DEPARTMENT OF SOCIAL WORK

Master of Social Work (MSW)

Course Structure & Curriculum

Two Year Post Graduate Programme
(Academic Year- 2025-26)

Central University of Rajasthan

Bandar Sindri, NH-8, Kishangarh,
District Ajmer-305817, Rajasthan

Content:

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

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 2nd semesters are based on generic practice of social work. In the 3rd and 4th 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 4 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 ESE 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.

- **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/6ehavior 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 clients' family.

5. Breaching clients' 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 must repeat the field work.
- In case of failure in Summer Internship (Course Code- 6.5MSW11) 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.
(iii)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 4 credits (each course) from the Department/MOOC

The Discipline Specific Electives (DSE) courses of 4 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-4)	Course name and Code IV sem (Credit-4)
Working with differently abled	6.5MSW01: Social Work Practice with Differently Abled	6.5MSW14: Rehabilitation in Disabilities
Working with Families and children	6.5MSW02: Social Work Practice with Families	6.5MSW15: Social Work Practice with Children
HRM and Labour welfare	6.5MSW03: Human Resource Management	6.5MSW16: Industrial Relations and Labour Law
Entrepreneurship and Management	6.5MSW04: Social Innovation & Social Entrepreneurship	6.5MSW17: Management of Civil Society Organizations
Medical and Psychiatric Social Work	6.5MSW05: Community Health and Medical Social Work	6.5MSW18: Psychiatric Social Work
Gender and Masculinity	6.5MSW06: Gender & Intersectionality	6.5MSW19: Masculinity and Equality
Green Social Work	6.5MSW07: Disaster Management	6.5MSW20: Green Social Work
Common and Collective Acton	6.5MSW08: Commons; Livelihood. and Sustainable Development	6.5MSW21: Commons; Collective Action; & Governance

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 timeline given by the University. The students must 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):**

Semesters 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				
Sl. No.	**Course Code**	**Course Title**	**Nature of Course**	**Credits**
1	6.0MSW01	Fundamentals of Professional Social Work	C	4
2	6.0MSW02	Human Growth and Development/MOOC#1	OE	4
3	6.0MSW03	Social Work Practice with Individuals	C	4
4	6.0MSW04	Social Work Practice with Groups	C	4
5	6.0MSW05	Concurrent Field Work- I (Agency setting)	C	4
				20
Semester-II				
Sl. No.	**Course Code**	**Course Title**	**Nature of Course**	**Credits**
1	6.0MSW06	Social Work Research	C	4
2	6.0MSW07	Social Welfare Administration	C	4
3	6.0MSW08	Society Polity & Development	C	4
4	6.0MSW09	Community Practices and Interventions	C	4
5	6.0MSW10	Concurrent Field Work-II (Community Setting)	C	4
				20
Semester-III				
Sl.No.	Course Code	Course Title	Nature of Course	Credits
1	6.5MSW01	Social Work Practice with Differently Abled	DSE-1	4+4
2	6.5MSW02	Social Work Practice with Families	DSE-2	
3	6.5MSW03	Human Resource Management	DSE-3	
4	6.5MSW04	Social Innovation & Social Entrepreneurship	DSE-4	
5	6.5MSW05	Community Health and Medical Social Work	DSE-5	
6	6.5MSW06	Gender & Intersectionality	DSE-6	
7	6.5MSW07	Disaster Management	DSE-7	
8	6.5MSW08	Commons; Livelihood; and Sustainable Development	DSE-8	
9	6.5MSW09	Research Dissertation	AEC	4
10	6.5MSW10	Concurrent Field Work-III (community setting)	C	4
11	6.5MSW11	Summer Internship	AEC	4
				20
Semester-IV:				
	Course Code	**Course Title**	**Nature of Course**	**Credits**
1	6.5MSW12	Social Action and Social Legislations	C	4
2	6.5MSW13	Counseling in Social Work/MOOC#2	OE	4
3	6.5MSW14	Rehabilitation in Disabilities	DSE-1	4+4
4	6.5MSW15	Social Work Practice with Children	DSE-2	

5	6.5MSW16	Industrial Relations and Labour Law	DSE-3	
6	6.5MSW17	Management of Civil Society Organizations	DSE-4	
7	6.5MSW18	Psychiatric Social Work	DSE-5	
8	6.5MSW19	Masculinity and Equality	DSE-6	
9	6.5MSW20	Green Social Work	DSE-7	
10	6.5MSW21	Commons; Collective Action; & Governance	DSE-8	
11	6.5MSW22	Block Fieldwork (Agency setting)	C	4
				20

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

- 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 (80 Credit) as Audit course.

The Distribution of Courses in Various Categories

Courses	No of courses	Credits
C- Core (60%)	12 (8 theory + 4 Practicum)	48
OE-Open elective/ Generic Elective (10%)	2 (Theory)	8
DSE- Discipline Specific Elective (20%)	4 (Theory)	16
AEC- Ability Enhancement course (10%)	2 (1 Summer internship + 1 Dissertation)	8
		Total 80

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

DEPARTMENT OF SOCIAL WORK

School of Social Sciences

MSW (Master of Social Work)

SYLLABUS

Semester- I

Academic Year 2025-26

6.0MSW01: Fundamentals of Professional Social Work			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE/DSE/OE/SEC CORE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit Practical = 0 credit

Course Pre-requisites:

1. Demonstrate aptitude and interest for social work.
2. Requires fundamental knowledge of the human-society interface.
3. Be knowledgeable of contemporary socio-political affairs.

Course Objectives:

1. Learn about the philosophical perspective, values, principles, and goals of professional social work.
2. Increasing awareness of social work practices and contemporary methodologies.
3. Learn about the fields of social work practice in your current context.

Course Outcome:

The learner will gain
1. Fundamental understanding of social work practice.
2. Enhance social workers' professional skills.
3. Familiarize the learner with various social work methods and approaches and learn how to apply them.
4. Developing students as social workers by strengthening their commitment to the goals of humanism, human rights, social justice, collective responsibility, and respect for diversity

UNIT-I: UNIT-I: Introduction to Social Work	15 Hours
• Conceptual Framework of Social Work: Definitions, Meaning and Scope- Goals and Assumptions of Social Work Practice • Values and Ethical Standards, Code of Conduct in Social Work -NASW Code of Ethics, Ethical dilemma. • Principles and practice of professional's social work-Objectives, Goals and Assumptions of Social Work Practice • Social Work and its relationship to other disciplines- Sociology, Psychology, economics, political science, philosophy etc.	

UNIT-II: Historical Evolution and Basic Concepts of Social Work Profession	15 Hours
• History and development of Social Work in U.K, U.S.A and India- Educational institutes of social work, Attributes of a profession, Attributes of a professional social worker • Social Justice, Social Security, Social Defense, Social Welfare -Social Reform, Social Change and Development • Empowerment, Marginalization and Social Inclusion and Social Cohesion • Fundamental Rights, Directive Principles and Human Rights	

UNIT-III: Methods and Theory in Social Work	15 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, Need for 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	
UNIT-IV: Approaches and various Settings in Social Work Practice:	15 Hours
• 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. • Key areas of social work Intervention -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, disaster management etc. • International and national professional social work organizations, International social work • New advancements and Challenges of Social Work Profession	

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						

6.0MSW02: HUMAN GROWTH AND DEVELOPMENT

TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE/DSE/OE/SEC CORE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit Practical = 0 credit

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 provide an understanding of concept of human growth and development relevant to Social Work.
2. To understand the various stages of Human Growth and Development and its interplay with social, cognitive and psychological dimensions.
3. To enable the student to gain knowledge about the society and its dynamism and how it shapes the individuals and groups.
4. To learn the relevant theories of development and psychology to understand about its different approaches in dealing with individuals and society at large.

Course Outcome:

1. The outcome of the course is to get knowledge about various dimensions and phases of human growth and development of the individual
2. The students can understand well about the theories which help in looking over through the perspective of psychological aspect
3. Sociological perspective is also included to gain knowledge about the varied social institutions and social structures that influence individual development
4. The course enables the students to know more about the important concepts of bio psycho social development for practice settings
5. The course make the students to be a practical social worker by knowing the various concepts of human growth and managing them at micro, mezzo and macro levels

UNIT-I: Physical Dimension	15 Hours

- *Human Growth and Development:* Concept, Meaning, Characteristics, Determinants of Development- Nature and principles of development. *Stages of development:* Conception, birth and life span approach. Milestones of development -Normal and Abnormal Development: Factors influencing development.
- *Physical Development:* Organs and systems in human body, Physiology -Motor Development, Brain Development, Brain and Nervous System –Central Nervous System, Peripheral Nervous System, Instincts, Reflexes,
- *Growth and Maturation:* Body Composition – Factors influencing Growth and Development: Sensory Development- Hormones – Glands- Endocrine System –

Hormonal Imbalance and Human Behavior – Mood, Feelings- Secondary Sexual Characteristics.

- *Heredity and Environment:* Concepts, mechanisms Genetic Composition, Physical Traits, Biological bases of Human behavior– interplay of heredity and environment in shaping human behavior.

UNIT-II: Cognitive Development	15 Hours

- *Cognition and Cognitive Development:* Introduction, Importance, Methods for Studying Cognitive Development - Historical perspective. Stages of Cognitive Development: Developmental Delay and Disability, High-risk babies: Factors Influencing Cognitive Development: Genetics, Environment, Social Interaction, Nutrition, Health, Social influences on cognitive and perceptual development
- *Language and Mathematical Development*: Language Acquisition: Categories, Concepts and Conceptual Development- Number, Time, and Space Numerical cognition, Gesture and cognitive development Number Cognition, Analogy and Symbolic Development, Symbolism and memory, Spatial development: Depth Perception
- *Development of Executive Functions:* Thinking, Logic & Reasoning, Learning and memory, Problem-Solving, Feelings, Emotions, self and agency, Executive Control, Representation, Problem Solving, Decision making and self-control
- *Theories of Cognitive Development*: Piaget's Theory of Cognitive Development, Information Processing Theory, Kohlberg's theory of Moral Development, Gilligan's theory of Morality of Care,

UNIT-III: Psychological Development	15 Hours

- *Psychology*: meaning, scope of application in various fields. Nature and scope of psychology in relation to social work. Different schools of psychology: Behavioral school, Humanistic school and Psycho analysis school. Importance of psychology for social workers.
- *Learning*: Concept, types, and theories of learning, conditioning - Sensation & Perception: Sensory Process- Emotions and Feelings, Stress & Health: Stress and coping: Motivation and human behavior: Concept, theories, biological and social motives. Maslow's hierarchy of needs and individual growth
- *Personality*: Definitions - Gender Identity Meaning and structure- Theories of Personality - Types of Personalities – Psycho-Dynamic approach, Humanistic approach, Psycho Social approach, Biopsychosocial model, Dawson's Biosocial psychology.
- *Behaviour and Mental Health*: Person perception: - Attribution processes: Relationship Formation, linking and loving- Attitudes: social judgments- Conformity and obedience: - Social Psychology-thoughts, feelings, and behaviors influenced by the presence of others- Attitudes, prejudice, and social influence. Mental Health & Mental Illness; Classification of minor and major mental illness, Treatment.

UNIT-IV: Social Development	15 Hours

- *Understanding Social Dimension of Human Development:* Need and Importance. Social Responsibility and Identity Formation: group memberships, cultural influences. Cultural Understanding: Learning cultures, customs, and perspectives, fostering tolerance and acceptance. Community Involvement: Sense of belonging and civic responsibility. Civic Engagement:
- *Social Learning and Social Skills:* Need, Importance, Development of Social Skills- Communication: Verbal, Non-Verbal, Language, Voice Modulation- Effective Communication Strategies. Social Learning: Need and Importance- Factors Influencing Social Learning: Social Interaction and Relationships formation: Emotional Development, Belonging: Empathy and Compassion building positive relationships.
- *Theories of Social Development:* Vygotsky's Sociocultural Theory, Bandura's Social Learning Theory, Attachment Theory (John Bowlby): Social Development Model: Social Exchange Theory: Weber's Social Theory, Bronfenbrenner's Ecological Systems Theory
- *Social Bases of Behaviour* - Social perception: Concept, formation, stereotypes. Attitude: Concept, formation, prejudices, Altruism/Pro-social behavior: Concept, contributing factors, volunteers in social service. Collective behaviour: Groups, Crowd, mob, audience, herd mentality, Mass phenomena and social pathology: Rumours, panic, collective movement and impact on the society.

Examination and Evaluation:

CIA-1: Descriptive examination 20 Marks.

CIA-2: Identify 3 children from field work/ agency setting and assess their physical, psychological, social and cognitive development and submit report (15 Marks). In addition to submitting the report, students will also present their work in a 3–5-minute presentation during class (5 Marks).

ESE : End semester examination will be descriptive in nature graded for 60 Marks

Reference Book/Reading List:

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
4. Sigelman, C. K., De George, L., Cunial, K., & Rider, E. A. (2018). *Life span human development*. Cengage AU.
5. Santrock, J. W., & Lansford, J. E. (2002). *A topical approach to life-span development*. New York: McGraw-Hill.

	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
CO-4	3	3	3	3	3	3
*1: Low, 2: Medium, 3: High						

6.0MSW03: Social Work Practice with Individuals			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

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	15 Hours
• Historical development of Case Work method • Meaning, 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	15 Hours
• Initial contact, intake, psychosocial assessment • Case Study and Social diagnosis • Intervention, evaluation, termination and follow-up, • Case Work Recording; Advantages and Skills	
UNIT- III: Tools and Techniques of Case Work Practice	15 Hours
• Interviewing and Counselling: Meaning, Concept and Types • Home visit, observation, active listening, referral, and environment modification. • Case Worker-Client Relationship: Meaning, purpose and elements/components • Use of supervision in casework	
UNIT-IV: Theories, Models, Approaches and Practice of Case Work	15 Hours
• Models in Case Work: Psychosocial Model, Problem Solving model and Functional model, • Approaches in Case Work: Behaviour modification, Crisis intervention and Family therapy and Psychotherapy • 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/Reading List:

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						

6.0MSW04: Social Work Practice with Groups			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

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	15 Hours
• 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.	

UNIT-II : Theories of Group Work and Group Dynamics	15 Hours
• 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.	

UNIT-III: Process and Skills	15 Hours
• 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. • Techniques of Working with Groups: Group Counseling, Group Discussion, Group Decision Making, Sharing Feedback and Emotional Support	

UNIT-IV: Models and Approaches	15 Hours

- 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. - Group Work with Children, Adolescents and Elderly, Group work with Women	

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						

6.0 MSW05: Concurrent Field Work- I (Agency setting)			
TEACHING SCHEME	**EXAMINATION SCHEME**	**TYPE**	**CREDITS ALLOTED**
Filed work Practicum (12 Hrs. fieldwork + 2 hrs. for Report writing=14 hours/ week)	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 (120 Hrs.) 20 Days Fieldwork for 6 Hrs /Day=120 Hrs. Required:

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

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:
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**.**

First Phase: Field Work Orientation:	**30 Hours**
- Ethics of field work - Importance of fieldwork as signature pedagogy- IC/GC Presentations, - Making field work Videos, - Report writing practice sessions - Skill lab sessions on: Assessment, life skills, Developing agency Profile, Orientation to different client groups etc.	
Second Phase: Field Exposure	**30 Hours**
Students will be exposed to civil society organizations/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 interventions exploring 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 practices. Initiation of preparation of agency profile	

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

Third Phase Social work methods//Intervention — **30 Hours**

- 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 tasks with the organization:
- Social Case work: two case work
- Social Group work: 5-10 detailed session with identified groups
- Working on documentation of events
- Planning an intervention with the designed outcome

Fourth Phase: Field Work Intervention at the Community/ Documentation — **30 Hours**

- 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
- Self – initiatives
- 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/Reading List:
- Nair, R., Juvva, S., & Nadkarni, V. V. (2020). Field Instruction in Social Work Education. Routledge India.
- 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

DEPARTMENT OF SOCIAL WORK

School of Social Sciences

MSW (Master of Social Work)

SYLLABUS

Semester- II

Academic Year 2025-26

6.0MSW06 -SOCIAL WORK RESEARCH			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/ Tutorial/	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

Course Pre-requisites:

1. The students should have an aptitude for understanding a systematic and logical enquiry
2. The students should have an ability to search, evaluate, and synthesize scholarly sources and interpret information objectively
3. Student Should have basic understanding of Mathematical and statistical application
4. 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
4. Will learn to find, understand, evaluate, and synthesize scholarly sources and interpret information objectively
5. Will be able to learn the academic writing, proper referencing, and coherence of arguments
6. Will be able to learn methodological application of qualitative, quantitative, or mixed methods and data analytical skills
7. Will learn the technical knowledge of conducting surveys, interviews, experiments, observations, etc.
8.

UNIT-I : Introduction	15 Hours
Social Research: Meaning, nature, objectives, need and importance, Nature of scientific enquiry. Understanding Social Phenomena, Challenges in measuring and assessing. Research paradigms – Epistemology, Ontology, Axiology and Research Methods. *Types of Research-* Historical, Descriptive and Experimental; Basic, Applied and Action Research- Longitudinal and Cross-sectional Research - Quantitative and Qualitative Research, Mixed Method *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, Theory and Use of Theoretical approaches in Research.	
UNIT-II : Research Methods & Methodology	15 Hours
Variables – Concept, Construct, Indicators and Variables - Types of variables - Independent	

variables, Dependent variables, Categorical and Continuous, Quantitative variables, Qualitative variables, Intervening variables, Moderating variables, Extraneous variables, Confounding variables, Control variables, Composite variables; Levels of measurement – Nominal, Ordinal, Interval, Ratio, Scale, Variables in quantitative & qualitative studies

- *Research Designs* – Research Designs in different approaches - Observational, Exploratory, Descriptive, Explanatory and Experimental Research -Randomized Designs - Completely Randomized Design, Randomized Block Design and Latin Square Design.

- *Sampling:* Definition and purpose. Population vs. sample, Universe, Sample size, Sampling frame and sampling unit. Characteristics of a good sample. Census vs. sample survey. **Sampling in Quantitative Research-** Non Probability and probability sampling. Sample size determination, Sampling errors and biases

- *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 and Rating Scales; Reliability and Validity. Issues in using standardized scales – copyrights, scoring. Standardization of tools and factor analysis.

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UNIT-III: Qualitative, Quantitative and Mixed Method Research	15 Hours

- *Qualitative Research:* Basic aspects, steps in qualitative research. Sources of data, Data Collection and Recording procedures in qualitative research. Approaches in Qualitative Research - Phenomenological, Ethnography, Grounded Theory, Case Study, Historical and Narrative Inquiry, Action Research. Qualitative Data Analysis: Thematic analysis, Content Analysis, Narrative Analysis. Use of Softwares in Qualitative data analysis Nvivo, ATLAS.ti, MAXQDA

- *Quantitative Research:* Basic Concept, data in quantitative research, Uses, Advantages and Disadvantages. Probability and Normal Distribution, Sampling & Normal Distribution. Data Processing: Data management, analysis and presentation: Basic Statistics: Measures of central tendency and dispersion. Meaning, uses, and computation. Inferential Statistics and hypothesis testing. Recent advances: Data Mining, Big data analytics, social media research

- *Mixed Method Research:* Components, purpose, Data in mixed method research. Types of Mixed method research- Triangulation, Concurrent, or Parallel Design, Embedded Design, Exploratory Sequential Design, Explanatory Sequential Design. Data analysis and Point of Interface in Mixed method Research.

- *Hypothesis:* Need and Importance. Hypothesis in Qualitative and Quantitative Research, Different Types- Research Hypothesis, Null, Alternate, Directional, Testing of Hypothesis, Alpha and Beta Error, Tools for testing hypothesis.

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UNIT-VI: Publication, Reporting & Ethics in Research	15 Hours

- *Research Report* – Purpose, characteristics and steps of writing report- Format of Research Report, Types of Research Reports. Consolidated Standards of Reporting Trials (CONSORT).

- Journals- Types of Journals- Peer-Reviewed (Refereed) Journals, Scholarly Journals, Professional or Trade Journals. Open Access Journals, Review Journals, Research Journals, Interdisciplinary Journals, Student or Academic Journals, Predatory Journals. Articles- Types of Articles in Journals.

- *Citation and Referencing*: Referencing and Bibliography, referencing styles, Citation and Referencing different types of documents and data- Standard Referencing Styles, ISO690, Harvard, MLA, APA etc.

- Ethics in research – Informed consent, confidentiality, Researcher Self Conduct, Research Misconduct/ Fabrication/ Unethical Practices. Copyrights and Academic Research: Falsification, Manipulation or Tempering of Data. *Plagiarism*- Different types of plagiarism, avoiding plagiarism, Rules related to Plagiarism, Similarity Index.
  -

Text Book:
1. Ahuja, R. (2011). Research methods. Rawat Publications.
2. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
   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
CO-4	Medium	Low	High	High	Medium	High
*1: Low, 2: Medium, 3: High						

6.0MSW07: Social Welfare Administration			
TEACHING SCHEME	**EXAMINATION SCHEME**	**TYPE**	**CREDITS ALLOTED**
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

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:
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: Introduction	15 Hours
• Social Service, Social Welfare, Social Security, Social Development • Approaches to welfare: Charity Based, Need Based and Human Rights Based • Concept of Welfare State, India as a welfare state; constitutional provisions • Fundamental rights and Directive Principles	
UNIT-II: Social Welfare Administration	**15 Hours**
• Evolution of Social Welfare Administration as a method of Social Work • Meaning, Definition, Nature and Scope of social welfare administration • Indian Knowledge System and Social Welfare Administration • Social Policy and Social Welfare Administration, Policies and programmes related to Women, Children, elderly, person with disabilities, SC, ST and OBCs.	
UNIT-III: Components and Skills in Administration	**15 Hours**
• Components of Administration (POSDCoRBEF) • Unity of Command, Centralization and Decentralization, Span of Control, Delegation and Supervision • Skills in Administration: Writing Letters, Reports and Minutes, Fund Raising, Conducting Meetings, Public Relations and Networking • Good Governance: Concept, Practices and Challenges	
UNIT-IV: Stakeholders of Social Welfare administration	**15 Hours**
• Development organizations: Public, Private and Civil sector, Community Based Organizations, People's Organizations • PPP Model and Partnership Projects, Corporate Social Responsibility (CSR) • 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	

• Role of Social worker in social welfare administration (achieving United Nation 's Sustainable Development Goals., CSR, Implementation of welfare services etc.)		

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/Reading List:

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						

6.0MSW08: Society, Polity and Development			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 *Credit Weightage: Lecture = 3 credit Tutorial = 1 credit*

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: UNIT-I : Society: Basic Concepts	15 Hours
- 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)	
UNIT-II: Polity: Basic Concepts	15 Hours
- 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	
UNIT-III: Basics of Development	15 Hours
- 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 - Composition and distribution of Indian society: 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	
UNIT-IV: Emerging Issues & Challenges to Development	15 Hours
• Perspectives on Society and Development: Strategies for, health care services, 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, industrialization and migration	

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.
Todaro, M. P., & Smith, S. C. (2020). Economic development. Pearson UK.

Reference Book/Reading List:
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).

	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						

6.0MSW09: Community Practices and Interventions			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 *Credit Weightage:* *Lecture = 3 credit* *Tutorial = 1 credit*

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	15 Hours
• Community- Definitions, Characteristics, Types • Theoretical framework - community as social system, ecological system, center of power and conflict • Community organization-Definitions, assumptions, principles • Historical Development of Community Organization: USA, UK and India	

UNIT-II: Basics about Community organization	15 Hours
• Communities in India: Rural, Urban & Tribal Communities • Models of Community Organization: Murray. G. Ross; Jack Rothman; and HY Siddiqui • Radical and professional community work; Generic and specialist community work • Process of community work: Community profile, community mapping, and PRA (Participatory Rural Appraisal)/PLA (Participatory Learning and Action) techniques	

UNIT-III: Techniques and strategies for interventions	15 Hours
• Techniques in community practices-forced field analysis, program evaluation and review techniques, nominal group techniques • Strategies: Consensus, Collaboration, Conflict Resolution, Negotiation • Gender Sensitive Community Practice: Defining gender sensitivity, Gender-Responsive Programming, Addressing Gender-Based Violence:	

• Different Ideological perspectives in Community Practice: Anti-Oppressive Practice; Cultural Humility and Cultural Safety and Indigenous Worldviews	
UNIT-IV: Critical Community Practice	**15 Hours**
• Critical Community Practice: Meaning and definition; Power and Empowerment as the foundation of critical community Practice • Models of Critical Community Practice: Critical Consciousness; Critical Theorizing; Critical action and Critical reflection • Skills and Competences for Community Practice: Interpersonal and Communication skills; Critical Analysis skill; Advocacy and Mobilization skills; Management / Program Management skills • Role of Community Workers: guide, enabler, therapist, researcher, and activist.	

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.
5. Asha Ramagonda Patil (2012), Community Organization and Development: An Indian Perspective, Prentice Hall India Learning Pvt. Ltd.

Reference Book/Reading List:

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

6.0MSW10: Concurrent Field Work-II (Community Setting)

TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Filed work Practicum (12 Hrs. fieldwork + 2 hrs. for Report writing=14 hours/ week)	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 (120 Hrs.) 20 Days Fieldwork for 6 Hrs /Day=120 Hrs. Required:

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:
1. 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.
2. Understand various strategies of intervention in the community settings To develop a spirit of inquiry and sensitivity towards social issues
3. To enhance the understanding of the practical implication of methods of social work

Course Outcome:
The student will be able to
1. 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.
2. 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.

3. 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.
4. Fieldwork will inculcate social work values and attitude among the learners.

First Phase - Field work with various groups/communities/civil society organizations	30 Hrs

- Preparing a complete village/community profile, using various participatory methodologies.
  - Conduct home visits,
  - Conduct individual interview
  - Interact with Key informants (KII-Key informant Interview)
  - identify the vulnerable groups etc
- Visit the relevant social institutions in the villages
  - Schools
  - Anganwadi centers
  - PHCs
  - Panchayat Office
  - Any other formal, informal institutions, like, Grameen Bank, Youth club, religious groups, self-help group, village cooperatives, farmer's cooperative, any NGO or CBO.

- 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	**30 Hrs**
- Taking up some specific tasks in the community - Social Group Work : Conducting session with the various group - Conducting capacity building programme - Working on documentation of events - Planning an intervention with the designed outcome - Conducting community based awareness programme/workshops etc. - Small research on pressing social issues that has social work relevance - 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	**30 Hrs**
- Organizing 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 Organization to implement programmes	
Fourth Phase: Field Work Intervention at the Community/ Documentation	**30 Hrs**
- Identify few key social problems and develop an intervention plan with specific groups: Youth Group, children group, women group, farmers groups etc. - Social Case Work: Conducting Three Social Case Work - Community Organization: Conducting Community Organizing with Elderly, Youth, Women and Children - Social Work Research: Conducting a small research on identified social isssues	

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

DEPARTMENT OF SOCIAL WORK

School of Social Sciences

MSW (Master of Social Work)

SYLLABUS

Semester- III

Academic Year 2025-26

6.5MSW01: Social Work Practice with Differently Abled			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTTED
Credit Scheme: Lecture/ Tutorial/ Practical	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

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*
4. *Role of Social Worker in Different Settings- Psychosocial Interventions for 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	**15 Hours**
• Disability: Meaning, Concept, Definitions- Disability, Magnitude, Causes and Consequences of Disability. Understanding various terminologies – disease, impairment, functional limitation, handicap, disability, challenged, special person etc • Attitudes, Stigma, Discrimination faced by people with disability, Myth and misconceptions about disabled. Needs and problems of Persons with Disability. Psycho social problems of persons with disability: Problems related to activities of daily living, education, employment, interpersonal relations, • Psychology of disability, Self and identity, reproductive and sexuality- adjusting to one's own disability, self-esteem, resilience and coping mechanism of individual. Consequences of Disability, Impact on Individual and Family • 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. Different approaches to disability. Disability as a Social Construct: different stakeholders' perspective.	

UNIT-II: Classification and Models of Understanding Disabilities	**15 Hours**
- Classification of disability, assessment. magnitude, types, assessment, impact on child's development and adult. Classification of 21 disabilities based on Rights of Persons with Disability Act, 2016 - Understanding Different Types of disability -Visual Impairment, Hearing Impairment, Locomotor Disability, Intellectual disability/mental retardation, Cerebral Palsy, Multiple Sclerosis, Autism, Learning Disabilities, Speech Disorders - Models of Disability-Medical Model, Social Model, Functional Model, Human Rights Model, Charitable Model - Demographics of disability: Population of persons with disabilities in India and the world. Demographic pattern of PWDs: Geographic distribution. Gender-wise, Age-wise Income wise distribution. Distribution with respect to rural-urban divide in India.	
UNIT-III : Rights and Entitlements of PWD	**15 Hours**
- Introduction to disability & law, Fundamental rights and constitutional rights of the disabled, International initiatives and UN instruments about disability, 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 Disabled- Job Reservation, Higher Studies and Reservation - 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 - Role of NGOs in Policy formation, service delivery. RTE and inclusive education	
Unit-IV: Acts, Policies and Programs	**15 Hours**
Acts Related to Disabilities: 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 programmes on disability in India. The National Policy for Persons with Disabilities, 2006, District Mental Health Program. Programme for Prevention and Rehabilitation of disability.

- 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. Role of Social Worker in Different Settings- Psychosocial Interventions for Persons with Disabilities

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.

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
CO-4	3	2	1	3	3	2
*1: Low, 2: Medium, 3: High						

6.5MSW02: Social Work Practice with Families			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	**DSE**	Total Credit: 4 Credit Weightage: Lecture = 3 credit Tutorial = 1 credit

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

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

UNIT-I: Introduction and Basic Concepts	15 Hours
- 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 and related aspects, significance - Demographic characteristics of India's population and its implications.	

UNIT-II: Family Dynamics, Interaction and Theorical Framework	15 Hours
- 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 - 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.	

UNIT-III: Family Social Work- Role and Scope	15 Hours
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. • Role, scope and practice of social work in - Family Service Agencies (governmental and non-governmental)		
UNIT-IV: Family Welfare and Legislations in India		**15 Hours**
• 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. • 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.		

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)

Khasgiwala, A. (1993). Family Dynamics: Social Work Perspectives. New Delhi: Anmol Publishers.

9. Gore, M.S, (1985). Urbanization and family change, Bombay: Populars
10. Indian Social Institute, (1999). The Indian Family in the change and the challenge of the seventies, New Delhi, sterling
11. Jordon William, (1983). The Social Worker in Family situations, London: Routledge Kegan Paul
12. McCubbin,H.I. &Figley,C.R.(1984). Stress and family: Coping with Normative Transitions. New York: Brunneli Publishers.
13. Nichols Michael P (2009), Inside Family Therapy: A Case study in Family Healing. Newyork : Pearson Education.
14. 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
CO-4	2	3	3	1	1	3
*1: Low, 2: Medium, 3: High						

6.5MSW03: Human Resource Management			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

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 Outcomes:
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	15 Hours
• Personnel Management, Industrial Relations (IR), Human Resource Development (HRD) and Human Resource Management (HRM). • The paradigm shifts from PM to HRM: changing role of personnel management in India. • Role and Functions of HRM in contemporary world • Emerging areas of HRM: Talent Management, Strategic Human Resource Management, Stress Management, Use of Technology and AI in Human Resource Management, Risk Management, International Human Resource Management and CSR	

UNIT-II: Human Resource Planning, Recruitment, Training and Development	15 Hours
• Human Resource Planning: Definition, Need, Benefits, Process of Planning • Job analysis, Job description, Job Specification and Job Evaluation • Recruitment, selection, placement, induction, internal mobility and separations, Career and succession planning • Performance and Potential Appraisal: Methods and Significance	

UNIT-III: Training needs and Employee Development	15 Hours
• Training and Development: Concept, Need and Objectives • Training Methods: On-The-Job Training Methods and off the Job Training methods • Talent management and Reward management • Career development: concept, Stages, Career Path, Career Anchors and Strategies for effective career development	

UNIT-IV: Organizational Behavior	15 Hours
• Organization Culture: Meaning, Definition and Significance • Motivation: Concept and theories (Maslow, McGregor, Herzberg and Vroom) • Leadership: Concept, Theories and Leadership styles • Perception, Attitude and Judgement of others	

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/Reading List:
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						

6.5MSW04: SOCIAL INNOVATION & SOCIAL ENTREPRENEURSHIP

TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

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	15 Hours
• Social Innovation & Entrepreneurship: Meaning, Concepts, and Sources • Social Entrepreneurship: Definition, Origin, Characteristics, and Drivers • Theories of Entrepreneurship; Concept of Value Creation and Opportunity Recognition • Social Entrepreneurship in India: Retrospect and Prospect; Difference between Business and Social Entrepreneurship	

UNIT-II : Social Entrepreneur & Entrepreneurship	15 Hours
• 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 • Governance issues in SE, Legal framework in India, Tax Issues	

UNIT-III: Social Business Model	15 Hours
• Different types of Business Models • Importance of business model in business incubation and entrepreneurship; Marketing & Financing of Social Entrepreneurship • Impact Assessment of Social Entrepreneurship; • Social Entrepreneurship in Practice: Ashoka: Innovators for the Public; Grameen Bank, Aravind Eye Care System's, Schwab Foundation for Social Entrepreneurship,	

UNIT-IV: Human Resource Management and Organisation Structure	15 Hours

- Human Resource in Social Enterprise: Professional and Volunteers
- Management of Volunteers; Strategic Management for Social Enterprises
- Performance Measurement in Social Enterprise; Organization Structure: Pure Nonprofits, Pure for-Profits & Hybrid
- Alignment of Social Innovation with Sustainable Development Goals; Future and Challenges to Social Entrepreneurship

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

6.5MSW05: Community Health and Medical Social Work			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage: Lecture = 3 credit Tutorial = 1 credit*

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*

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	15 Hours
• Health: Concept; Definition; Dimensions; and Determinants • Community Health: Concept; Meaning; and Definition, Differences between Community and Public Health • Public Health: Concept; Meaning; Definition; and History • Factors that affect community health; Models of Community Health; Theories of Health Behaviors	
UNIT-II: Health Care Delivery System and Health Governance	15 Hours
• Public Health Care System in India: Concept of Primary Health Care System; Community Health Care, Sub-Centers; First referral units; Specialized Hospitals • Levels of Health Care: Primary Care Level; Secondary Care Level and Tertiary Care Level • The National Health Mission (NRHM): National Rural Health Mission (NRHM); National Urban Health Mission (NUHM); • National Health Programmes: National Malaria Eradication Programme; National AIDS Control Programme; The National Tuberculosis Elimination Programme (NTEP); Universal Immunization Programme	
UNIT-III: Medical Social Work	15 Hours
• Medical Social Work: Concept, Meaning and Scope; Historical Development in India and abroad • Different Settings of Medical Social Work: Social Work with Older Adults in Health-Care Settings; Oncology Social Work; Nephrology Social Work; Social Work and Chronic Disease	

• End-of-Life Care; Pain Management and Palliative Care; Hospice and Convalescent care • Concept of Disease: Meaning; Definition and Prevention	
UNIT-IV: Medical Social Work Intervention	**15 Hours**
• Social Work Interventions in the field of health: Preventive; Curative and Promotive • Role of Social Workers: Treatment of diseases; After care, End of Life Care and Palliative Care • Medical Social Work in Community Settings: Community Mental Health Centers; Case Management Services and Counseling Services and Support Groups; Ethics and Social Work in Health Care • Social workers in integrated health care; MCI guidelines and Medical Social Work; Multi level Intervention and Advocacy	

Text Book:
1. Parks K & Parks J E, (2009), Textbook of Social and Preventive Medicine, Jabalpur: Bhanarasidas.
2. M. Dasgupta, L. Chen, Krishnan (1996) ~ Health, Poverty and Development in India, Oxford Press, Delhi.
3. Berkman, B. (Ed.). (2006). Handbook of social work in health and aging. Oxford University Press.
4. Gehlert, S., & Browne, T. (Eds.). (2011). Handbook of health social work. John Wiley & Sons.

Reference Book/Reading List:
1. K.Sujatha Rao (2017) DO WE CARE: India's Health System, Oxford University Press
2. Egan, M. (2009). Evidence-based interventions for social work in health care. Routledge.
3. Palmer, S. D. (Ed.). (2016). Social work in public health and hospitals. CRC Press.
4. Arathi, P. M. (Ed.). (2022). Public health in India: policy shifts and trends. SAGE Publishing India.
5. Bhalwar, R. (2019). Textbook of community medicine. Wolters kluwer india Pvt Ltd.
6. Detels, R., Beaglehole, R., Lansang, M. A., & Gulliford, M. (2011). Oxford textbook of public health. Oxford University Press.

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

6.5MSW06: Gender and Intersectionality			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

Course Pre-requisites:
1. Must understand 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	**15 Hours**
- Sex & Gender: Concept; Meaning and Differences - Concept of Gender Identity; Gender Roles, Gender Stereotyping; Gender Discrimination and Gender Stratification - Theories of Gender: Biological Theories, Psychological Theories; and Critical/Cultural Theories - Gender and Sexuality: Concept, Expression of Sexuality; and Sexual Orientations/Preferences	
UNIT-II: Social Construction of Gender and its Challenges	**15 Hours**
- Gender Division of Labour: Concept; Meaning and Definition - Politics of gender: Second -wave feminism and redefinition of the 'political; Body politics; Identity Politics in feminism; Masculinity Politics - Men and Women: Social Differences; Heteronormativity; physical differences, psychological differences - Becoming Gendered: Concept and construct	
UNIT-III: Gender and Intersectionality	**15 Hours**
- Intersectionality: Concept, Meaning & Historical roots - Intersecting Identities: Gender, Race, and Class - Intersecting Identities: Caste, Ethnicity & Sexualities; Gendering of Caste - Intersectionality perspectives on Gender Based Violence; Health; & Education	
UNIT-IV: Intersectionality as Analytical Tool for Social Work	**15 Hours**
Intersectionality as tool to gender and economic justice; Using Intersectionality to advance Women's Rights and Gender Equality	

- Intersectionality as pedagogical Practice and Social Work Education: Concept; Context and Relevance
- Deploying Intersectionality in Health Social Work; Older People; Children and Families Social Work
- Intersectionality and Sustainable Development: Concept and relevance

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 Publications.
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/Reading List:
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						

6.5 MSW07: Disaster Management			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

Course Pre-requisites:

1. Interest and commitment to work in the field of disaster management.
2. Knowledge about the disasters and management system
3. Experience of field work, or as volunteer in schools and colleges

Course Objectives:

8. *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.*
9. *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*

Course Outcome:

The student will be able to

7. develop their knowledge and skills to analyses factors contributing to disasters, according to the cycle of disaster.
8. Work in different phases of disasters, with diverse groups at the pre-disaster, during disaster and post disaster period.
9. Design and initiate disaster mitigation and management endeavors towards disaster risk reduction

UNIT-I: UNIT-I: Introduction and Basic concepts to disaster management	15 Hours
- 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 - Impact of disaster in natural eco-system; Multi-dimensional Impact of disasters: physical, psychological, social, economic etc. - Issues of marginalization among the vulnerable groups in disasters- - Poor, Women, Aged, Children, persons with special needs, - chronically ill, injured, amputees, victim of violence. Internally displaced people (IDPs), Refugees,	

UNIT-II: Community Based Disaster Risk Reduction & Psychosocial care	15 Hours
- 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. - 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-Self-care and Stress management for the disaster intervention workers	

UNIT-III: Disaster Management Infrastructure, Legislations	15 Hours
• Disaster Management Act-2005, Institutional framework of disaster management in 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-IV: Role of social workers and other stakeholders in disaster intervention	15 Hours
• 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.	

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
3. Handmer, J & Dovers, S (2013), *Handbook of disaster policies and institutions: improving emergency management and climate change adaption*, Routledge.
4. Mani, N (2017), *Environment, climate change and disaster management*, New Century Publications.
5. Sinha, DK (2006), Towards Basics Of Natural Disaster Reduction, Researchco Book Centre
6. NDMA-GOI. (2008). *National Disaster Management Guidelines—Management of Biological Disasters.* New Delhi: National Disaster Management Authority, Government of India
7. IFRC. (2009). *Psychosocial interventions- A Handbook.* Copenhagen: International Federation Reference Centre for Psychosocial Support
8. IASC. (2007). *Mental health and psychosocial support in emergencies (MHPSS).* Geneva: Inter Agency Standing Committee (IASC

Reference Book/Reading List:

15. WHO. (1992). *Psychosocial consequences of disasters: prevention and management.* Geneva: Division of Mental Health, World Health Organization.
16. 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.
17. WHO. (2014, November 10). *Climate change and human health*. Retrieved from who.int/global change: http://www.who.int/globalchange/summary/en/index6.html#
18. 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.
19. 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.
20. Parks K & Parks J E, (2019), *Textbook of Social and Preventive Medicine, 25th Edition*, Jabalpur: Bhanarasidas (CURAJ library Call no.: 614.44 P21P)
21. Geddes, JR, Andreasen, NC & Goodwin, GM (2020), *New Oxford Textbook of Psychiatry, 3rd Edition*, Oxford University Press.

22. Francis, A P (2014). *Social work in Mental Health:* areas of practice, challenges and way forward, Sage.
23. Allen, K.M., & Spitzer, W.J. (2015). *Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends,* SAGE Publications.
24. Arboleda-Flórez, J., & Sartorius, N. (2008). *Understanding the Stigma of Mental Illness: Theory and Interventions,* Wiley.
25. 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	2	3	3	2	2	3
CO-2	2	3	3	2	3	3
CO-3	3	3	3	1	2	2
CO-4	2	3	3	2	2	3
*1: Low, 2: Medium, 3: High

6.5MSW08: Commons: Livelihood and Sustainable Development

Teaching Scheme	Examination Scheme	TYPE	CREDIT ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs..	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 **Credit Weightage:** Lecture = 3 credit Tutorial = 1 credit

Course Pre-requisites: Student must have knowledge of

1. Basic understanding of environment and ecology
2. Basic knowledge of development and social issues in India
3. Familiarity with social science topics like society, economy, and governance
4. Awareness of how local communities use and manage natural resources
5. Basic knowledge of government policies and rights related to people and environment

Course Objective:

1. To introduce students to the concept of commons and their importance in community life
2. To understand different livelihood systems and how they are connected to natural resources
3. To explore the idea of sustainable development and its key environmental and social goals
4. To examine major policies and programmes that support commons, sustainable use of resources, and rural/urban development
5. To encourage critical thinking about development, equity, and environmental justice.

Course Outcomes: After completion of this course student will able to

1. Explain the concept of commons and how communities manage them
2. Describe different livelihood approaches and their connection to natural and social systems
3. Understand the principles and challenges of sustainable development
4. Identify and critically discuss key policies and programmes related to environment, development, and resource use
5. Analyse real-world issues related to equity, access, and sustainability
6. Apply concepts to case studies and suggest solutions for sustainable and inclusive development

Unit 1	15 Hours

- Indigenous Knowledge System (IKS) on Commons Managements,
- Ecosystem Services from Commons
- Global Commons, Climate Change, and International Cooperation, Commons and Sustainable Development Goals (SDGs)
- Case Studies on the Intersection of Commons and Global Issues,
- Management of Commons (from FES and civil society repository)

Unit 2 Livelihood: Meaning and Concepts	15 Hours

- Livelihood: Concept, Types, Approaches, and Sustainable Livelihood Framework
- Agricultural-based Livelihoods, Agro-allied Sector Livelihoods, Gender and Food Security
- Livelihood Mapping: Tools and Techniques for Livelihood Mapping and Sub Sector Analysis: Participatory Assessment and Planning for SL (PAPSL), Rapid and Participatory Livelihood Security Assessment (RLSA).
- Livelihood promotions: By different agencies (Government and Non-governmental organizations - Local and International Organizations)

- Major livelihood programs in India (National Rural Livelihood Mission (NRLM), Challenges in livelihood promotions; Livelihood strategies: Livelihood portfolio for rural poor, Agriculture, Migration, Diversification, Sectoral approach.

Unit 3 Sustainable Development	15 Hours

- Sustainable Development: Definition, History (Brundtland Report), Principles, Three Pillars Model (Environmental, Economic and Social Dimensions),
- Ecological Modernization Theory, Capabilities Approach (Amartya Sen & Martha Nussbaum), Degrowth and Post-Development Perspectives,
- Commons and Sustainable Development Goals, Global Indicators and Composite Indices (HDI, Ecological Footprint, GPI),
- Role of International Institutions: UNDP, UNEP, World Bank, IPCC
- Commons and Environmental Sustainability: Natural Resources Conservation-Forest, Water, Biodiversity
- Role of Indigenous Knowledge and Traditional Practices in Sustainability

Unit 4 Policies and Programmes	15 Hours

- Rio Conventions: United Nations Framework Convention on Climate Change (UNFCCC), United Nations Convention on Biological Diversity (UNCBD), United Nations Convention to Combat Desertification (UNCCD)
- Paris Agreement (2015)- Climate Commitments and Nationally Determined Contribution
- MGNREGA, National Livelihood Mission, Forest Rights Act, Community-based Water Management Programmes, Skill India Mission
- National Environment Policy (2006), National Action Plan on Climate Change – Solar Mission, Water Mission, Sustainable Habitat Mission

Text Books/ Reference Readings

1. Mahatma Gandhi Institute of Education for Peace and Sustainable Development (2017). *Textbooks for sustainable development: a guide to embedding*. United Nations Educational, Scientific, and Cultural Organizations.
2. Scoones, I. (2015). *Sustainable livelihoods and rural development*. Rugby: Practical Action Publishing.
3. Cottrell, S., & Eddins, E. A. (2014). Sustainable development and sustainable livelihoods frameworks: Theory and practice in volunteer tourism. *The International Journal of Sustainability Policy and Practice*, *9*(1), 47.
4. Hazra, S., & Bhukta, A. (2020). *Sustainable Development Goals*. Springer International Publishing.
5. Dolšak, N., & Ostrom, E. (2003). The challenges of the commons. *The commons in the new millennium: challenges and adaptation*, 3-34.
6. Chambers, R. (1987). Sustainable livelihoods, environment and development: putting poor rural people first.

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

6.5MSW09: RESEARCH DISSERTATION			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/ Tutorial/ Practical	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks CIA-I: Based on research proposal/ Literature review CIA-II: Presentation of result/ findings ESE: Submission of the dissertation volume –VIVA	SEC	Total Credit: 4 *Credit Weightage:* Tutorial = 4 credit

Course Pre-requisites:

1. Must have studied Social Work Research
2. Must have basic knowledge about society and social problems
3. Should be aware about the current socio-political affairs
4. Should have abilities to do the work in computer and analysis data.

Course Objectives:

1. To Understand Research Foundations, Explain ethical principles and considerations in research.
2. Learn to Develop Researchable Questions or Hypotheses, Formulate clear, focused, and feasible research questions
3. To learn to Conduct a critical review of existing literature to identify research gaps.
3. To learn to Design a Methodologically Sound Research Plan for conducting research
4. Develop Academic Writing and Referencing Skills

Course Outcome:

1. *The course will incorporate the practical knowledge about research of various social issues.*
2.   *The students will become confident to formulate statement of problem and develop methodology for research*
3. *The course will impart the practical skill about of data collection, analysis and presentation, use of software for quantitative and qualitative data analysis*

Course Description

Every student is required to complete a research project under the supervision and guidance of a faculty member of the Department who will guide the research work in the related specialization field chosen by him/her.

The Dissertation/Field Study/Case Study/Survey Report will be undertaken by the candidates under the supervision of recognized research supervisor of the University.

The study envisages collection of primary data employing appropriate research methodology, tools, techniques as well as evaluation of various experimental designs.

Proper data analysis, critical interpretation and emerging trends will be highlighted. The subject chosen for the Dissertation/Field Study/Case Study/Survey Report should be of relevance to social issues.

The candidates may formulate any research problem based on their training, specialization and skills in consultation with their Supervisors. The Dissertation will be evaluated by internal as well as by external examiner also.

Process to be followed:

- Submission of Borad Topic: Each student will submit a broad topic depicting their area of interest.
- Allocation of Guide: Based on the area of interest of teacher, each student will be provided with a Guide from the Department of Social Work. Decision of the Department is final in such situation
- Protocol/ Proposal Presentation and Approval of topic: After a while of receiving guidance from teacher all students will be asked to present their research protocol in the department for approval of the research topic. They will be assessed for CIA-1 for 20 Marks.
- Data collection and Presentation: Each student shall compulsorily visit field and collect data. The collected data shall be analyzed, writing of chapters will be carried out. On the date notified by Department, the Presentation of data shall be done, which will be evaluated as part of CIA-2 for 20 Marks.
- Thesis submission and Oral Examination: The students will submit a final bound thesis (3 copies) and one soft copy in pdf format. The students shall face viva voce examination. A social work academician shall be invited as external expert to form the panel of evaluators including teachers of department to assess the viva voce examination at the End of Semester Examination.
- During the End Semester oral Examination, the thesis and candidate's performance shall be assessed for 5 marks each for Introduction, Review of Literature, Research methodology followed, Data processing, results and discussion and Open defense by external evaluator and internal panel separately. The oral examination shall be assessed for 60 Marks. The external expert shall assess for 30 Marks and the internal panel of examiners for 30 Marks.

Modeule-I: Introduction to the Research Process	15 Hours
- Research area identification - Identifying a research topic and formulating questions. - Conducting Literature Review, conducting literature searches and reviews, Structuring a literature review chapter - Research problem formulation, Preparing a Research Proposal and Presentation as part of CIA-1	

Modeule -II: Field Visits and Data Collection	15 Hours
- Finalization of Research Methodology - Pilot Study and Selection/ Construction of tool of data collection Validation of tool of data collection - Field Visits and Data Collection - Analysis of data Preparation of first draft of the report - Results Presentation (CIA-2) The Research presentation should be done by the students as a Power point presentation (maximum of 7 slides) of their research work as per the following format. (i) Title of the Study (ii) Need and significance of the study (iii) Objectives of the study (iv) Methodology – field of study, (v) sampling design, (vi) research design, (vii) tools for data collection (viii) Data Analysis (ix) Major Findings (x) Summary & Conclusion (xi) Suggestions and recommendations	

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Modeule -III: Dissertation Writing		**15 Hours**

Format:
- Title Page: Every thesis shall have a title page mentioning the topic and researcher details.
- Margins: 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
- Paragraph and Font Size: Follow standard paragraphing. Font size should be Times New Roman 12, Space Between lines should be 1.5.
- Follow any one standard citation and referencing format, Preferably APA style

Structure of Dissertation Report
- Title Page
- Certificate by guide from department
- Declaration by the Student
- Acknowledgement
- Content page
- List of tables
- List of figures
- List of abbreviations
- Abstract

- Chapters:

Every chapter should have a front page as divider with the chapter number and title of the chapter, The Chapterization should be as follows
- Chapter-I: Introduction
- Chapter-II: Literature Review
- Chapter-III: methodology
- Chapter-IV: Result and Discussion
- Chapter-V: Conclusion
- Bibliography
- Appendix

Modeule -IV: Oral Defence and Publication	**15 Hours**

- Preparing for dissertation defense for Answering critical questions during a viva voce
- Converting the dissertation into a conference paper
- Preparing a research article for Publishing in Journal

	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

6.5MSW10 Concurrent Field Work-III (Community setting)

TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Filed work Practicum (12 Hrs. fieldwork + 2 hrs. for Report writing=14 hours/ week)	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 (120 Hrs.) 20 Days Fieldwork for 6 Hrs /Day=120 Hrs. Required:

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:

1. 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.
2. Developing skills to work with clients in community and institutions To develop necessary skills and attitudes to apply theory into practice
3. To provide practical exposure to the social problems and enable them to identify their solutions with more professionally
4. To develop self-awareness and sensitivity to the disadvantaged sections of the society especially of the rural communities
5. To develop the understanding of the possibilities and challenges of working with a diverse population

Course Outcome:

The student will be able to

1. 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. learn professional skills to implement social work theories and methods in practice
3. Understand agency administration and function
4. Consolidate their professional identify commensurate with the value and attitude of a social worker

First Phase - Field work with various groups/communities/	30 Hrs
- 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.	

o Vocational training for the disadvantaged sections as far as possible.		
Second Phase: Social work methods//Intervention		**30 Hrs**

• 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		

Third Phase: Community work		**30 Hrs**
• 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.		
Fourth Phase: Intervention in the community and documentation		**30 Hrs**
• Organizing/facilitating various camps i.e. health, blood donation, agricultural awareness etc. • Conducting awareness session on Social Welfare Programmes • Conducting Street Plays on various emerging social issues: child marriage; child labour; drug abuse; gender discrimination etc. • Conducting and planning community work with women, elderly person and youth		

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

6.5MSW11: Summer Internship			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Practical	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	AEC	Total Credit: 4 *Credit Weightage:* Practical 4 Credit

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:

1. 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
2. The students will develop professional skills to implement social work theories and methods in practice
3. Understand agency administration and function
4. Consolidate their professional identify commensurate with the value and attitude of a social worker

First Phase - Understanding the agency/Initiation of field tasks	Hrs/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**
• Identifying areas of work/interest to carry further activites and harness learning	

• Conducting an action based research/minor research project • Developing media advocacy, (social media/ print media/ fold media) 9 days • Develop Net-working with NGOs, CBOs or any other agency/ organization in the necessary platform • Participating in leadership development workshops/meetings/decision making bodies etc. • Effectively contribute to the documentation of the NGO (e.g., best practices						9 Days
• Third Phase: Field work reporting/documentation/research						**Hrs/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

	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						

DEPARTMENT OF SOCIAL WORK

School of Social Sciences

MSW (Master of Social Work)
SYLLABUS

Semester- IV

Academic Year 2025-26

6.5MSW12: Social Action and Legislation			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/= 3 Tutorial/=1 Practical=0	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE/DSE/OE/SEC **CORE**	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit Practical = 0 credit

Course Pre-requisites:

Must have aptitude for social work
Must have basic knowledge on community organization
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	15 Hours
- 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-II: Social Exclusion, Advocacy, and Movements	**15 Hours**
- Problem of Social Exclusion and Marginalization in Community, Social exclusion and compromised citizenship, Universal declaration of Human Rights - Social Advocacy: Concept, Definition, Scope, Skills, Tools and Strategies - Models of social advocacy, types and implications of social action in social work. - Social Movements: Definition, Meaning, Concept, Model and Types, Campaign: Definition, Concept, Understanding, Methodology, Various movements. -Use of Social Action as Method of Change and Mass Movement in Modern India	
UNIT-III: Social Legislations: Conceptual Framework	**15 Hours**
- Indian constitution – Fundamental rights, and duties. - Legislation – Meaning, and 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-IV: Social Legislation in Social work	**15 Hours**

- Protection of Human rights Act 1993. National Human Rights 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 Books/Reading List:
26. Awasthi, SK. (1994), Manual of Marriage and Divorce Laws, Jodhpur, Rajasthan Law House.
27. Chadhary, RNP,(2005), Consumer Protection Law, New Delhi, Deep & Deep Publications.
28. Diwan, P & Diwan P (1994), Children and Legal Protection, New Delhi, Deep & Deep Publications 5. Gangarade, KD, (2001),
29. Social Legislation in India, New Delhi, Concept publishers. 6. India, (1995), Indian Constitution, New Delhi, Publication Division.
30. 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
CO-4	3	3	2	2	2	3
*1: Low, 2: Medium, 3: High						

6.5MSW13 Disability Rehabilitation			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/Tutorial/	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

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 therapeutic interventions in rehabilitation of PWD*
3. *To learn therapeutic interventions in different set ups for the rehabilitation of PWD*
4. *To learn the concepts of Community Based Rehabilitation and Education services for PWD*

Course Outcome:

1. The student will 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 herapeutic interventions for PWD in workplace, institutional, educational and community settings*

UNIT-I : Introduction to Disability Rehabilitation	15 Hours
- 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. Early intervention: definition, assessment and strategies for intervention including low cost aids and appliance - Individual assessment, Case history taking, psycho-educational assessment, diagnostic formulations, Development of management plans for intervention, Screening and identification of people with developmental disabilities, - Code of ethics, standards of services and certification in rehabilitation and principles behind disability evaluation, Contracting, informed consent, referrals, confidentiality	

UNIT-II: Education for Disabled	15 Hours
Formal Schooling- Non-Formal Schooling- Special Schools - National Institute of Open Schooling (NIOS)- Open Basic Education (OBE) - Special Accredited Institutions for Education of the Disadvantaged (SAIED) - RPWD (2016) and children with benchmark disabilities – RTE Act (2009) & Home-based education - Samagra Shiksha, Sarva Shiksha Abhiyan (SSA). Assistive Technology & Scholarships: Assistive devices: Braille, screen readers, screen magnifiers, optical character recognition (OCR) software, speech generating devices. Scholarships for education: State Govt. Central Govt., Charity Foundations	

- Special education: – aims, objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled. Individualized Education Program (IEP). .
- Integrated Education: Definition, need and importance. Difference between integrated and Special education. Work disability management. Scheme of integrated education for the disabled children (IEDC). Project integrated education for the disabled (PIED). Inclusive Education for Disabled at Secondary Stage (IEDSS)
- Inclusive Education: The National Education Policy 2020 (NEP 2020) and inclusive education-equitable access and quality education. Inclusion in education, employment and community activities. Role of Ministry of Education and Ministry of Social Justice and Empowerment

UNIT-III : Community Based Rehabilitation (CBR)	15 Hours
- Understanding CBR: Meaning, scope, basic principles and strategies of CBR. Difference between CBR and Institutional Based Rehabilitation. CBR matrix-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. Economic and Vocational Rehabilitation- Existing poverty alleviation/developmental programs and inclusion of CBR in to these programmes. - WHO CBR guidelines - CBR and the health sector- Health Component- Health Promotion, Prevention, Medical Care, CBR and Community Based Inclusive Development- Evaluation Partnership between Stakeholders in CBR CBR Guidelines as a Framework for Monitoring	
Unit-IV: Economic & Vocational Rehabilitation of PWD	Hr
- Barriers to employment- Need and Importance of employment for PWD - Problems of disabled jobseekers - Employer attitudes and perceptions - Vocational rehabilitation- Avenues of employment. Employment and placement. Job reservations. - Occupational Therapy, Workplace Counselling: Need, History and Models of Workplace Counselling: Work oriented models, Manager based models, Externally based models, Internally based models, Welfare based models - Concept of economic rehabilitation. Significance of unorganised sector. Venues for self-employment. Role of community in economic rehabilitation of PWDs. Schemes for self-employment. Government incentives for self-employment (loans, etc.) Vocational training. On-job training and re-skilling. Inclusive training. Unemployment allowance. - Economic rehabilitation. Income generation. Special employment exchanges. Concept of Social Rehabilitation and Social Acceptance, National Centre for Promotion of Employment for the Disabled Persons (NCPEDP), Department of	

Empowerment of Persons with Disabilities. Employment & Entrepreneurship for PwDs – Sustainable Development of PWD		

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
CO-4	3	3	3	3	3	3
*1: Low, 2: Medium, 3: High						

6.5MSW14 Social Work Practice with Children			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/= 3 Tutorial/=1 Practical=0	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE/DSE/OE/SEC **DSE**	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit Practical = 0 credit

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 children
3.Familiarize the different approaches to children
4.To understand the challenges and opportunities of children 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 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

UNIT-I: UNIT-I: Child Development	15 Hours
- 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	
UNIT-II: Children in Difficult Circumstances and services	**15 Hours**
- 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.	
UNIT-III: Child Development Services and legislations	**15 Hours**
- 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.	
UNIT-IV: Social Work Intervention	**15 Hours**
• 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. SDGs any youth engagements for development. • International perspective on child protection: UNICEF. Convention on Child Rights • Role of Civil Society Organization, LSGs and International Organizations, UN etc.	

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
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.
4. Unwin, P & Hogg, R (2012), *Effective Social work with children and families – a skills handbook*. Sage Publications
5. Bhargava, V. (2005). *Adoption in India: Policies and Experiences,* SAGE Publications.

Reference Book/Reading List:
1. Berns, R (2015), *Child, family, school, community: socializing and support*, Taxmann Publications Private Limited
3. James, A & James, A (2008), *Key Concepts in Childhood Studies*, Sage.
4. Eisenberg, N (2006), *Handbook of Child Psychology*, John, Wiley & Sons, Inc.
5. Chopra, G (2015), *Child Rights in India: Challenges and Social Action*, Spinger Nature.
6. Piaget, J (1969), *The Psychology of the Child*, Basic Books.
7. Cotterell, J (2007), *Social Networks in Youth and Adolescence*, Routledge.
8. Ungar, M (2005), *Handbook for working with children and youth – pathways to resilience across cultures and contexts*, Sage Publications.
9. 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
CO-4	3	1	2	3	3	2
*1: Low, 2: Medium, 3: High						

6.5MSW 15: Social Work Practice with Children		
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	15 Hours
- Introduction and definition of a child, Concept of Child development, Differences between Growth and Development; Stages and types of Development - Child health, nutrition; child mortality and morbidity, Demographic characteristics of children in India - Theories of social, psychological, moral and sexual development of children - Needs of children; Rights of Children, Problems of Children	
UNIT-II: Children in Difficult Circumstances and services	15 Hours
- 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.	
UNIT-III: Child Development Services and legislations	15 Hours

• 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 (CRC).	
UNIT-IV: Social Work Intervention	**15 Hours**
• Role of Social Workers in awareness building and advocacy; Life enrichment programme, developmental approach, Life skills development • Scope of Social Work Intervention, Basic Skills for working with Children: Communication skills; Assessment; Planning and Implementing; Referral, Networking, and Resource Mobilisation: Advocacy and Campaigns: • Different Child Care Settings and Role of social worker	

Text Book:
6. 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)
7. Bose, P (2006), Child Care and Child Development: Psychological Perspective, Jaipur: ABD.
8. Choudhary, P (2008), Child Survival, Health and Social Work Intervention, Jaipur: ABD Pub. (CURAJ library Call no.: 362.108 C45C)
9. Unwin, P & Hogg, R (2012), *Effective Social work with children and families – a skills handbook*. Sage Publications. (CURAJ Library Call no.: 361.32 U9E)
10. 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.

	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

6.5MSW16: Industrial Relations and Labour Laws			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

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:
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	15 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	15 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 • Industrial dispute: Meaning, Definitions, Forms and Factors influencing dispute	
UNIT-III: Legislations addressing Wages and Social Security	15 Hours
• Laws related to Wages: 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 • Laws related to Social Security: Unorganized Sector Workers 'Social Security Act, 2008; The Maternity Benefit Act, 1961 • Laws related to Women and Children: The Child Labour (Prohibition and Regulation) Act, 1986 and The Prohibition of Sexual Harassment of Women at Workplace Act, 2013 • New Labour Code of India by Ministry of Labor and Employment	

UNIT-IV: Legislations addressing Conditions of work	15 Hours
• The Factories Act, 1948; The Mines Act, 1952; The Plantation Labour Act, 1951 • Industrial Dispute Act, 1947 • 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	

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/Reading List:
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

6.5MSW17: Management of Civil Society Organization

TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit

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. *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 : Basic Concepts of Civil Society Organizations	15 Hours

- 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: NGOs, CSOs, CBOs, Public Trust, Society, and Cooperatives

UNIT-II : Legal framework of Civil Society Organizations	15 Hours

- 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: Recent Amendments and its impacts

UNIT-III: Management of CSOs	15 Hours

- Concept and definition of CSO Management, Office Management, Training and Development
- Report Writing and Maintenance of important Records in CSOs; Administration of Human Resources, Financial Management
- Civil Society Organizations and Changing Development Paradigms
- Public-Private Partnership (PPP Model), Network, Social Stock Exchange, Partnership Projects, Collaboration of CSO's

UNIT-IV: Engagement of Civil Society Organizations in the development sector	15 Hours

• Opportunities, Problems and Challenges of CSOs in the development sector • Role of CSOs in Good Governance: Public Participation, Outreach Programme, Social Audit and Accountability, and Transparency • Involvement of CSOs in Policy Need Assessment, Policy Making, Policy Implementation and Policy Evaluation • Roles played by CSO's in achieving Millennium Development Goals and Sustainable Development Goals	

ext 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	1	2	2	3	-	3
CO-2	2	1	2	2	1	3
CO-3	3	1	2	-	3	1

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

6.5MSW18: Psychiatric Social Work			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/= 3 Tutorial/=1 Practical=0	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE/DSE/OE/SEC\ **DSE**	Total Credit: 4 *Credit Weightage:* Lecture = 3 credit Tutorial = 1 credit Practical = 0 credit

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 and related aspects

Course Objectives:

4. *To develop knowledge about the historical development and concept of mental and psychiatric social work*
5. *To gain knowledge about the basic mental health problems in different population.*
6. *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

3. Assess the mental health condition of the client.
4. Provide mental health care to the client in different settings and practice various mental health interventions.
5. Design and implement preventive and promotional mental health activities in institutions and communities.

UNIT-I: UNIT-I: Introduction	**15 Hours**

- 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 in India and at the global level.
- Mental health awareness program, and mental health promotional program. Importance of Yoga and Meditation

UNIT-II: Classifications of Diseases and Assessment	**15 Hours**

- 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.
- Adult Psychiatric Disorders: Clinical features and symptoms of Alcohol dependent syndrome, Psychoactive substance abuse disorders. Digital addiction.

UNIT-III: Major and Minor Mental Health Disorders	**15 Hours**

- Schizophrenia, Mood Disorders- Depression, Anxiety, Personality disorders.

• Neurotic and stress related disorder, somatoform disorders, Obsessive Compulsive Disorders. • Child Psychiatric Disorders: Mental health issues among the child with Down's Syndrome, Cerebral Palsy, Epilepsy. • -Interventions for children with mental retardation: early intervention, family intervention, developmental therapy, special education etc. • Geriatric mental health issues: Dementia, Alzheimer's disease etc	
UNIT-IV: Psychiatric Management and Mental Health Intervention	**15 Hours**
• Psychiatric Management – Pharmacotherapy and Psychotherapy, Counseling, Group therapy, psycho-education, family therapy, behaviour modification, cognitive behavior therapy, and recreational therapy, relapse management. Suicide prevention, Stress management, Personality development, Dealing with Stigma due associated to mental illness • Community Mental Health: Meaning, definition, nature, and objectives, DMHP, 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	

Text Book:
1. Ahuja, Niraj (2011) *A short Text Book of Psychiatry 11th edition*, Jaypee Brothers Medical Publishers, New Delhi.
2. 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
3. Francis, A P (2014). *Social work in Mental Health: Context and Theories for Practice*. Sage, New Delhi.

Reference Book/Reading List:
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
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
CO-4	1	3	2	2	1	3
*1: Low, 2: Medium, 3: High						

6.5MSW19: Masculinity & Equality			
TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	DSE	Total Credit: 4 *Credit Weightage:* *Lecture = 3 credit* *Tutorial = 1 credit*

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	15 Hours
- Social Construct of Men and Masculinity: Concept, Meaning; & Types - Theories of Masculinity: Inclusive masculinity theory; Psychoanalytic Theory; and Postmodern theory - Production and reproduction of Masculinity: Family and production of Masculinity; Nationalism and Masculinity; Masculinity and Sports - Masculinities in Indian Context: Masculinity and Patriarchy; History of Masculinity in India	

UNIT-II: Structures, Institutions, and Processes	15 Hours
- Class and Masculinity: Definitions and Distinctions; The Masculinities of class; Masculinity and Class in late modernity - Men, Masculinities, And Crime: Masculinities and crime as Structured Action; Masculinities in Education: School as Institutions; Masculinizing Practices; Homophobia; Relations with Girls - Boys and Men in Families: The Cultural Ideals of Separate Spheres; Socialization: Boys and Girls in families; Boys into men: Preparation for Family life. Gendered domestic Division of labour - Fatherhood and Masculinities: Concept and Definitions; The Universal and Biological Basis of gender differences in Parenting; Marriage and other Relationship Contexts for Fathering	

UNIT-III: Bodies, Selves, and Discourses	15 Hours
- Masculinities and Men's Health: Theorizing embodiment; Current Men's Health Issues; Masculinity; Men's Mental Health and Health Seeking Behavior - Masculinities and Interpersonal and Gender Based Violence: Concept and definitions; Violence Against women in intimate heterosexual relationships; Theorizing Masculinity and Intimate Partner Violence	

• Masculinity and Degrees of Bodily Normativity in Western Culture: Approaches to the body; Biological Based explanations; Social Constructionist perspectives • Marginalized Masculinity: Concept and Meaning; Theorizing Men, Masculinity and Marginalization. LGBTQIA+ and Masculinity	
UNIT-IV: Working the Men for Gender Equality	**15 Hours**
• Working with Men as individuals; Working with men in Groups, Families and communities • Theoretical issues and political dilemmas in working with men • Engaging Men and Boys in Violence Prevention; Creating partnership; Engaging Communities; Strategies & Challenges • Men, Masculinism and Social Work: Feminist Social Work; Masculinism in Social Work; Working with men in Social Work	

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. Johansson, T., & Andreasson, J. (2017). Fatherhood in transition: Masculinity, identity and everyday life. Springer.
8. Butler, J. (2011). Bodies that matter: On the discursive limits of sex. Routledge
9. Featherstone, B., Rivett, M., and Scourfield, J. (2007). Working with Men in Health and Social Care. Sage Publications

Reference Book/Reading List:
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 Post colony. Cambridge University Press.
7. Kimmel, Michael S., Hearn, J. and Connel, R.W. (2005). Handbook of Studies on Men and Masculinities. Sage Publications.
8. Haywood, Chris & Johansson, Thomas (Ed) (2017). Marginalized Masculinities: Contexts, Continuities and Change. 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
CO-4	1	3	3	2	2	3

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

6.5MSW20: Green Social Work	
Teaching Scheme	**Examination Scheme**	**CREDITS ALLOTED**

Teaching Scheme	**Examination Scheme**	**CREDITS ALLOTED**
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs.	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	Total Credit: 4 **Credit Weightage**: Lecture = 3 credit Tutorial = 1 credit

Course Pre-requisites: Student must have knowledge of

1. A basic understanding of environmental and social issues, including climate change, inequality, and ecological degradation.
2. Basic knowledge of natural resource management, environmental policies, and community-level sustainability challenges.
3. Openness to interdisciplinary approaches and participatory methods in addressing environmental and social problems.
4. A willingness to engage critically with real-world case studies, fieldwork, and community-based environmental action.

Course Objective:

1. To understand the concepts of Green Social Work, Ecology, Environment, and Energy resources.
2. To analyse the impact of Globalisation, Industrialization, and Urbanization
3. To enhance the knowledge on various issues on the environment
4. To enable the professional social workers to understand the roles and responsibilities to protect the Environment.
5. To understand the integration of social work with ecology and environment

Course Outcomes: After completion of this course student will able to

1. Understanding of the concepts of ecology, environment and green social work.
2. Apply theoretical perspectives and framework to analysis environmental issues and its adverse effects.
3. Formulate appropriate measures to control and reduce the environmental issues.
4. Understanding of the roles and responsibilities to preserve and protect our environment

Unit 1 Concepts and Meaning	**15 Hours**

- Meaning and Concept- Ecology, Environment, Environmental Justice, Climate Change, Global warming, Green Transition, Ozone Depletion, Biodiversity, Deforestation & Desertification
- Concept of Natural Resources, Resources and Reserves, Various Types of Natural Resources.
- Ecosystem – Concept, Functions & Types.
- Green Social Work - Definition, Importance, Challenges in implementing Green Social Work &GSWN (Green Social Work Network).

Unit 2 Theories and Approaches	**15 Hours**

- Ecology – Concept, Philosophy and Approaches – Biocentrism and Anthropocentrism, Deep Ecology and Shallow Ecology, Criticisms to approaches in Ecology, Political Ecology and Critical Political Ecology, Ecofeminism,
- Global Discourses on Environment and Development; Sustainable Development – Emergence, Concept, Practice, Challenges, Sustainable Development Goals (SDG) and Environment
- Development Processes and Environment: Technology, Industrialization, Urbanization and Globalization
- Environment Impact Assessment,

Unit 3 Environmental Challenges	**15 Hours**

- Human Interventions on Natural Environment – Domestic and Industrial Pollution, Disposal of Solid, Liquid and E-Wastes,
- Development Induced Natural Resource Depletion – Reclamation of Wetlands and Waterbodies, Deforestation, Unscientific use of Biodiversity, Unscientific Mining, Unscientific Infrastructure Development, Biopiracy, Alienation of Common Property resources, Adversities of Green Revolution
- Environmental Impacts - Water Scarcity, Drought, Global Warming and Climate Change, Flood, Water Logging
- History and Impact of Ecological Destruction in Local to Global Communities/marginalised groups; Environmental Racism; Energy Crisis and Rural Poverty,
- Environment and Human rights; Environment Justice and Social Justice.

Unit 4 Policies and Programmes	15 Hours

- Ecological Movements: Chipko Movement, Save forests movement, Mitti Bachao Andolan, Save Ganga Movement, Women's Ecological Movement, Narmada Movements, Eco farming-natural farming efforts
- International Treaties, Brundtland Commission Report, National Environment Policy, Legislations relating to Protection of Forests, Biodiversity, Waterbodies, Wetlands, Agricultural Lands, Common Property Resources, Coastal Zones
- Legislation relating to Prevention of Air, Water and Noise Pollution,
- Role of Social Worker in Environment Protection and Preservation: Environment Ethics. Environmental Management: Role of Government and NGOs in Environment Protection and Development. Green Protocol, Green Social Work Initiatives.

Text Books/ Reference Readings

1. Kaushik & Kaushik (2004) Perspective in Environmental Studies, 2ed. New Age International PLtd.
2. Alka Verma (2015) Green Social Work Environmental Protection, Pentagon Press.
3. Barrow CJ (2006) Environmental Management for Sustainable Development, Routledge Taylor & Francis Group
4. Dominelli L(2012) Green Social Work: From Environmental Crises to Environmental Justice, Polity Press
5. Ravichand. M. 2007. Environmental Management. Concept Publishers. New Delhi.
6. Owen, D.F., *What is Ecology,* Oxford University Press Oxford, 1980.
7. Mohan I. 2002. Environmental Problems in 21stCentury. Anmol Publishers. New Delhi

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

6.5MSW21: Commons: Collective Action and Governance		
Teaching Scheme	Examination Scheme	CREDITS ALLOTED
Credit Scheme: Lecture/48 Hrs. Tutorial & Assessment/12 Hrs	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	Total Credit: 4 Credit Weightage: Lecture = 3 credit Tutorial = 1 credit
	Total: 100 Marks	

Course Pre-requisites: Student must have knowledge of

1. Must have a basic understanding about the socio-economics and environmental changes and challenges in society
2. Must be aware of natural resources, concern for climate change issues, policy and governance
3. Must be motivated and enthusiastic about commons and collective action
4. To analysis the practical experiences and case studies in the areas of commons, collective action and governance

Course Objective:

1. To develop an understanding about the concepts of commons, collective action and its interlinkages with the policy and governance issues of the country
2. To learn about the nuances of economic, social, political and governance challenges in the global south and need to focus on commons and collective action in the changing times.
3. To explore the theoretical perspectives and frameworks related to commons, its management and collective action.
4. To analyse the practical experiences and case studies in the areas of commons, collective action and governance.

Course Outcomes: After completion of this course student will able to

1. Demonstrate a comprehensive understanding of commons, collective action and governance
2. Apply theoretical perspectives and framework to analysis commons related issues.
3. Critically analyse and assess the factors, challenges and opportunities in the management of commons and in the process of collective action factoring the governance
4. Formulate strategies for sustainable common governance and effective collective action.

Course Content

Unit I: Understanding Commons and Vocabulary	15 Hours

- Commons: Introduction and Understanding, Definition, Understanding the Vocabulary of Commons, Conventional and Modern Commons, Public and Private Goods.
- Common Pool Resources (CPR) and Club Goods, Characteristics of CPR.
- Issues and Challenges in Managing /Conserving CPR.
- Theories related to commons (Hardin, Olson, Ostrom, Robert Wade etc),
- Tragedy of Commons Vs Promises of Commons.

Unit II: The Commons: Perspective, Framework, Approaches	15 Hours

- Historical Perspectives on Commons Management: Indigenous, Post Independence.
- Elinor Ostrom's CPR Framework, Ostrom's design Principles for Sustainable Governance of Commons.
- Institutional Analysis of Commons, Social-Ecological Systems Approach, Economics Perspectives of Commons.
- Participatory Approaches to Commons Management.
- Community based Commons Conservation Model 'Shamhat'.

Unit III: Dimension of Collective Action	15 Hours

- Understanding Collective Action, Logic, Role and Models.

- ▪ The Prisoner's Dilemma and Collective Action.
- ▪ Collective Action Dimensions: Cooperation and Conflict Resolution, Collective Responsibility, Institutional Arrangements, Challenges and Limitations of Collective Action.
- ▪ Community Organising and Mobilising Strategies, Building People's Consensus.
- ▪ Analysing Historical Social Movements of Collective Actions and Contemporary Collective Action Initiatives, Political Economy of Collective Action

Unit 4: Governance of Commons	15 Hours

- ▪ Commons in Indian Constitution, Legal and Policy Framework for Collective Action
- ▪ Local Governance: Panchayat Raj System, Van Panchayat System, Panchayats (Extension to Scheduled Areas) PESA Act
- ▪ Environmental Laws, National Green Tribunal and various High Court/Supreme Court Judgments on Commons
- ▪ Local Institutions and Governance of Commons

Text Books:

Reference Books:

1. Elinor Ostrom. (1990). Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press.
2. Garrett Hardin. (1968). The Tragedy of the Commons. Science, 162(3859), 1243-1248. [DOI: 10.1126/science.162.3859.1243]
3. Olson, M. (1965). The Logic of Collective Action: Public Goods and the Theory of Groups. Harvard University Press.
4. Narveson, J. (2002). Collective Responsibility. The Journal of Ethics, 6(2), 179–198. http://www.jstor.org/stable/25115724
5. FES. (2011). Vocabulary of commons. Foundation for Ecological Security.

E-Resources
Videos on commons, commons in action, animation on Commons
FES Land for Life video on Commons

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

6.5MSW22: Block Fieldwork (Agency setting)

TEACHING SCHEME	EXAMINATION SCHEME	TYPE	CREDITS ALLOTED
Filed work Practicum (12 Hrs. fieldwork + 2 hrs. for Report writing=14 hours/ week)	CIA-I: 20 Marks CIA-II: 20 Marks ESE: 60 Marks	CORE	Total Credit: 4 (120 Hrs.) 20 Days Fieldwork for 6 Hrs /Day=120 Hrs. Required:

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	40 Hrs

- 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
-

Second Phase: Specific tasks/intervention	40 Hrs

- 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

Third Phase: Field work reporting/documentation/research	40 Hrs

- Participating in various programme activities conducted by the organization
- Undertaking agency led special programmes/workshops/rallies/activism
- 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

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:

MSW Syllabus- Central University of Rajasthan- 2025-26

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.

INTERNAL FIELD WORK EVALUATION FORMAT

<div align="center">

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

Internal Field Work Evaluation format for MSW students
</div>

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

MSW Syllabus- Central University of Rajasthan- 2025-26

VIVA-VOCE EVALUATION FORMAT

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

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.

MSW Syllabus- Central University of Rajasthan- 2025-26

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: 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

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 ESE ASSESSMENT

DEPARTMENT OF SOCIAL WORK
School of Social Sciences CENTRAL UNIVERSITY OF RAJASTHAN
Evaluation Criteria for ESE 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:
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.

DISSERTATION (INTERNAL) EVALUATION FORMAT BY SUPERVISOR

<div align="center">

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

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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)