Different sectoral policies and their implementation: Health, education, social welfare, social security, youth, elderly	7
UNIT-II : Social Policy	Hr
• Constitutional provisions for social policy (Directive principles of state policy, fundamental rights and human rights, Distributive justice) • Policy formulation: unified integrated and sectoral. . • Role of social work profession in formulating social policy	7
UNIT-III: Social policies for women and children	Hr
• Policies for protection of women in India; Policy to combat the Trafficking on Women and girls; Social, economic and legal intervention for rehabilitation of female sex workers • Policies for children in need of Care and Protection, National Child Labour Policy, Integrated Child Development Scheme, Integrated Child Protection Scheme, Child Trafficking, combating measure	7
UNIT-IV: Policies for youths and vulnerable sections	Hr
• Policies for Young Population: Demography of young population, problems of young people, Juvenile Delinquency, youth agitation, youth leadership, programmes for the youth welfare and development. • Policies for the aged, disabled, homeless : general profile, Schemes and policies for socially dependent. • Policies for people belonging to vulnerable castes: social stratification in India, problems faced by marginalization and social exclusion, government schemes for people belonging to vulnerable castes	7
UNIT-V: Social planning	Hr

• Indian Planning in a historical perspective • Organization for development planning at central, state district level: Planning commission, State Planning Board and role of PRI (Panchayat Raj Institution) and municipalities, Urban Development Authorities/ Boards. • Five years planning in India: problem and prospect, Special reference to areas of health, education, social welfare, family welfare, youth, elderly and advocacy	6
UNIT-VI: Important development and Social Work perspectives	**Hr**
• Public private partnership (PPP) for development in India • E-governance and social development, Digital divide and Digitization. • Role of UN system in the social development and UN support to India • Social Work intervention within framework of the sectoral policies and their implementation	6

Text Book:
1. Bose.A.B, (2001), Social Welfare Planning in India, Bangkok, United Nations
2. Palai, A. K. (1998). National Human Rights Commission of India. New Delhi: Atlantic Publishers and Distributors.
3. Patel, C. (2013, April). A Study of Women Entrepreneurs of Vadodara City. Vadodara.
4. Rani, D. L. (1996). Women Entrepreneurs. New Delhi: A.P.H Publishing Corporation.
5. Roy, R. (2011). Entrepreneurship. New Delhi: Oxford University Press.
6. Tiwari, S., & Tiwari, A. (2007). Entrepreneurship Development in India. New Delhi: Sarup and Sons.

Reference Book:
1. Vasudeva Murthy, M. (1996): *Social Action*, New Delhi: Asia Publishing House
2. Awasthi, SK. (1994), Manual of Marriage and Divorce Laws, Jodhpur, Rajasthan Law House. 2. Biswas. B. et al, (1971),
3. Impact of Social Legislation and Social Change, Calcutta.
4. Chadhary, RNP,(2005), Consumer Protection Law, New Delhi, Deep & Deep Publications.
5. Diwan, P & Diwan P (1994), Children and Legal Protection, New Delhi, Deep & Deep Publications 5. Gangarade, KD, (2001),
6. Social Legislation in India, New Delhi, Concept publishers. 6. India, (1995), Indian Constitution, New Delhi, Publication Division.
7. Mathew, PD, (1997) Fundamental Rights in Action, New Delhi, ISI 8. Sinha, B S, (1983), Law and Social Change in India, New Delhi, Deep & DePublications

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	3	3	2	3	3
CO-2	3	3	2	3	3	3
CO-3	3	3	3	2	2	3
*1: Low, 2: Medium, 3: High						

MSW 512: Micro Finance and Livelihood Promotion		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Knowledge and experiences of working with groups.
2. Knowledge about the social problems like poverty and lack of livelihood options in India.

Course Objectives:
1. *Understanding the dimensions of poverty and importance of livelihood to facilitate development.*
2. *Highlight the evolution of micro-finance as a method of poverty eradication.*
3. *To understand the SHG as an instrument of micro-finance practice.*
4. *Learning sustainable livelihood framework for livelihood development and the government program to facilitate the same.*

Course Outcome:
The student will be able to
1. Gain knowledge about the dimensions of poverty and use of microfinance to deal with the same.
2. Acquire skills to use SHG as a tool for microfinance and livelihood development.
3. Work for livelihood promotion and family centric intervention for sustainable growth.
4. *Facilitate the benefit of government schemes for micro-finance and livelihood for the rural and urban poor.*

UNIT-I : Poverty as citizenship	Hr
• Poverty: definition, dimensions, intensity of the problem globally and in India • Poverty leading to marginalization, compromised citizenship and human rights violation. Feminization of poverty • Strengthening endowment status and entitlements status towards poverty eradication. SDGs to deal with poverty and problem of hunger.	7

UNIT-II : Basic Concepts of microfinance	Hr
• Micro-finance: Concept and Characteristics, • Micro-finance as a method of poverty eradication • Micro-finance in India, administrative process of Micro-finance. • Role of NABARD (National Bank for Agriculture and Rural Development)	7

UNIT-III: SHG as a tool for micro-finance	Hr
• SHGs: Concepts, historical development, and challenges. • SHGs and Micro-finance, Women SHGs, SHGs as a method of Women's Empowerment and Rural Development in India; • Micro-finance promotion: Urban and Rural Local-self-governments' roles and responsibilities.	7

UNIT-IV: Concept of Livelihood	Hr
• Concept of livelihood and sustainable livelihood, Characteristics of livelihood and Livelihood capitals. • Livelihood assessment and approaches, Sustainable Livelihood Frame work for livelihood development. Developing livelihood portfolio and pathways. • Sustainable rural livelihood and sustainable urban livelihood and corresponding challenges	7

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UNIT-V: Livelihood promotion	Hr
• Success stories of livelihood promotion, and livelihood model practices by OXFAM, CARE, UNDP • Micro-finance and livelihood promotion models by, Basix, MYRADA & Grameen Bank. • SHGs to promote entrepreneurship in rural and urban areas.	6
UNIT-VI: Government schemes and livelihood promotion	Hr
• Government Programmes and policies on livelihood promotion (NRLM, DNY-NULM) • India's programmes and achievements towards commitment for SGDs related to poverty eradication, and gender equality. • Strategies of social work intervention for the promotion of micro-finance and livelihood.	6

Text Book:
1. Karmakar KG (2008), Microfinance in India, Sage Publication, New Delhi
2. Sharma Vipin (2012), State of India's Livelihood Report 2012, Sage India. New Delhi
3. Puhazhendi, V (2012), Microfinance India: State of the Sector Report, SAGE Publications Pvt. Ltd. (CURAJ library Call no.: 332.0954 P96M)
4. Mani, N (2014), *Micro finance, self-help groups (SHGs) and poverty eradication in India*, Ingram short title. (CURAJ library Call no.: 338.50954 M31M)
5. S. Saravanan (2016), *Microfinance and Poverty Alleviation*, Global Research Publications
6. Morse, S & McNamara N (2013), *Sustainable Livelihood Approach: A Critique of Theory and Practice*, Springer.

Reference Book:
1. Jayadev M & Sunder DK (2019), *Changing contours of microfinance in India,* Routledge India. (CURAJ library Call no.: 332.0954 J33C)
2. Kumar, VA, *Banking microfinance and self-help groups in India*, New Delhi New Century Publications. (CURAJ library Call no.: 332.1 B22B)
3. Sinha F (2009), Microfinance self-help groups in India, UK Practical Action
4. Suna, B (2013), *Alternative Credit Institutions and Poverty Alleviation: A Sociological Interpretation of SHG's*, Concept Publishing Co. (CURAJ library Call no.: 361.430954133)

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	3	1	3	2
CO-2	1	2	2	3	3	3
CO-3	1	1	2	3	3	3
*1: Low, 2: Medium, 3: High						

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MSW-513 Rehabilitation and Counselling in Disabilities		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:

1. Must have aptitude for working with Differently Abled
2. Must have basic knowledge about society and disabilities
3. Should be aware about the basic concepts and challenges faced by PWD

Course Objectives:

1. *To provide technical understanding about disabilities and Process of Rehabilitation*
2. *To teach the process of counselling and therapeutic interventions in rehabilitation of PWD*
3. *To learn the counselling and therapeutic interventions in different set ups for the rehabilitation of PWD in Community, Workplace and Educational Setups*

Course Outcome:

1. The student will better understand his/her attitudes toward disability and rehabilitation process for the purpose of becoming more effective in working with individuals with disabilities.
2. The student will demonstrate an understanding of how the rehabilitation process occurs in different settings for PWD
3. The student will become familiar with the major counselling and therapeutic interventions for PWD in workplace, institutional, educational and community settings

UNIT-I : Introduction to Disability Rehabilitation	Hr
Rehabilitation- Definition, Meaning, Principles - Goals and objectives, Process, Multi-disciplinary approach - Biological, Medical, Psychological, Educational, Vocational and employment - Role of Social Worker Level of rehabilitation- Prevention, promotion, Restoration Individual assessment, Case history taking, psycho-educational assessment, diagnostic formulations, Development of management plans for intervention, Screening and identification of people with developmental disabilities, Early intervention: definition, assessment and strategies for intervention including low cost aids and appliance Code of ethics, standards of services and certification in rehabilitation and principles behind disability evaluation, Contracting, informed consent, referrals, confidentiality,	6
UNIT-II: Counselling Basics	**Hr**
Introduction to Counselling - Meaning and factors, History, Goals, Distinct Profession, Personal and Professional aspects of Counselling, Types of counseling, Emergence and growth of counseling psychology, counseling movement in India Process of Counseling: Initiating counseling: Preparation and intake procedures, establishing rapport, termination of and response to initial interview Attribution and Systematic framework, Testing, Assessment and Diagnosis in Counselling; Interview, assessment [standardized and non standardized measures] verbatim recording and analysis, interpretation,, termination, reporting. Overview of Counselling Model- Stage I, Stage II and Stage III, Some theoretical models of counseling – Carl Rogers, Truax and Carkhuff, Eagan	6
UNIT-III : Counselling Theories and Interventions	**Hr**
Theoretical Approaches to Counseling: Classification: Directive/ Nondirective/ Eclectic Psychoanalytic Theory - Jungian Analytical Theory - Adlerian Theory - Existential Theory - Person-Centered Theory - Gestalt Theory - Cognitive Behavior Theories - Dialectical Behavior Theory - Rational Emotive Behavior Therapy - Reality Therapy/Choice Theory Counselling relationship: Personality and Background of Counsellor, Personal qualities of the	8

effective Counsellor, Building the Helping relationship, Qualities of helping relationship, Skills in counselling – Basic communication skills for Helping, Empathy and Probing Attending behaviour, observational skills, skills of active listening, reflective skills, integrative skills, influencing skills, capacity forming skills, eliciting and reflecting skills. Becoming an Effective Multicultural Counselor	
Unit-IV: Counselling in Disabilities	**Hr**
Social, Psychological Perspective in Rehabilitation Psychology Enabling Environments - Measuring the Impact of Environment on Disability and Rehabilitation- Measuring the Influences of Physical Environments on the Behaviors of People with Impairments Family psychoeducation, Intensive case management in psychosocial rehabilitation, Intervention packages for various disabilities, Relapse prevention and promotion of healthy lifestyles, Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Therapeutic services and Restorative techniques.	8
Unit-V: Community Based Rehabilitation (CBR)	**Hr**
Meaning, scope, basic principles and strategies of CBR. Difference between CBR and Institutional Based Rehabilitation. CBR as a context specific program as in different sociocultural and economic conditions such as urban, rural, tribal, hilly regions. Different team approaches in CBR, Referral systems in CBR. Building and use of existing resources of the community in sustaining CBR such as primary health, primary education, rural development and corporate sectors and development of referral and resource directory CBR and Self Help Groups, employment to set-up micro credit groups of persons with disabilities, Community health education and management. Existing poverty alleviation/developmental programs and inclusion of CBR in to these programmes.	8
Unit-VI: Education and Employment for Disabled	**Hr**
Special education: – aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled Special education and integrated Education : Definition, need and importance. Difference between integrated and inclusive education. Inclusion in education, employment and community activities. Work disability management. Scheme of integrated education for the disabled children (IEDC), Project integrated education for the disabled(PIED). Accessibility /Barrier free environment, Assistive devices for the disabled: Wheelchairs, walker, Braille, screen readers, screen magnifiers, optical character recognition (OCR) software, speech generating devices, prosthesis, prosthetic limb. Understanding Workplace Counselling: Need, History and Models of Workplace Counselling: Work oriented models, Manager based models, Externally based models, Internally based models, Welfare based models Occupational Therapy, Vocational rehabilitation, Service evaluation, Services and programmes for disabled individuals and their families in India.	8

Text Book:
   1. Mitra, S. (2017). Disability, Health and Human Development. Germany: Palgrave Macmillan US.
   2. Disability Studies: A Student′s Guide. (2013). United Kingdom: SAGE Publications.
   3. Hammell, K. W. (2006). Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice. United Kingdom: Elsevier Health Sciences.
   4. Disability Inclusion and Inclusive Education. (2020). Germany: Springer Nature Singapore.	

5. Porter, J. (2014). Understanding and Responding to the Experience of Disability. (n.p.): Taylor & Francis.
6. Bauman, S., Shaw, L. R. (2016). Group Work With Persons With Disabilities. Germany: Wiley.
7. Johnstone, D. (2012). An Introduction to Disability Studies. United Kingdom: Taylor & Francis.

Reference Book
1. Kundu, C.L.,2000. Status of Disability in India-2000. Rehabilitation Council of India, NewDelhi.
2. Pandey,R.5., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi.
3. Finklestein, V. (1980) Attitudes and Disabled People: Issues for Discussion. World Rehabilitation Fund, New York.
4. Green, A. & Mathias A. (1997) Non-Governmental Organisations and Health in Developing Countries, Macmillan Press, London.
5. Programme Monitoring and Evaluation; The Disability Perspective in the Context of Development - Dr. Scott Campbell Brown.
6. David Werner (1994) Disability Village Children, Hesperian Foundation, Palo Alto, CA, USA
7. Disability Management in India - Challenges & Commitments - National Institute for the Mentally Handicapped Publications, Secunderabad, India 2004 Edited by C S Mohapatra
8. Beyond Disability Towards an Enabling Society - SAGE Publications, London, 2003, Edited by Gerald Hales
9. David Werner, Disability Village Children, Hesperian Foundation, Palo Alto, CA, USA.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	3	3	3	3	3
CO-2	3	3	3	3	3	3
CO-3	3	2	1	3	3	2

*1: Low, 2: Medium, 3: High

MSW 514: Social Work Practice with Children and Youths		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 Classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Basic understanding of the importance of child development
2. Aptitude to work with children in difficult circumstances
3. Analytical understanding of the situation of the youth

Course Objectives:
1. *To understand the needs of children in different circumstances*
2. *Understand the concept and perspective of Youth.*
3. *Familiarize the different approaches to youth and children*
4. *To understand the challenges and opportunities of young people in the new millennium.*

Course Outcome:
The student will be able to
1. gain the knowledge and skills of working with children in various set-ups.
2. develop the skills of working for the welfare of the children and youth in general and in a specific critical situation in particular.
3. gain knowledge about the various schemes and programmes that government and NGOs are organizing for the welfare of the children and youth

UNIT-I: Child Development	Hr
• Introduction and definition of a child, Concept of Child development. • Child health, nutrition; child mortality and morbidity, Demographic characteristics of children in India • Theories of social, psychological, moral and sexual development of children	7

UNIT-II: Children in Difficult Circumstances and services	Hr
• Children "at risk" groups: street children, children with disabilities, trafficking of children, child beggars, child prostitution, children of migrant families, Dalit children, children and families with HIV/AIDS, Leprosy • Children in difficult circumstances- Children as victims/ survivor of conflicts, natural disasters, displacement; Children in conflict with the law, children engaged in substance abuse, victims of child abuse and children in conflict zones • Supportive services: Adoption, Foster Care, Sponsorship, • Shelter Homes, Observation homes, Child guidance clinics, Family assistance. Child Care Institutions.	7

UNIT-III: Child Development Services and legislations	Hr
• Constitutional safeguards, National policy for the children. • Child Welfare Services, Integrated Child Development Scheme (ICDS), Sarva Shiksha Abhiyan (SSA), Child Line • Government - Civil Society Partnership for Child Protection Reducing Child Vulnerability, Strengthening the Families, Promotion of Non-Institutional Care. • Child Labour (Prohibition and Regulation) Act 1986; Juvenile Justice (Care and Protection) Act 2000 and amendment, The Protection of Children from Sexual Offences Act (*POCSO Act*) 2012. Child protection issues in others Acts. • International perspective on child protection: UNICEF. Convention on Child Rights.	7

UNIT-IV: Introduction to Youth	Hr

		Hr
	• Definition, characteristics, needs of youths, Changing conceptions of Youth, Demographic Profile of Indian Youth • Concept - Youth as age Category, as transitional stage, as social construct. • Theories on Adolescence: Hall's storm and stress model, Erickson's Psychosocial theory of development, Richard Jessor's Problem behaviour theory. • Problems of Youth: Addiction and Alienation, Unemployment, youth Unrest	7
UNIT-V: Programmes and Policies for Youth		**Hr**
	• Policy development framework- Essential features of National Youth Policy of India (2014). National Programme for Youth & Adolescent Development (NPYAD) of Government of India • Govt schemes- NSS, NCC, NYK, National Skill Development Framework, • MYAS (Ministry of Youth Affairs and Sports) and its program. • Civil society organizations for youth development. Programmes for youth, vocational guidance and counselling, leadership development, health promotion.	6
UNIT-VI: Social Work Intervention		**Hr**
	• Role of Social Workers in awareness building and advocacy; Life enrichment programme, developmental approach, Life skills development • Role of social workers for the development of the marginalised youths. • SGDs any youth engagements for development.	6

Text Book:
1. Deb Sibnath, Bhadra Subhasis, Sunney Aleena Maria, Sahay Seema (2020), Childhood to Adolescence: Issues and Concerns, Pearson- India, ISBN: 978-93-534-3692-6 (CURAJ Call no.: 305.23 D35C)
2. Bose, P (2006), Child Care and Child Development: Psychological Perspective, Jaipur: ABD.
3. Choudhary, P (2008), Child Survival, Health and Social Work Intervention, Jaipur: ABD Pub. (CURAJ library Call no.: 362.108 C45C)
4. Unwin, P & Hogg, R (2012), *Effective Social work with children and families – a skills handbook*. Sage Publications. (CURAJ Library Call no.: 361.32 U9E)
5. Bhargava, V. (2005). *Adoption in India: Policies and Experiences,* SAGE Publications. (CURAJ library Call no.: 362.7340954 B46A)

Reference Book:
1. Berns, R (2015), *Child, family, school, community: socializing and support*, Taxmann Publications Private Limited (CURAJ library Call no.: 305.231 B45C)
2. James, A & James, A (2008), *Key Concepts in Childhood Studies*, Sage.
3. Eisenberg, N (2006), *Handbook of Child Psychology*, John, Wiley & Sons, Inc.
4. Chopra, G (2015), *Child Rights in India: Challenges and Social Action*, Spinger Nature. (CURAJ library Call no.: 342.5408772 C45C)
5. Piaget, J (1969), *The Psychology of the Child*, Basic Books.
6. Cotterell, J (2007), *Social Networks in Youth and Adolescence*, Routledge.
7. Ungar, M (2005), *Handbook for working with children and youth – pathways to resilience across cultures and contexts*, Sage Publications.
8. Brotherton G & Cronin, M (2020), *Working With Vulnerable Children Young People And Families*. Taylor & Francis Ltd.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	1	2	3	3	2
CO-2	3	1	1	2	2	2
CO-3	3	3	3	3	2	1
*1: Low, 2: Medium, 3: High						

MSW Syllabus- Central University of Rajasthan- 2022

MSW 515: Industrial Relations and Labour Laws		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Must have an aptitude to work in industries
2. Must have an understanding of constitutional safeguards and an aptitude to interpret laws

Course Objectives:
1. *This will allow the students to understand the welfare needs, approaches and role of the authorities in maintaining labour welfare and health industrial relations that will augment the outcome and productivity.*
2. *The course will give wider knowledge about the labour laws in India that governs the larger workforces in India, including the role of ministry and legal authorities.*

Course Outcome:
The student will be able to
1. The course will help students to grow as an efficient labour welfare officer.
2. The students will develop the knowledge, skills and attitude of dealing industrial disputes and maintaining harmonious industrial relations.
3. The course provides an overview of important Legislations related to employee and organizational management and the wider domain of industrial health and safety.

UNIT-I: Introduction to Labour Welfare	8 Hours
• Labour Welfare: Concept, Philosophy and Principles • Origin and Growth of Labour welfare and Trade Unions movements at National and Global level • International Organizations and Standards, Ministry of Labour, National Commission on Labour, Role of State in Labour Welfare, Central Trade Union Organizations and their role in the modern industrial society of India • Role and Functions of Labour Welfare Officers	
UNIT-II: Managing Industrial Relations	**8 Hours**
• Industrial Relations: Genesis, Concept and Emerging Patterns, Parties to Industrial Relations, Actors and Models • Collective Bargaining: Characteristics, skills, theories and practices in India • Workers' Participation in Management: Concept, Definitions, Characteristics, Forms, Levels and Current Practices	
UNIT-III: Industrial dispute and Conflict Management	**8 Hours**
• Industrial dispute: Meaning, Definitions, Forms and Factors influencing dispute • Dispute settlement machinery: Prevention and Settlement (The Industrial Disputes Act, 1947). • Strike and Lock Out: Definitions, Kinds of Strike, Legality and Illegality of Strike and Lockout • Lay off and Retrenchment: Concept, Procedure and Unfair Labour Practices.	
UNIT-IV: Occupational Health and Safety	**8 Hours**
• Occupational Health and Safety: Meaning, Definition, Objectives and Principles • Workplace and Health: Socio-Economic Aspects, Organizational and Cultural Aspects • Accidents: Types, Causes and Preventive Measures, Industrial health and hygiene • Ergonomics and measures for OHS	
UNIT-V: Legislations addressing Wages, Occupational Health and Social Security	**8 Hours**

• **Laws relating to Wages and Social Security:** The Minimum Wages Act, 1948; The Payment of Wages Act, 1936; The Equal Remuneration Act, 1976; The Payment of Bonus Act, 1965; The Payment of Gratuity Act, 1972; The Employees' Provident Fund and Miscellaneous Provisions Act, 1952; The Employees Compensation Act, 1923; Unorganized Sector Workers' Social Security Act, 2008; The Maternity Benefit Act, 1961, The Child Labour (Prohibition and Regulation) Act, 1986 • New labour Code of India by Ministry of Labor and Employment		
UNIT-VI: Legislations addressing Service Conditions of workers	**8 Hours**	
• **Laws relating to Service conditions:** Factories Act, 1948; The Mines Act, 1952; Contract Labour (Regulation & Abolition) Act 1970; The Building and other Construction Workers (Regulation of employment and conditions of service) Act, 1996; The Industrial Employment (Standing Orders) Act, 1946 and The Prohibition of Sexual Harassment of Women at Workplace Act, 2013		

Text Book:
1. Mamoria CB (2000), Dynamics of Industrial Relations
2. Singh, Avtar (2002), Introduction to Labour & Industrial Law.
3. N.D. Kapoor (2011), Handbook of Industrial Law

Reference Book:
1. Dakar RS, Personnel Management & Industrial Relations, Vikas Publishing House.
2. Garg, K.C.; Sharma, Mukesh; Sareen, V.K. (2002) Commercial And Labour Laws, Kalyani publishers, Ludhiana.
3. Kumar H.L., Practical Guide to Contract Labour - Regulation & Abolition Act & Rules, Universal Law Publishing.
4. Malik, Labour Laws, Allahabad Law Agency, Allahabad.
5. Mamoria CB (2000), Dynamics of Industrial Relations
6. Mathur .A.S (1968) Labour Policy and Industrial Relations in India, Ram Prasad, Agra.
7. Michael VP, Industrial Relations
8. Prakash, Arjun Agarwal (1968) Gheraos and Industrial Relations, N.M. Tripathi, Bombay.
9. Punekar (1998), Industrial Relations; Himalaya Publishing House
10. Reshma Arora, Labour Law, Himalaya Publication House
11. Sharma AM, Industrial Relations Conceptual & Legal Frame Work, Himalaya Publishing House, Bombay.
12. Singh, Avtar (2002) Introduction to Labour & Industrial Law.
13. Suba Rao P (2003), Personnel & Human Resource Management, Himalaya Publishing House

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	—	—	3	2	—	2
CO-2	2	3	3	2	1	2
CO-3	—	2	2	1	2	3
*1: Low, 2: Medium, 3: High						

MSW 516: Management of Civil Society Organization		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Must have familiarity with the Civil Society Organizations (CSO's)
2. Must have interest to explore the work and area of CSO's
3. Should be aware about the current socio-political affairs

Course Objectives:
1. *The course will inculcate knowledge among the students and deepen their understanding about civil society organizations and their role in the development sector.*
2. *The course will focus to impart skills and attitudes among students on management of civil society organizations*
3. *To understand the legal framework of the CSO's.*
4. *Develop understanding of contemporary development discourses and suitable strategies*

Course Outcome:
1. The course will enable the learners to develop an orientation on management process and administrative skills in CSO's.
2. The students will become aware of management and administration process to undertake development and welfare services in the context of social work profession.
3. The learners will be able to develop management skill and capacity to work with the team and manage programmes.

UNIT-I : Structure and Functions of Civil Society Organizations	Hr
• Concept, definition, and characteristics of Civil Society Organizations • Structure and Functions of CSOs in India and South Asia • Impediments to Growth of Civil Society in Developing Countries • Types of Voluntary Organizations: NGO's, CSO's, CBO's, Public Trust, Society, and Cooperatives	7

UNIT-II : Legal framework of Civil Society Organizations	Hr
• Procedure and steps in Registration, Model Bylaws, Memorandum Of Association (MOA): Registration of Societies Act, 1860; Trust Act, 1952; Companies Act, 2013 (Section 8) • Governance: Societies, Trust and Companies • FCRA Amendments and Income Tax Exemptions	7

UNIT-III: Management of CSOs	
• Concept and definition of CSO Management, Office Management, Training and Development • Administration of Human Resources, Financial Management • Report Writing and Maintenance of important Records in CSO's	6

UNIT-IV: Engagement of Civil Society Organizations in the development sector	Hr
• Civil Society Organizations and Changing Development Paradigms • Opportunities, Problems and Challenges of CSO's in the development sector • Public-Private Partnership (PPP Model), Network, Social Stock Exchange, Partnership Projects, Collaboration of CSO's • Role of CSO's in Good Governance: Public Participation, Outreach Programme, Social Audit and Accountability, and Transparency	6

UNIT-V: CSO's As Advocates of Policy Change	Hr

	Hr
• Involvement of CSO's in Policy Need Assessment, Policy Making, Policy Implementation and Policy Evaluation, General strategies employed by CSOs • Capacity Development of CSO's • CSOs and Poverty Reduction Strategies (PRSs) • Political Accountability and Citizens' "Voice" • Research and Advocacy in CSO's	6
UNIT-VI: Civil Society Organizations and Global Partnership	**Hr**
• Roles played by CSO's in achieving Millennium Development Goals and Sustainable Development Goals • Resource mobilization, Grants and Funding • International collaborations, UN/INGO's and other Global actors • Success stories of CSO's	7

Text Book:
1. Edwards M. (2011). Oxford Handbook of Civil Society. NY: Oxford University Press
2. Handerson, P. & Vercseg, I. (2010). Community Development & Civil Society: Making Connection in the European Context. UK: Policy Press.
3. Shah, Ghanshyam (2019). Democracy, Civil Society & Governance. New Delhi: Sage Publications.
4. Halloway, R. (2015) Managing Civil Society Organizations. Practical Action Publishing
5. Hudock, Ann C. (1999). NGOs and Civil Society: Democaracy by Proxy? London: Polity Press.
6. Jensen, M. (2011). Civil Society in Liberal Democracy. UK: Routledge
7. Khilnani, S. & Kaviraj, S. (2002). Civil Society: History & Possibilities. NY: Cambridge University Press
8. Lang, S. (2013). NGOs, Civil Society & The Public Sphere. NY: Cambridge University Press.
9. Lewis &Wallace (2000) New Roles and Relevance: Development of NGOs and Challenge of change. Chennai: Kumarian Press.
10. Lewis &Wallace (2000) New Roles and Relevance: Development of NGOs and Challenge of change, Kumarian Press, Chennai.

Reference Book/Reading List:
1. Bryon, J. M. (2004). Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement. Jossey Bass.
2. Smith, D. H. (2000). Grassroots associations.
3. Jayaram, N. (Eds) (2005). On Civil Society Issues and Perspectives. New Delhi: Sage Publications.
4. Lele, J & Quadir, F (Eds.) (2004). Democracy and Civil Society in Asia. UK: Palgrave Macmillan.
5. Modi, Ishwar (Eds.) Polity, Civil Society & Development: Modernisation, Globalisation & Social Transformation. Jaipur: Rawat Publications.
6. Mohanty, R. & Tondon, R. (2003). Does Civil Society Matter? Governance in Contemporary India. New Delhi: Sage Publications.
7. Hazra, S., & Bhukta, A. (2020). Sustainable Development Goals: An Indian Perspective, Springer International Publishing.
8. Paul, J.A., 2000, "NGOs and Global Policy-Making", Global Policy Forum.
9. Sahoo, S. (2013). Civil Society and Democratization in India: Institutions, Ideologies and Intrest. UK: Routedge

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1						
CO-2						
CO-3						

*1: Low, 2: Medium, 3: High

MSW 517: Masculinity & Equality		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Theory (3 classes per week)	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Discipline Specific Elective Theory- 3 Credits

Course Pre-requisites:
1. Must have understanding of different spectrum of gender
2. Should have studied Gender and Intersectionality

Course Objectives:
1. *Explore constructs of masculinities within the context of India*
2. *Assess how social context shapes masculine behaviour and its impacts on men and women*
3. *Recognize how masculinity is associated with sexuality, violence, aggression and pride or honor*

Course Outcome:

The student will be able to
1. Develop essential social work skills to work with men and boys to eliminate disparity and promote equality
2. Critically assess the ways hegemonic masculinity impacts all facets of men's lives.

UNIT-I : Men and Masculinity: Framework of analysis	Hr
• Social Construct of Men and Masculinity: Concept, Meaning; Process & Types • Men as Gendered beings; Masculinities and Feminism • Masculinity : As Expression of Body; Psychic structure; Trained response; and As Practice	7
UNIT-II : Theorizing Masculinity	**Hr**
• Social Organization of Masculinity • Inclusive masculinity theory • Psychoanalytic theory • Postmodern theory	7
UNIT-III: Becoming Men in India	**Hr**
• Making Masculine Bodies: Contexts, issues & Influences • The Unraveling of the 'Male Breadwinner' Model • History of Masculinity in India: Colonial, Pre-Colonial and Post-colonial context • Men, Masculinity and Politics of Development	7
UNIT-IV: Masculinities and Violence	**Hr**
• Men Masculinity and Gender Based Violence: National and International contexts • Causes and consequences of gender based violence on men , women and other gender • Theorizing Masculinity and Intimate Partner Violence • Hegemonic Masculinity and Violence	6
UNIT-V: Marginalized Masculinities	**Hr**
• Marginalized masculinity: Concept, Meaning, and Contexts • Theorizing Men Masculinity and Marginalization • Marginalization, Bodies and Identity • Marginalized masculinity and hegemonic masculinity	6
UNIT-VI: Working the Men for Gender Equality	**Hr**
• Theoretical issues and political dilemmas in working with men • Engaging Men and Boys in Violence Prevention; Reproductive health &	6

	Education; & Promoting gender equality: Strategies & Challenges
	• Values and processes in group work with men
	• Social Norms and Change and Sustainable Development Goals

Text Book:
1. Taylor, B. J. (2011). Working with aggression and resistance in social work. Learning Matters.
2. Camilleri, P. (Ed.). (2020). Working with men in the human services. Routledge.
3. Morris, Edward W. & Oeur , Freeden Blume (Ed. (2017): Unmasking Masculinities: Men and Society. Sage Publications.
4. Flood, M. (2018). Engaging men and boys in violence prevention. Springer.
5. Cavanagh, K. (1995). Working with Men. V. E. Cree (Ed.). Taylor & Francis.
6. Connell, R. W. (2020). Masculinities. Routledge.
7. Butler, J. (2011). Bodies that matter: On the discursive limits of sex. Routledge.

Reference Book:
1. Gottzén, L., Bjørnholt, M., & Boonzaier, F. (Eds.). (2021). Men, masculinities and intimate partner violence. Routledge, Taylor & Francis Group.
2. Scourfield, J. (2001). Men's Work and Male Lives. Men and Work in Britain, Routledge
3. Furman, R. (2010). Social work practice with men at risk. In Social Work Practice with Men at Risk. Columbia University Press.
4. Brod, H., & Kaufman, M. (Eds.). (1994). Theorizing masculinities (Vol. 5). Sage Publications.
5. Chattopadhyay, S. K. (2017). Gender Socialization and the Making of Gender in the Indian Context. SAGE Publishing India.
6. Philip, S. (2022). Becoming Young Men in a New India: Masculinities, Gender Relations and Violence in the Postcolony. Cambridge University Press.
7. Kulkarni, M., & Jain, R. (Eds.). (2018). Global masculinities: Interrogations and reconstructions. Taylor & Francis.
8. Ryle, R. (2011). Questioning gender: A sociological exploration. Sage Publications
9. Haywood, Chris & Johansson, Thomas (Ed) (2017). Marginalized Masculinities: Contexts, Continuities and Change Edited. . Routledge, Taylor & Francis Group.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	1	3	3	2	2	3
CO-2	2	1	2	3	2	2
CO-3	1	3	2	2	1	1
*1: Low, 2: Medium, 3: High						

MSW – 518: Block Fieldwork (Agency setting)		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Practical	CIA-I: 20 Marks CIA-II: 20 Marks End Semester Examination: 60 Marks	Core Course 6 Credits

Course Pre-requisites:

Must understand application of social work methods in to the field work practical setting
Must have an awareness about the various community relate problems and able to analyses the situation.
To develop appropriate strategies and intervention methods by using social work knowledge and skills

Course Objectives:

To provide on-the-job training to the social work students and expose them to the work culture and environment
To explore the areas of social work intervention and understand the applicability of theories of social work into practice
To develop the professional sense of learning and applying the knowledge into praxis
To develop the sense of professional commitment and conviction to work with a diverse population

Course Outcome:

The students will be able:
1) to apply and integrate social work theories and methods in the fieldwork service setting - in line with the generalist orientation and in relation to the specific practice setting of their fieldwork placement
2) to develop professional skills to implement social work theories and methods in practice
3) to understand/observing agency administration and function
4) to Consolidate their professional identify commensurate with the value and attitude of a social worker.

First Phase - Understanding the agency/Initiation of field tasks	Hr/Days
• Participating in day to day activities of the organisation and orienting yourself with the agency • Understanding the organizational culture, communication pattern, work culture and adopting oneself within this framework • Exploring the areas/fields and finding out the possibilities of social work intervention •	8 days

Second Phase: Specific tasks/intervention	Hr/Days
• To explore scope of social work within the agency/organisation settings • Preparing comprehensive organizational profile/organogram • Planning and implementing group work; community organization • Learning the professional values and ethics and imbibing and practicing them in the day to day activities • Getting practical exposure to the work culture and developing the employee-employer relationship	9 days

Third Phase: Field work reporting/documentation/research	Hr/Days
• Participating in various programme activities conducted by the organization • Undertaking agency led special programmes/workshops/rallies/activism	9 days

- Designing social work intervention for vulnerable populations/groups
- Report preparation, compilation and presentation

Text Book:

Reference Book:

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	1	2	2	1
CO-2	3	3	1	2	2	2
CO-3	3	3	2	1	2	2
CO-4	3	3	2	1	1	1
*1: Low, 2: Medium, 3: High

MSW 519: Dissertation		
TEACHING SCHEME	EXAMINATION SCHEME	CREDITS ALLOTED and TYPE
Research work (supervision by faculty)	CIA-I: 20 Marks (Based on research protocol/ Literature revie) CIA-II: 20 Marks (presentation of result/ findings) End Semester Examination: 60 Marks (Submission of the dissertation volume – Soft and Hard/ 1000 word abstract, Presentation and VIVA)	Ability Enhancement Course Theory- 8 Credits

Course Pre-requisites:

4. Must have studies Social Work Research
5. Must have basic knowledge about society and social problems
6. Should be aware about the current socio-political affairs
7. Should have abilities to do the work in computer and analysis data.

Course Objectives:

4. *The course will incorporate the practical knowledge about research of various social issues. The students will confident to formulate statement of problem and develop tool for research following particular research design.*
5. *The course will impart the practical skill about of data collection, analysis and presentation, use of software for quantitative and qualitative data analysis*

Course Outcome:

The student will be able to

1. formulate statement of problem and develop tool for research following particular research design.
2. to learn practical skill about of data collection, analysis and presentation, use of software for quantitative and qualitative data analysis.
3. to understand the process of social research by practically doing it.
4. Develop research presentation/ article.

Process to be Followed:

Process to be followed:

- Allocation of Guide: Each student will have a Guide from the Department of Social Work, in case of need a co-guide may be allocated from the department or allied discipline. Decision of the Department is final in such situation
- Protocol Presentation and Approval of topic: Students will be asked to present their research protocol in the department for approval of the research topic.
- Data collection, Writing and Submission of thesis, on the date notified by Department
- For evaluation the students have to present the dissertation and attend viva, in addition to internal evaluation by the research guide/ pannel.

Structure:

- Front Page
- Certificate by guide from department
- Declaration by the Student
- Content page
- List of tables
- List of figures
- List of abbreviations

Chapterization:

- Chapter-I: Introduction
- Chapter-II: Literature Review
- Chapter-III: methodology

- Chapter-IV: Result and Discussion
- Chapter-V: Conclusion
- Bibliography
- Appendix

Format:
- ✓ APA formats to be followed
- ✓ Left margin is at least 1.5 inches
- ✓ Right margin is at least 1 inch
- ✓ 1 inch top margin
- ✓ Bottom margin is at least 1 inch from the bottom of the page number to the bottom edge of the paper
- ✓ Font size should be Times New Roman 12
- ✓ Space Between lines should be 1.5.

Every chapter should have a front page as divider with the chapter number and title of the chapter.

UNIT-I : Introduction	Hr

Text Book:
1.

	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	1	2	3	3	3	3
CO-2	2	3	2	1	1	3
CO-3	1	1	3	3	3	3
CO-4	1	3	3	1	2	2
*1: Low, 2: Medium, 3: High						

List of suggested Journals for Social Work:

Journals in Social Work	
Foreign	**Indian**
1. International Social Work (Sage publication) 2. American Journal of Social Work 3. British Journal of Social Work **4.** School Social Work Journal 5. European Journal of Social Work 6. Journal of Social Work Practice 7. Journal of Comparative Social Welfare 8. Community Development 9. Practice Social Work in Action 10. Journal of Community Practice 11. Journal of Social Service Research 12. Journal of Teaching in Social Work 13. Journal of marriage and family 14. Families in Society 15. Journal of Peace building and Development 16. Journal of Social Work in Disability & Rehabilitation 17. International Journal of Social Welfare. Wiley 18. Children & Schools, Oxford journal 19. The Gerontologist, Oxford journal 20. Health & Social Work, Oxford journal 21. Journal of Human Rights Practice, Oxford journal 22. Social Work Education, The International Journal 23. Social Work, Oxford journal 24. Social Politics: International Studies in Gender, State & Society, Oxford journal 25. Social Work Research, Oxford journal 26. Social Dialogue	1. Indian Journal of Social Work 2. Jharkhan Journal of Development and Management Studies, XISS, Ranchi 3. Social Work, Journal, Assam University, Silchar 4. Perspective in Social work (Social Work Journal from Nirmala Niketan, Mumbai) 5. Social Change (sage publication) 6. National Journal of Professional Social Work (journal of national association of professional social workers in India) 7. Journal of Social Work, Niruta Publication, Bangalore 8. Artha Journal of Social Sciences, Christ University, Bangalore 9. Indian Journal of gender Studies (sage) 10. Social Welfare, Govt of India 11. Kurukestra, Govt. of India 12. Yojana, Govt. of India

LOG SHEET FORMAT

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

FIELD WORK RECORD

Log Sheet No   :   Semester:

Name of the Student :   Enrolment .No.:

Agency/Community :

Agency Supervisor   :

Faculty Supervisor   :

Day/Date: Time In: Time Out: Hours spent:	Assignments Undertaken	Signature of Agency Supervisor if any
Day/Date: Time In: Time Out: Hours spent:	Assignments Undertaken	Signature of Agency Supervisor if any
Additional field work: Day/Date: Time In: Time Out: Hours spent:	Assignments Undertaken	Signature of Agency Supervisor if any
Total Hours:		

Student's Signature   Faculty Supervisor's Signature

Remarks of the Faculty Supervisor:

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INDIVIDUAL CONFERENCE (I/C) RECORD

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

INDIVIDUAL CONFERENCE RECORD

Name of the Student :

Enrolment Number :

Faculty Supervisor :

Day & Date :

IC held/cancelled/postponed :

Reason for cancellation/postponed IC:

Discussion held :

Signature of the Supervisor   **Student's signature**

* To be filled in by the students and submitted to the Field Work Coordinator after obtaining the signature of the Supervisor latest by 10th of every month. Faculty Supervisor can comment on: - Attendance in Field Work, Report Submission, and Attendance in IC/GC or on the substantive area(a) of work in fieldwork.

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INTERNAL FIELD WORK EVALUATION FORMAT

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

Internal Field Work Evaluation format for MSW students

Semester: Session:

Name of the student: Enrolment No. :

Name of the Organization: Duration:

Date:

Sl.No	Evaluation criteria	1st Internal	Mark obtained	2nd internal	Mark obtained
1	Comprehensive assessment by the faculty members (Though Viva/ Presentation)	10		10	
6	Field work report and performance (by faculty supervisor)	10		10	
	Total	**20**		**20**	

Field Work Supervisor   Field Work Coordinator

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VIVA-VOCE EVALUATION FORMAT

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

Viva-Voce Evaluation Format for MSW

Name of the Program: Course code:

Semester: Enrolment No. :

Name of the student:

Date of the Examination:

Sl.No	Evaluation criteria	External Evaluation (Marks)	Marks obtained	Internal Evaluation (Marks)	Marks obtained	Total Marks (60)
1	Subject Knowledge and Integration	5		5		
2	Clarity about fieldwork undertaken	5		5		
3	Internalization of theory in practice	5		5		
4	Skills and competencies	5		5		
5	Quality of Report	5		5		
6	Self-initiatives	05		05		
	Total	**30**		**30**		

Signature and Name of the Examiners:
* Viva-voce will be conducted by an external examiner from the discipline of social work.
* The external expert is authorised to evaluate the student's fieldwork performance out of a score of 30 Marks.

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SUMMER INTERNSHIP (FIELD WORK) EVALUATION FORMAT

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

Summer Internship (Field Work) Evaluation format for MSW students

Semester: III/IV   Session:

Name of the student: Enrolment No. :

Name of the Organization: Duration:

Date:

Sl.No	Points for feedback	Total Marks	Mark obtained	Remarks
BLOCK Placement / Rural Camp				
1	Nature and quality of assignment undertaken	20		
2	Self Initiatives and self-application	10		
3	Professional Conduct and behavior	10		
4	Quality of documentation and report	30		
5	Seminar presentation (At Department)	30		
	Total	**100**		

Faculty Supervisor   Field Work Coordinator   Head of the Department

*** the feedback proforma from concerned agency supervisor will be collected and considered while evaluating the student by the faculty supervisor*

SUMMER INTERNSHIP (FIELD WORK) WEEKLY RECORD

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

SUMMER INTERNSHIP/ BLOCK FIELD WORK WEEKLY RECORD

Log Sheet No   :   Semester:

Student's Name :   Enrolment No:

Field work days and dates: Agency:

Assignments taken:
Application of theory into practice:
Challenges faced and Overcome
Social Work skills and techniques used:
Remarks if any:

Student's Signature   Signature of Agency Supervisor

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SUMMARY REPORT FORMAT OF FIELD WORK:

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

Front Page

1- Name of the student
2- Name of the Agency/ Community
3- Faculty supervisor:
4- Duration
5- No. of field work Days required
6- No. of field work Days attended
7- Reason for discrepancy   (if any)
8- Remarks

Content:

1- Completion certificate from agency
2- Agency profile/ Community Profile
3- Major Assignments undertaken
4- Social work techniques and skills used
5- Self-initiatives
6- Integrating theory into practice
7- Challenges faced and overcome
8- Use of supervision
9- Contribution made to the agency
10-   Learning and insight gained
11-   Suggestion / recommendation

FIELD WORK REPORT FORMAT

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

Field Work Report Format: The following report format should be preferred to submit the fieldwork reports.

INTRODUCTION PAGE CONTENT OF FIELD WORK REPORT

- **Report No:**
- **Date of Fieldwork:**
- Name of the Student:
- Name of the Agency/ community:
- Name of the Agency Supervisor (if applicable):
- Name of the Faculty Supervisor:

FIELD WORK REPORT FORMAT

- Name of the Student:
- Name of the Agency:
- Day:
- Date:
- Timings:
- Plan of Action for the Day:
- Assignments Taken:
- Observation & Analysis :
- Use of Theory into Practice:
- Difficulties encountered and overcome:
- Future Plan of Action:

DISSERTATION-EVALUATION CRITERIA FOR EOSE ASSESSMENT

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

Evaluation Criteria for EoSE Assessment (60 Marks)

Programme: Master of Social Work (MSW)   **Semester: 4th**
Course Name: Dissertation   **Course Code:**

Name of the student: Enrolment No.:

Title of the Dissertation:
                                                    Total Marks: 50
Name of the Supervisor:

Date of evaluation:

Sl. No	Evaluation Criteria	Marks (External) 30	Marks obtained	Marks (internal) 30	Marks obtained	Total Marks (60)
1	Introduction	5		5		
2	Review of Literature	5		5		
3	Research methodology	5		5		
4	Data processing, results and discussion	5		5		
5	Ethical Considerations	5		5		
6	Open defence	5		5		
	Total	**30**		**30**		

Signature of the Examiners.

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DISSERTATION (INTERNAL) EVALUATION FORMAT BY SUPERVISOR

DEPARTMENT OF SOCIAL WORK
School of Social Sciences
CENTRAL UNIVERSITY OF RAJASTHAN

Programme: Master of Social Work (MSW)   **Semester: 4th**

Course Name: Dissertation   **Course Code:**

Name of the student: Enrolment No.:

Title of the Dissertation:

Total Marks: 50

Name of the Supervisor:

Date of evaluation:

Evaluation Criteria for First Internal Assessment (20 Marks)

Sl.No	Evaluation criteria	Marks	Mark obtained	Remarks (if any)
1	Research proposal presentation (1st internal)	20		
2	Research progress Presentation (2nd Internal)	20		
	Total	**40**		

Signature of the Supervisor/s

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