

Syllabus

Program Name: **Master of Social Work (MSW)**

Academic Year (Effective from): 2022-23

Semester – 1		
Sr. No.	Course (Subject Code)	1901190101010002
	Subject Title	BC-1: History, Spirituality and Philosophy of Social Work
1	Subject Outcome	1: Students will acquire in-depth knowledge in philosophy and evolution of social work as a Profession as well as social reformation. 2: Understanding process of rationale thought, code of ethics for effective professional social work practices.
UNIT- 1 <ul style="list-style-type: none">• History of Professional Social Work - Origin and Philosophy of Social Work Education• Definition; Areas of Social work, Scope of Social Work Practice.		
UNIT- 2 <ul style="list-style-type: none">• Western History of Ideologies –Influence of Judeo-Christian, Protestantism, Welfarism, Liberalism, Democracy, Socialism, Humanism, and Secularism on society.• Ideologies of the main Indian Religions- Influence of Hindu Philosophy of Life, Islam and Christianity, Jainism and Buddhism, Spirituality, Zoroastrianism, Philosophies of Phule, Gandhi, Ambedkar, Pluralism Multiculturalism on social life.		
UNIT- 3 <ul style="list-style-type: none">• History of Social Work in India: Schools of Social Work in India, Ideologies of Social Work, the challenges faced by professional Social Work.• Social Work Ethics: Understanding Meaning of Ethics. Ethical Issues in Social Work. Ethical Dilemmas in Micro-Macro Social Work Practice. Ethical Decision Making, Code of Ethics in Social Work.		
UNIT- 4 <ul style="list-style-type: none">• Social Movements and Change: Social Reform Movements in India, Dalit, Tribal, Peasant and Working Class Movement, Women’s Movement. Influence of Sufism and Bhakti Movement; Social Reformers and their 4 Contribution to Social Welfare.• Role of Voluntary Organizations and Non –Governmental Organizations in social Change.		
References: <ul style="list-style-type: none">• Agarwal, M.M Desai M. Encyclopedia of Social... 1998 2002 1987 Ethics and Spirituality, Shimla;• Indian Institute of Advanced Study Curriculum Development on History of Ideologies for Social Change and Social Work, Mumbai.• Social Work Education and Practice cell Encyclopedia of Social Work, Silver Spring, Maryland: National Association of Social Workers.• Diwakar, V. D. (Ed) 1991 Social Reforms Movements in India: A Historical Perspective Bombay: Popular Prakashan.• Feibleman, J. K. 1986. Understanding Philosophy: A Popular History of Ideas, New York: Souvenir Press.• Ganguli B.N. 1973 Gandhi’s Social Philosophy, Delhi: Vikas Publishing House.• Gore, M.S. Tata Institute of Social Sciences, Social Work Educators Forum (TISSWEF).		

2	Course (Subject Code)	1901190101020021
	Subject Title	BC-2: Social Case Work
	Subject Outcome	1. The students will understand the theories and scientific applications in case processes. 2. Learning of the various approaches in cliental settings in behavior modifications.

UNIT - 1

- Concept, definition, historical evolution of social Case Work; method in India and West; Nature, Values, Principles of Social Case Work, scope and objectives of Social Case Work.

UNIT - 2

- Theoretical perspectives for understanding individuals; psycho-analysis, Eric Erikson Theories of development, behaviourism; Ecological and Vedantic Approach, Motivational Theories.

UNIT - 3

- Models of interventions, Crisis Intervention. Problem Solving Techniques: Supportive, Reflective, Modification, and Case Work Tools.

UNIT - 4

- Social Case Work Process - Study, Diagnosis, Intervention Plan, and Treatment Approaches, and Evaluation of Case Work. Social work practice through an Agency; other helping professions, role of Social Worker in different settings, recording of case work and process recording.

References:

- Doel, Mark & Marsh, Peter 2008 Task Oriented Social Work, Asghate Publishing Co., England
- Friendlander W. 1958 Concepts and Methods of Social Work. Englewood Clifts: Prentice Hall Ins.
- Hamilton, Garden 1959 Theory and Practice of Social Case Work 6 Columbia University Press.
- Holls, Florence Parrish, Margaret 1966 2011 Case Work, A Psychosocial Therapy. New York: Ramlom House. Social Work – Perspectives on Human Behaviour, Rawat Publications, New Delhi.
- Mathew, Grace 1991 Introduction to Social Case Work, Bombay: Tata Institute of Social Sciences. Perlman,
- Helen Harris 2011 Social Work – A Problem Solving Process, Chicago: The University of Chicago Press.
- Roberts and Nee 1973 Theories of Social Case Work, Chicago and London: The University of Chicago Press.
- Mchead, J. 2008 An Introduction to Counselling, Rawat Publication.
- Battacharya, B. 2007 Theory and Practice of Case Method, Excel Frank Hedges An Introduction to Systematic Therapy with Individuals.
- Upadhyay R. 2010 Social Case Work, Rawat Publications, Jaipur.

3	Course (Subject Code)	1901190101030031
	Subject Title	BC-3: Social Group Work
	Subject Outcome	1. The theoretical knowledge will enrich the understanding of group process. 2. The students will be able to develop required skills to work with sociocultural groups and need based groups.

UNIT- 1

- Definition of Social Group Work; characteristics and objectives of Social Group Work; Values, Principles and Scope, Historical Evolution of Group Work at National and International levels.

UNIT- 2

- Social Group Work as a method of Social Work in the context of other methods, types of group work, therapeutic and non-therapeutic, Models of Group work.

UNIT- 3

- Process of Group work, concept and principles of programming, programme planning and skills, phases of group process, dynamics and guided interaction.

UNIT- 4

- Formation of goals: agency, worker and client(s). Development of skills and techniques, Importance principles and types of recordings of group work, evaluation, termination phase.

References:

- Trecker, Harleigh B. (1970). Social Group Work – Principles and Practices, Association Press, New York.
- Konopka B. (1963). Social Group Work: A Helping process prentice hall, INC.
- J. J. Alissi A. F. (1980) Prospective on Social Groups Work practice: A 8 Book of Release, The Free Press, New York.
- Klein A.F. (1970). Social Work through Group Process, School of Social Welfare-State University of New York, Albany.
- Toselane R.W. (1984). An Introduction to Group Work Practice, MacMillan Publication Co., New York.
- Wilson G. and Ryland G. (1949). Social Group Work Practice, Boston, Hughton Mifflin Co.
- Northen H. (2017). Social Work with Groups. Columbia University Press, New York.
- Middleman R. R. (1968). The Non- Verbal Method in working with Groups. Association Press, New York.
- Haiman Parklin S. (1951). Group leadership and Democratic Active, New York, Houghton Mifflin Co.
- Nanavatty M. C. (1969). Group Discussion an Aid to Education for citizenship. Indian Education Association, New Delhi.
- Battacharya, Sanjay Misra P.D. & Misra, Bina. (2006 & 2008) Social Work and Integrated Approach, Rawat Publications, Jaipur. Social Group Work, New Royal Book Co., Lucknow.
- Siddiqui, H. Y. (2008). Group Work Theories and Practices, Rawat Publications, Jaipur.
- Forsyth, D. (2007). Group Dynamics, Forth Edition,
- Thomson Linday, T. Dash, C. Lindsay, Trevor (2008 2011 2008). Group Work Practice in Social Work, 1st Edition. Group Dynamics and Work Performance, A.K. Publication, Delhi. Group Work Practice in Social Work, Learning Matter Exeter.

4	Course (Subject Code)	1901190101040041
	Subject Title	EC-1: Sociology
	Subject outcome	<ol style="list-style-type: none"> 1. Students will be aware of different types of institutions and their functions in Indian society. 2. Students will develop different knowledge about social stratification and culture. 3. Students will understand about social norms and values in the context of Indian society.

UNIT- 1

- (a) Meaning, Concepts and Definition of Sociology.
- (b) Basic concepts: Society (meaning and types: rural, urban, semi-urban, industrial and tribal, and their meaning and characteristics), Culture and its types, Social Change, Development, Social System, Social Stratification.
- (c) Sociology as a Social Science and its scope and relevance to Social Work practice.

UNIT- 2

- (a) Social Institutions: family, kinship, marriage, religion, education, economic and political, social control.
- (b) Social Group: Association, caste, class, role and status.
- (c) Concept of social norms and social values of society; major elements of society.

UNIT- 3

- (a) Socialization: process and agencies of socialization, types of socialization.
- (b) Social Interaction: meaning and types of social interaction (conflict and assimilation, cooperation, competition, accommodation)
- (c) Social stratification: Indian caste system, meaning of caste, characteristics of caste system, its nature. Caste, class and gender.

UNIT- 4

- (a) Social mobility: Meaning and types, factors.
- (b) Social Movements and Social Change : Meaning and types
- (c) State: Definition, agencies of social development, role of agencies in social development.
- (d) Application of Sociology in Social Work.

References:

- Srinivas, M.N. (1966). Social Change in Modern India, Berkley: University Press.
- Amin, Samir. (1979). Unequal Development, Sage: New Delhi.
- Desai, A. R. (1985). India's Path of Development, Bombay: Popular Prakashan.
- Chauhan B. R. (1988). Bharat Me Grameen Samaj (Hindi) Jaipur: AC Brothers.
- Oomen, T. K. (1990). Protest and Change: Studies in Social Movements, Sage: New Delhi.
- Inkels, Aux (1982). What is Sociology, Poon: Deshmukh Prakashak.
- Singh, Yogendra. (1973). Modernization of Indian Tradition, New Delhi.
- Johnson, H. M. (1978). Sociology: Systematic Introduction, London.

	Course (Subject Code)	1901190101040042
	Subject Title	EC-2: Psychology
5	Subject Outcome	<ol style="list-style-type: none"> 1. Students will understand basic concepts and knowledge of Psychology as a subject. 2. Students will understand significance of Psychology in day to day life of people, which help them to address the psychological issues among people. 3. Students will apply the psychological knowledge in their field work agencies.

UNIT- 1: Introduction to Psychology

- (a) Concept, Definition, Characteristics and Scope as well as fields of Psychology (Clinical, Social, Educational and Developmental).
- (b) Major theoretical orientations in Psychology: Biological, Psychodynamic, Behaviourist, Cognitive, Evolutionary, Humanistic.
- (c) Basic Psychological concepts: Sensation and Perception, Emotions and Motivations (a drive to achieve your needs, to break your old habits), Memory and Forgetting, Learning.

UNIT- 2: Branches and Fields of Psychology

- (a) Theories of Psychology: Maslow's Theory: Hierarchy of Needs (An American Psychologist, Maslow focus on assessing clients' needs like psychological, safety, etc.).
- (b) Theories of Personalities: Motivation, Psycho-dynamic (systematic study of Psychology and human behaviour).
- (c) Relevance of Psychology in understanding behavior of Groups, Individuals and Communities.

UNIT- 3: Determinants of Human Behavior

- (a) Biological Determinants: Genetics, Nervous System and Glandular System
- (b) Social-Cultural Determinants: Family, Neighbourhood, School, Work, Norms etc.
- (c) Psychopathology and Mental Health: Meaning and Definition, causes of Psychopathology and varieties.

UNIT- 4: Application of Psychology in Social Work

- (a) Developmental Hazards and Adjustment: Age related physical and psychological changes, Developmental Tasks, Hazards and Adjustments, Prevention and Support.
- (b) Stress, Coping and Well-being: Meaning and Definition, Types of Stress and Coping, Causes and Management of Stress.
- (c) Positive Psychology and Happiness: Strength based approach

References :

- Kakar, S. 1979. Indian Childhood, Cultural ideas and Social Reality, Delhi Oxford University.
- Kuppuswamy, B. 1980. An Introduction of Social Psychology, Bombay Media Promoters Publications, Pvt. Ltd.
- Kuppuswamy, B. (1980). An Introduction of Social Psychology, Bombay Media Promoters Publications, Pvt. 12 Ltd.

- Anastasi, A. (1987). Psychological Testing New York McMillan. Revised edition.
- Hurlock Elizabeth. (1997). Developmental Psychology Bombay; Tata McGraw Hill Publication Pvt.
- John W. Berry, R. C. Mishra, R.C. Tripathi (ed) (2003). Psychology in Human Development and Social Development, Sage Publications, Delhi.
- Sinha, Durga Prasad. (1995). Asian Perspectives on Psychology. Sage Publications.
- Kakar, S. (1979). Indian Childhood, Cultural ideas and Social Reality, Delhi Oxford University.

	Course (Subject Code)	1801190101050001
	Subject Title	Field Work
6	Subject Outcome	<ol style="list-style-type: none"> 1. Students develop deep understanding about Structural hierarchy and functional areas of agency 2. Learn to do critical Analysis of client's situation , problem and services offered by agency 3. Learn to integrate class room theory and field work experiences. 4. Initiate intervention at various levels under the guidance of supervisor 5. Develops skills related to management, resource mobilizations and so on. 6. Journey of training of Professional Social Work goes on with professional knowledge, skills and attitude throughout all the four semesters.

Field Work Objectives for MSW (Semester I, II, III & IV)

Overall objectives of MSW education is need to be parallel with field work practice.

1. Understand the problem situation, profile of the client system and the relatedness of agency's intervention.
2. Learn to situate the problem and the agency in the context of larger social systems.
3. Based on a critical analysis of the problem and the agency's intervention learn to utilize an integrated approach to the problem-solving process.
4. Appreciate and utilize the administrative process as an effective strategy for service delivery.
5. Understand and assess one's own role as a facilitator and a change agent in collaboration with the agency and the interdisciplinary team.
6. Develop self-awareness and sensitivity to situations of vulnerable individuals, groups and communities and recognize their capacities to deal with their life situations.
7. Develop understanding of systematic factors affecting the functioning of individuals, groups, and communities at micro and macro levels.
8. Selectively Utilize different models of Intervention in relation to Individuals, Groups and Communities.
9. Effectively function as an administrator Utilizing Skills of Management,
10. Supervision and Training.

11. Enhance self-awareness leading to the assume leadership role in one's Professional and Interdisciplinary Team.
12. Appreciate the importance of Professional responsibility and commitment to human rights Issues.
13. Utilize Field instruction for functioning independently as a Professional Social Worker.

Orientation Visits

- Department / College should organize minimum two orientation visits to different agencies in the beginning of the academic year for the First Semester Students. Orientation is a means to introduction of the student to the agency structure, its objectives, function, and policies, human and material resource. It is also a means of beginning involvement, as tasks of the student are discussed and defined.

Field Work Agencies

- The field work placement at agencies in Social Work education are like the laboratories for testing, experimenting, observing and understanding behaviour of various natural phenomena in the field of physical sciences. The agencies provide excellent opportunities for learning the complex techniques and skills for observing, recording, analyzing, understanding, explaining and reforming human behaviour in different settings. These techniques and skills are learnt by the students as a part of their theory learning in the classrooms. They are simultaneously to be practiced in fieldwork agencies of different settings.

1. Criteria for Selection of Fieldwork Settings:

A variety of learning opportunities available for students to practice all the methods of social work as far as possible. Opportunities available to work on issues of rural / urban poor and other vulnerable groups, GOs and NGOs various departments of Social Justice as well.

2. Field work placement should in one agency per term /semester (concurrent field work).
3. The Department / College encourages student placements in group of 2-3 students because of the greater learning potential provided by the group process. It also gives the field supervisor an opportunity to develop group projects which can contribute to the agency.

Duration of Field Work

1. The students are expected to put in minimum of 160 hours per Term. The expected total days of field work for the every term are 30 to 35 days. 15
2. Field work days are Thursdays and Fridays.
3. Attendance sheet (month and date wise) should be sent to the agencies, indicating exams, vacation and camp/ tour dates.

Holidays / Leave

1. Hundred per cent attendance at field work is mandatory.
2. The student will observe holidays as per the University and Agency calendar. If the agency is closed on any field work day, the student may deduct those hours from the total of the minimum hours required. If student is absent from the field for any genuine reason, he/she must put up these hours during the term in consultation with the instructor and faculty advisor.

Recording

1. Student are required to record the work done in the field and submit these recordings to the field supervisor every week. Summary Recordings are expected from the students at the end of every term.

2. Field Instructors are required to make comments on the students' Recordings in order to guide and help them in their work. These serve as a feedback to students and a weekly evaluation of the students' Performance.
3. Students are required to submit summary recordings at the time of semester viva voce along with weekly recording file to the Department / institution.

Expenditure Related To Field Work

- Field work related expenses, namely home visits, travels undertaken for agency related tasks are usually borne by the students.

Camps / Educational Tour

- Educational tour / camp is organized every year to give student an exposure to urban and or rural life, issues and problems. Visits to various organization working with the marginalized sections of the society are organized to give the student and understanding of various interventional strategies used by different development organization. The expenses of the tour / camp is solely borne by students.

Supervision

A. Individual Conferences

1. Pre-scheduled conferences should be taken once a week with the student. The field supervisor may use individual and group conferences alternately, according to student's learning needs. The field instructor/faculty supervisor should maintain a monthly attendance form for students' field work hours. The Semester time sheet must be duly signed by the field 16 instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.
2. Supervisors are required to read the records prior to the conference. The student should be encouraged to share and discuss his/her thinking, feeling and actions in the field work.
3. The student should be encouraged to do reference reading pertaining to his/her field work (by way of giving written assignments related to placement settings).
4. If a student does not attend field work / individual and group conferences, and / does not submit recordings regularly even after repeated warnings, the matter should be referred to the Co-ordinator of the Programme / Principal.
5. To enhance the student's learning, field supervisors are requested to maintain education resources such as articles, students recording and newspaper cuttings pertaining to the subject area. Students are also encouraged to collect reading material/documents related to the field work.

B. Group Conferences

- Group conferences are a very effective tool for student' learning, as they provide mutual sharing. For Group Conferences student placed in the same agency may form a group under one field instructor/faculty advisor regardless of their class. Student placed in the same setting, e.g., Education, but belonging to different agencies may form a group.

References :

- Bhanti, Raj. (1996). Field Work in Social Work Perspective. Himanshu Publications. New Delhi.
- Srinivas, M. N., Shah, A. M., Ramaswamy, E.A. (2002). The Fieldworker and the Field. Oxford University Press. New Delhi.
- Subhedar, I.S. (2001). Fieldwork Training in Social Work. Rawat Publications. Jaipur.
- Subhedar, Iqbal. (2011). Indigenous Fieldwork in Social Work. Current Publications. Uttar Pradesh.

Semester – 2

Sr. No.	Course (Subject Code)	1901190102010001
	Subject Title	BC-4: Social Issues, Contemporary Approaches and Social Work
1	Subject outcome	1. Students will develop understanding the various components of Social Issues. 2. The course will provide an exposure to understand various contemporary approaches.

UNIT – 1

- Nature and Types of various social problems; genesis of contemporary social problems; Communalism; Multiculturalism; Social problems from different perspectives; Neo Liberalism; globalization, Post-Modernism and its impacts on weaker section of Society;

UNIT – 2

- Human Rights declaration and the Indian constitution; Role of Human Rights Commission; Reviewing commitments planned in the Constitution and other Policy Documents for weaker sections which ensure social justice;

UNIT– 3

- Sustainable Development and Environmental Movements; Role of NGO's; Ideologies of Action Groups and New Social Movements; Social Forestry.

UNIT – 4

- Emerging ideologies of professional Social Work; Marginalization of vulnerable Social Groups and limitation of professional Social Work; Spirituality and Social Work; Attributes of Social Worker, Role of Social Worker in contemporary period.

References:

- Reamer F.G. (1995). Social Work Values and Ethics, Columbia University Press, New York.
- Tata Institute of Social Sciences (1997) Declaration of ethics for profession Social 18 Sciences, Social Works Educators Forum (TISSWEF), Workers, The Indian Journal of Social Work, 58(2), 335-341.
- United Nations. (1992). Human Rights: Teaching and Learning about Human Rights, UN- New York.
- Encyclopedia of Social Work 1987 Encyclopedia of Social Work in India, New Delhi Ministry of Welfare.
- Yelaja, A. A. (1982). Ethical Issues in Social Work Spring Field: Charles, C. Thomas. Congress
- E.P., 1998 Social Work Values and Ethics, Chicago: Nelson – Hall Publishers.
- Desai, M. (2002) Curriculum Development on history of Ideologies for Social change and Social Work, Mumbai: Social Work Education and Practice all.

	Course (Subject Code)	1901190102020001
2	Subject Title	BC-5: Social Work in Industry
	Subject outcome	1. Students will enhance the understanding on Social Issues among the workers at corporate level. 2. To develop knowledge about labour legislations, labour welfare, CSR and the role of CSR Officer and Labour Welfare Officer.

UNIT- 1

- Concept of Labour Welfare: Welfare: meaning, genesis of welfarism – historical conditions, Welfare State; labour welfare: its significance in developing countries; labour welfare in India, Welfare Provisions under Factory Act, legislative measures relating to welfare of industrial workers i.e. statutory and non-statutory welfare.

UNIT- 2

- Liberalization, Privatization and Globalization (LPG) Impact on Labour: Working and living conditions of the workers, work mobility, insecurity and Problems of workers in un-organized and organized sectors. Trade Union in Industry: Concept, Functions and Limitations of Trade Unions; National Commission on labour, ILO and national labour policy during five year plans. Trade Unions and Social Work.

UNIT- 3

- Labour Welfare in Industry: Scope of labour Welfare in Industry, The significance of Social Security measures. Role and Limitations of labour Welfare Officer. Scope and Role of Social Work in Industry.

UNIT- 4

- Corporate Social Responsibility: History, significance and scope of CSR Act, Role of CSR for national development. Role of Social Worker in the context of development through CSR activities, skills 20 require for implementation of various developmental programmes through CSR.

References:

- Vijaya, Kumar (2004). Social Security in a Developing World Context, Serials Publications, Delhi.
- Jagadish Shilaja, (2004). Social Welfare in the 21st Century, Ankansha Publishing House, New Delhi.
- Nagegra Agarwala, (2004).
- Ramgopal Punekar,
- S.D. and Others
- Saxsena, Anil Watson,
- Tony J. Ratnam,
- C.S. Venkata Punekar, Deodhar Sankaran Sury, M.M. (ed.)
- Lumbde, Nirbhay
(2004 2005 2004 1978 2006 2006 2009 2008 2008 2018)
Social Work and Social Welfare in India, ABD Publishers, Jaipur.
Reforms, Labour Markets and Social Security in India, Published in India by Oxford University, New Delhi.

Labour Welfare, Trade Unionism and Industrial Relations. Bombay: Himalaya Publishing House.

Encyclopedia of Social Welfare, SBS Publishers & Distributors Pvt. Ltd. New Delhi.

Sociology, Work and Industry (4th Ed.), Routledge. Industrial Relations, Oxford University, New Delhi.

Labour Welfare, Trade Unionism, Industrial Relations, Himalaya Publishing House, Mumbai.

- India's Five Year Plans I to XI 1951-56 to 2007-12, Vol.I, New Century Publications, New Delhi. Corporate Social Responsibility in India: A Practitioner's Perspective, Notion Press, Chennai.
- Baxi, C.V. 2013 Corporate Social Responsibility: Concepts and Cases, Excel Books, New Delhi.
- Ministry of Labour Welfare (2018). Report of the Committee on Labour Welfare. New Delhi: Government of India.
- Sanarikar, S. S. (1976). Implementation of Labour Enactments. Bombay: Popular Prakashan.
- Sharma, A. M. Ram. D. (1988 2015). Aspects of Labour Welfare and Social Security. Bombay: Himalaya Publishing House.
- (2017). CSR and Corporate Governance, Sonal Publication, Delhi Labour Laws, Taxmann.

3	Course (Subject Code)	1901190102030001
	Subject Title	BC-6: Human Resource Development, Personnel Management and Social Work
	Subject outcome	<p>1. Students will acquire the deep understanding about the concept and significance of HRD in organizational set up.</p> <p>2. The knowledge of complexities of various approaches and appraisal will assist them to work commendably in organization.</p>

UNIT – 1: Factory as a Social System Concept; Problems of integrating the needs of Employees with the organization

- Human Dynamics and Relationship, Human Needs for growth & Development, Individual and group Aspiration & Problems in an Organization. Psycho-social Behaviour, Attitude & Feelings of Employees in an Organization, Emergence of HRD in Industry, Definition & Concept. Need & Approaches of HRD, Integration of Personnel Strategies, Subsystem of HRD.

UNIT – 2: Personnel Management Concept

- Need and Role of Personnel Management, Characteristics, Policies & Practices, Objectives of Personnel Functions, Features of Human Relation as Human Resources, Personnel Management as a Joint Responsibility of line & Staff Management, Responsibility and Difficulties in Present Business Organization.

UNIT – 3: Personnel Functions

- Features and Implementation of the Function, Recruitment, Selection, Placement, Promotion, Transfer, Wage and Salary Administration, HRD Function, Manpower Planning: Objectives and Manpower Audit, Training and Employee Counseling, Methods of Assessment of Performances. Problem in Appraisal, Need for Training, Career Planning and Development.

UNIT – 4: New Challenges of Personnel Management:

- Shift from Industrial Engineering to Concern for Interpersonal Relation, Understanding the physiological, social & Economical Stressors in Work Environment, Changing Trends & needs to understand the Areas & Scope of Social Work Intervention Techniques, Organizational Behaviour & Intervention Strategies.

References:

- Aswathappa, K. (2008). Human Resource Management – Text and Cases.
- Robins, P. Staphen. (2016). Fundamentals of Human Resource Management.
- Tanuja Agarwala. (2007). Strategic Human Resource Management.
- Verma, Pramod. (2008). Organization Development: Intervention Strategies.
- Shukla R. K. (2008) Human Resource Management-Policies and Practices, New Royal Book Company, Lucknow.
- Ghose. A. K. (2006). Human Resource Management, Manas Publication, New Delhi.
- Murthi. N. Rao. (Edited) (2008). Human Resource Management: Strategic Challenges, New Century Publications, New Delhi.
- Jetli. N. K. (2010). Human and Natural Resources of India, New Century Publications, New Delhi.
- Gupta & Gupta (2008). Human Resource Development Concept and Practices, Deep and Deep Publication, New Delhi.
- V. Sita (Edited) (2008). Human Resources Management in India: Issues and Initiatives, New Century Publications, New Delhi.

	Course (Subject Code)	1901190102040003
4	Subject Title	EC-3: Social Welfare Administration
	Subject outcome	1. The course will help the students to conceptualize the process of social welfare administration. 2. It will enable the students in implementation of welfare programmes at various levels.

UNIT- 1

- Meaning and concepts of Social Welfare administration.
- Definition and characteristics of Social Welfare Administration. History of Social Welfare in India.
- Principles of Social Welfare Administration.

UNIT- 2

- **Social Welfare Organization:** Nature, characteristics and design. Registration, legal status, constitutions, rules and procedures, Bombay Public Trust Act, Societies, Registration Act, 1961. History of government responsibility, difference between public and social welfare, structural arrangement.
- **Administration of Welfare Institutions:** Central Social Welfare Board (CSWB).

- Role of NPO and Voluntary Organizations in development, history and scope. Concepts of Voluntary Social Welfare and Voluntarism. Importance of Voluntary Action in Social Welfare.

UNIT- 3

- **Functions of Administration:** planning, organizing, staffing, directing, coordinating, reporting, budgeting, public relations, monitoring and evaluation, fund raising.
- **Programme Management:** Planning for overall needs, project formulation, sources, evaluation, procedures and records.
- **Skills required for Social Welfare Administrator:** Required for Function of Administration – budgeting, reporting, letter writing, proposal writing and conducting meetings.
- Field of Social Welfare Administration.

UNIT- 4

- Role of Different organizations in Welfare and Development i.e. International Organization like UNICEF, ILO, WHO etc.
- Different Government Departments, NGOs and CSR Based Institutions.
- Role of Social Worker in bringing development as Social Welfare Administrator at different departments.

References:

- Appadurai, Arjun. (1977). Modernity at large Cultural dimensions of Globalization, OUP, N. Delhi.
- Harrison, D. (1989). The Sociology of Modernization Development, Sage. N. Delhi Mood.
- Wilbert & Robert Cook. (1967). Social change, Prentice Hall, N. Delhi.
- Srinivas, M. N. (1966). Social change in Modem India, Berkley Univ. Press, Berkley.
- Amin Samir. (1979). Unequal Development OUP, New Delhi.
- Chilcore, R. H. & D.L. Johnson. (1983). Theories of Development, Sage, N. Delhi.
- Frank, A.G. (1967). Capitalism and under development in Latin America, MRP, New York.
- Webster, Andrew, 1984 Introduction to the Sociology of Development, Mac Millan, London.
- Desai A. R. (1985). India's path of Development - A Marxist Approach, Popular, Prakashan, Bombay.
- Gore, M. S. (1985). Social Aspects of Development; Rawat Publication. Jaipur.
- Bhanti, I. T. (1993). Social Policy arid Development in Rajasthan, Udaipur; 1- Timanshu A Publications.
- Bulmer, Metal. (1989). The Goals of Social Policy, London: Unwin Hyman.
- Dimitto, D. M. (1991). Social Welfare: Politics and Public Policy, New Jersey; Prentice Hall.
- Hebsur, R. K.(ed.) Social Intervention for Justice, Bombay: TISS.
- Huttman, E. D. (1981). Introduction to Social Policy, New York: McGraw Hill.
- Henks, W. (1876). Social Policy in a Changing World, Genera; LLO.
- Jones, K.et.al. (1983). Issues in Social Policy, London: Routledge and Kopan Paul.
- Kahn, A. E. (1973). Social Policy and Social Services. New York Random House.
- Kulkarni, P. D. (1979). Social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.
- Kulkarni, P. D. (1952). Social Policy in India, New York: McGraw Hill Book Company.
- Lindblom, C. E. (1980). The Policy-Making Process, New Jersey: Prentice Hall.

- Livingstone, A. (1969). Social Policy in Developing Countries, London: Routledge and Kogan
- Paul Madison, B.Q. (1980). The Meaning of Social Policy: Croom Helm.
- Macpherson, S. (1980). Social Policy in the Third World, London: Wheat Speat Books
- Mac Pherson, S. (1982). Social Po in the Third World, New York: John Wiley and Sons Mathur, K. Bjorkman Top Policy Makers in India, New Delhi: Concept Publishing Co.
- Mundle, S. (1993). 'Policies, Paradigms and Development Debate at the Close of Twentieth Century,' Economic and Political Weekly, Vol. XXXVIII, No.26, Sept, 4, 1993, Wheatspeat Books.
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5	Course (Subject Code)	1901190102040002
	Subject Title	EC-4: Women's Studies
	Subject outcome	1. The course will develop deep theoretical understanding of various issues existing in the society. 2. The students will be able to understand and work to solve different issues of women with various settings.

Unit -1

- Introduction and concept of Women Studies.
- Problems of Women in India.
- History of Women Studies from ancient period to modern period.
- Role of women studies for social development.

Unit -2

- Gender and social construction.
- Socio-economic status of women in Indian society.
- Women work and capitalism.
- Constructive role of women for nation building and their welfare.
- Government policies and its significance for women empowerment.

Unit -3

- Women's movement and feminism.
- Role of women in organised and unorganised sectors.
- Role of women in development of rural economy.
- Women and co-operative sectors.

Unit -4

- Gender discrimination and gender inequality.
- Gender discrimination at home and work place.
- Role of women in institutional development.
- Women and social custom.
- Role of Social Worker to address women's issues and their development.
- Sustainable Development Goals and Women.

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1. Aries, P. (1962). *Centuries of Childhood: A Social History of Family Life*. New York
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5. Engels, F. (1972). *The Origin of the Family, Private Property and State*. New York.
6. Indira, R and D.K. Behera (ed.) (1999). *Gender and Society in India*, Manak: Delhi
7. Leacock, E. (1981). *The Myths of Male Dominance*, New York, MRP.
8. Parliwala, R. and Risseuw, C. (ed.) (1996). *Shifting Circles of Support*, Sage: New Delhi.
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12. M. Z and L. Lamphere (ed.) (1974). *Women Culture and Society*, Stanford University Press.
13. Taylor, V. (2000). *Marketisation of Governance: Critical Feminist Perspectives from South, Suva*.

	Course (Subject Code)	1901190102050001
	Subject Title	Field Work
6	Subject Outcome	<ol style="list-style-type: none"> 1. Students develop deep understanding about Structural hierarchy and functional areas of agency 2. Learn to do critical Analysis of client's situation , problem and services offered by agency 3. Learn to integrate class room theory and field work experiences. 4. Initiate intervention at various levels under the guidance of supervisor 5. Develops skills related to management, resource mobilizations and so on. 6. Journey of training of Professional Social Work goes on with professional knowledge, skills and attitude throughout all the four semesters.

Field Work Objectives for MSW (Semester I, II, III & IV)

Overall objectives of MSW education is need to be parallel with field work practice.

1. Understand the problem situation, profile of the client system and the relatedness of agency's intervention.
2. Learn to situate the problem and the agency in the context of larger social systems.
3. Based on a critical analysis of the problem and the agency's intervention learn to utilize an integrated approach to the problem-solving process.
4. Appreciate and utilize the administrative process as an effective strategy for service delivery.
5. Understand and assess one's own role as a facilitator and a change agent in collaboration with the agency and the interdisciplinary team.
6. Develop self-awareness and sensitivity to situations of vulnerable individuals, groups and communities and recognize their capacities to deal with their life situations.
7. Develop understanding of systematic factors affecting the functioning of individuals, groups, and communities at micro and macro levels.
8. Selectively Utilize different models of Intervention in relation to Individuals, Groups and Communities.
9. Effectively function as an administrator Utilizing Skills of Management,
10. Supervision and Training.
11. Enhance self-awareness leading to the assume leadership role in one's Professional and Interdisciplinary Team.
12. Appreciate the importance of Professional responsibility and commitment to human rights Issues.
13. Utilize Field instruction for functioning independently as a Professional Social Worker.

Orientation Visits

- Department / College should organize minimum two orientation visits to different agencies in the beginning of the academic year for the First Semester Students. Orientation is a means to

introduction of the student to the agency structure, its objectives, function, and policies, human and material resource. It is also a means of beginning involvement, as tasks of the student are discussed and defined.

Field Work Agencies

- The field work placement at agencies in Social Work education are like the laboratories for testing, experimenting, observing and understanding behaviour of various natural phenomena in the field of physical sciences. The agencies provide excellent opportunities for learning the complex techniques and skills for observing, recording, analyzing, understanding, explaining and reforming human behaviour in different settings. These techniques and skills are learnt by the students as a part of their theory learning in the classrooms. They are simultaneously to be practiced in fieldwork agencies of different settings.

1. Criteria for Selection of Fieldwork Settings:

A variety of learning opportunities available for students to practice all the methods of social work as far as possible. Opportunities available to work on issues of rural / urban poor and other vulnerable groups, GOs and NGOs various departments of Social Justice as well.

2. Field work placement should in one agency per term /semester (concurrent field work).
3. The Department / College encourages student placements in group of 2-3 students because of the greater learning potential provided by the group process. It also gives the field supervisor an opportunity to develop group projects which can contribute to the agency.

Duration of Field Work

1. The students are expected to put in minimum of 160 hours per Term. The expected total days of field work for the every term are 30 to 35 days. 15
2. Field work days are Thursdays and Fridays.
3. Attendance sheet (month and date wise) should be sent to the agencies, indicating exams, vacation and camp/ tour dates.

Holidays / Leave

1. Hundred per cent attendance at field work is mandatory.
2. The student will observe holidays as per the University and Agency calendar. If the agency is closed on any field work day, the student may deduct those hours from the total of the minimum hours required. If student is absent from the field for any genuine reason, he/she must put up these hours during the term in consultation with the instructor and faculty advisor.

Recording

1. Student are required to record the work done in the field and submit these recordings to the field supervisor every week. Summary Recordings are expected from the students at the end of every term.
2. Field Instructors are required to make comments on the students' Recordings in order to guide and help them in their work. These serve as a feedback to students and a weekly evaluation of the students' Performance.
3. Students are required to submit summary recordings at the time of semester viva voce along with weekly recording file to the Department / institution.

Expenditure Related To Field Work

- Field work related expenses, namely home visits, travels undertaken for agency related tasks are usually borne by the students.

Camps / Educational Tour

- Educational tour / camp is organized every year to give student an exposure to urban and or rural life, issues and problems. Visits to various organization working with the marginalized sections of the society are organized to give the student and understanding of various interventional strategies used by different development organization. The expenses of the tour / camp is solely borne by students.

Supervision

A. Individual Conferences

1. Pre-scheduled conferences should be taken once a week with the student. The field supervisor may use individual and group conferences alternately, according to student's learning needs. The field instructor/faculty supervisor should maintain a monthly attendance form for students' field work hours. The Semester time sheet must be duly signed by the field 16 instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.
2. Supervisors are required to read the records prior to the conference. The student should be encouraged to share and discuss his/her thinking, feeling and actions in the field work.
3. The student should be encouraged to do reference reading pertaining to his/her field work (by way of giving written assignments related to placement settings).
4. If a student does not attend field work / individual and group conferences, and / does not submit recordings regularly even after repeated warnings, the matter should be referred to the Co-ordinator of the Programme / Principal.
5. To enhance the student's learning, field supervisors are requested to maintain education resources such as articles, students recording and newspaper cuttings pertaining to the subject area. Students are also encouraged to collect reading material/documents related to the field work.

B. Group Conferences

- Group conferences are a very effective tool for student' learning, as they provide mutual sharing. For Group Conferences student placed in the same agency may form a group under one field instructor/faculty advisor regardless of their class. Student placed in the same setting, e.g., Education, but belonging to different agencies may form a group.

References :

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- Srinivas, M. N., Shah, A. M., Ramaswamy, E.A. (2002). The Fieldworker and the Field. Oxford University Press. New Delhi.
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Semester – 3

Sr. No.	Course (Subject Code)	1901190103010001
1	Subject Title	BC-7: Disaster Management and Social Work

	Subject Outcome	<ol style="list-style-type: none"> 1. Students will acquire the in-depth understanding on disasters and effects of various phases of disaster. 2. Students will develop intervention strategies on disaster prevention, mitigation, preparedness at various situations.
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UNIT- 1

- Concepts and Understanding of Disasters
- Ecosystem equilibrium and disequilibrium factors
- Concept, classification natural and man-made (Technological) disaster.
- Analysis of factors: Political, Economic, Social, Technological, Cultural Contributing to disaster,
- Stages of disaster.

UNIT- 2:

- Disaster Management, Prevention and Mitigation
- Prevention and Mitigation of disaster,
- Management of relief Operation, Reconstruction and Rehabilitation
- Disaster Management System in India.
- Disaster Response Operations.
- Role of Various Agencies in Disaster Management i.e. Government, Voluntary Organizations. Role of National Disaster Management Institute and NDRF.
- Role of the Social Work Profession at the different Levels.

UNIT- 3: Long and Short Terms Disaster Warning Systems:

- Consequences of disaster, Community Participation.
- Human Disaster Behaviour: Individual, Community, Family.
- Usefulness, Types, Impacts, Effective Warning Messages & Schemes.
- **Disaster Operation Canters:** Organizational model, Human Resources and Training, Alerting and Notification Communication, Warning Operation.
- **Short Term Disaster Operations:** Evacuation, Shelter, Mass-feeding, Search, Rescue, Damage Assessment, Debris-Clearance, Removal & Dispositions Facilities.

UNIT- 4: Remedies (State, National and Global) and Role of Social Work Profession

- Role of Mass Media to aware people related to pre, during and post disasters.
- Role of Social Work Profession at three levels to address the disasters matters.
- Importance of Counselling: with Special Population, Special interest Groups, Public health Issues in Large Scale Disaster.
- Legal Remedies: Legal Environment Act, National Disaster Management Act and Gujarat State Disaster Management Act.
- Global Perspective: Role of various governments at International levels and International Constituted Bodies to address the disasters at different levels.

References:

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Sr. No.	Course (Subject Code)	1901190103020001
	Subject Title	BC-8: Community Organization
2	Subject outcome	<ul style="list-style-type: none"> • Develop the student's interest in studying community organizing and development as a generalist social work practice. • Enhance the student's understanding of human diversity forces that influence the process of community organizing and development; • Assist student's learning of various theories of community, Models of intervention, ethnic organizations, and political-economic institutions, required skills, and strategies for community organizing and development; • Foster the student's attitude and professional responsibility toward social justice, and human diversity involved in changing communities, organizations, institutions, policies and legislation.

UNIT- 1

- Concept and Definition: Community, community Organisation and community Development.
- Characteristics, values and principles underlying community practice.
- Historical Development of community organization as a method of social work in the West and in India.
- Scope and objectives of community organization.
- Types of community, Methods of identifying community Problems.
- Factors affecting integration and disintegration of Community life

UNIT- 2

- Community Organization and other Methods of Social Work Profession,
- Process of community organization, phases of community organization, tasks and role in each phase
- Identification, Mobilization and utilization of Community resources within and outside the community
- Skills & techniques of Community Organization.

UNIT- 3

- Models of Community organization, Social action as a model of intervention to bring social change in different community settings.
- Developing sensitivity towards social injustice particularly of the marginalized sections of the society- SC, ST, and OBC etc.
- Social Welfare Programmes: Definitions, Scope and Tasks of Social Welfare
- Programme/Project Planning, implementation and Evaluation;
- Recording and Documentation.

UNIT- 4

- Legislations and Policies relevance to the issues in the community like urban-rural ceiling, Minimum wages, contract and banded labour, Child labour
- Community organization as a non- party political process: Voluntary organization in relation to people's movements, government, media, Corporate Sector, Civil Society Groups.

- Community Development Programmes and Panchayate Raj; Indigenous approaches like Gandhian and/or Sarvodaya

References

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Sr. No.	Course (Subject Code)	2001190103030002
	Subject Title	BC-9: Research Methodology
3	Subject outcome	<ul style="list-style-type: none"> • To help the student to understand Social research as a method of social work and to develop conceptual framework to understand research processes, to acquire appropriate skills to implement the research methods and techniques in the field. • To facilitate better understanding of the current trends and practices in Social work research. • To enable the students to understand the importance of statistics application in Social work research.
<p>UNIT- 1</p> <ul style="list-style-type: none"> • Introduction to Social Science Research and Social Work Research –Assumptions, Steps, Scope of Social Work research, • Research Review in Social Work Research • Research Process I: Formulation of Research Problem- concepts and operationalization of concepts, variables- types, hypotheses; formulation, types and functions • Research Process II: Preparing a Research Proposal <p>UNIT- 2</p> <ul style="list-style-type: none"> • Introduction to Methods of Research : Survey and Census 		

- Research Methods I: Quantitative methods- Descriptive, Exploratory, Diagnostic, Evaluation and Action Research
- Research Methods II: Experimental Research
- Research Methods III: Qualitative Research – Definition, Characteristics, Case Study, Life Study, FGD , Social Mapping, Participatory Rural Appraisal (PRA)

UNIT- 3

- Universe and Sampling: Need, types, Process of Sampling and determination of sampling.
- Research Tools: Questionnaires, Rating Scales, Interview; types, schedule and guide, Types of Observation.
- Data: Primary and Secondary, Sources and Techniques of data collection.

UNIT- 4

- Data Processing and Analysis –Excel, SPSS, and content Analysis.
- Use and types Statistics – levels of measurements, -nominal, ordinal, interval and ratio
- Measures of Central tendency; mean, mode and median etc.
- Ethical Issues in Social Research. Anonymity & Confidentiality.
- Reporting of Research.

References:

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- Alston Margaret & Bowles Wendy (2003) Research for Social Workers, Rawat Publications, Jaipur.
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Sr. No.	Course (Subject Code)	1901190103040001
4	Subject Title	EC-5: Law and Social Work
	Subject outcome	<ul style="list-style-type: none"> • Develop an understanding of Human Rights and of Institutions that enforce them at National and International Level.

		<ul style="list-style-type: none"> • Understand and appreciate the Indian Constitution and Judiciary System. • Develop understanding of the legal System and get acquainted with the process of Legal System.
<p>UNIT- 1</p> <ul style="list-style-type: none"> • Concept of Rights; Legal Rights, Civil Rights, and Human rights • Human Rights Issues related to vulnerable groups like women, children, working class, disabled, scheduled castes, minorities and Scheduled Tribes. • Indian Constitution; Preamble; Fundamental Rights; Directive Principles. • Criminal Justice System in the country; Police structure, reporting, registration Investigation, Arrest, Warrant, Bail, Charge Sheet, and Criminal Judgment, Appeal, Review and Revision. District Court; Sessions Court, High Court and the Supreme Court, Judicial Activism. <p>UNIT- 2</p> <ul style="list-style-type: none"> • Civil Procedure Code; Notice, Affidavit, Plaints judgment and Decree. Settlement of issues and disposal and admission, pleading, appeals, review and revision, role of notaries. • Legal Aid- concept, need and schemes; Lok Adalat and its functioning • Public Interest Litigation – Definition, processes and problems⁴ • Family Courts- set up, procedure of applying cases, functions of Family Courts • Consumer rights; Characteristics • Role of Social Worker- Social Work Intervention needs, methods, challenges at micro and macro level using legislation to ensure justice and equality for all. <p>References:</p> <ul style="list-style-type: none"> • Basu Durga Das. (2009) 20th ed. Introduction to the Constitution of India, LexisNexis • Baxi, U. (1982), The Crisis of the Indian Legal System. New Delhi: Vikas Publishing Company. • Biswal Tapan (2006) Human Rights Gender and Environment, Viva Books Private Limited, New Delhi. • Desai, A. R. (Ed.) (1986), Violation of Democratic Rights in India. Vol. I. • Khosla Madhav, (2014) The Indian Constitution , Oxford University Press, New Delhi. • Mathew, P.D. Legal Aid Series. Delhi: Indian Social Institute. • P. M. Baxi, (2014) the Constitution of India, Universal Law publication, New Delhi. • Singh, L.M. (Ed.) (1973) Law and Poverty: Cases and Materials. Bombay: Tripathi 		

Sr. No.	Course (Subject Code)	2001190103040003
5	Subject Title	EC-6: Medical and Psychiatric Social Work
	Subject outcome	<ul style="list-style-type: none"> • To understand the concepts of health and illness and learn about interplay of health and Socio- Cultural Dimensions. • To learn skills of social work interventions and ability to work in hospital teams. To plan psycho-social interventions in preventive, developmental and curative services

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| | | <ul style="list-style-type: none"> • Develop a holistic perspective of the various approaches and interventions in the field of mental health. |
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UNIT- 1

- Concept of Health and Health care and Socio- Cultural dimensions of health
- Various Health Models and Approaches; Institutional, Non institutional, Government, Non-Government Services.
- Health policies: WHO, and National
- Disease; Concept and Types - Communicable Diseases (T.B., Leprosy, HIV) Scope of Treatment and Prevention
- Non-Communicable Disease-(Nutritional disorders, Cancer) Rehabilitation and Management Approaches.
- Overview of Social Work Practice in Health field, Health Social Work in Communities – ICDS and School health, Nutritional Programmes

UNIT- 2

- Concepts of mental health, Understanding Mental health Problems from different Perspectives; Bio-Psycho-Social, Behavioristic and Interpersonal
- Concept of Normality and abnormality, Existing mental health care services OPD, Ward and hospitals, and their access to the needy population;
- Legislations related to mental health;
- Chronic and Mild Psychiatric Disorders- causes and assessments
- Curative, Preventive and Rehabilitative Services for Stress related Disorders,
- The significance of counseling and supportive Systems,
- Overview of Social Work practice in the field of mental health

References:

- Abraham Francis (2014). Social Work in Mental Health- Areas of Practice, Challenges and way Forward, Sage Publication India, New Delhi.
- Bhattacharya Sanjay (2008) Social Work- Psycho- Social and Health Aspects. Deep & Deep Publications Pvt. Ltd., New Delhi.
- Dalal Ajit & Ray Subha (2009) Social Dimensions of Health, Rawat Publications, Jaipur.
- F.X. Lovelina Little Plower (2012) Health And Development: Occupational Hazards, Food Security and Community Development, Author Press New Delhi.
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- Rao D. Pulla, (2012) Health Development in India, Manglam Publications, Delhi.

	Course (Subject Code)	1901190103050001
	Subject Title	Field Work
6	Subject Outcome	<ol style="list-style-type: none"> 1. Students develop deep understanding about Structural hierarchy and functional areas of agency 2. Learn to do critical Analysis of client's situation , problem and services offered by agency 3. Learn to integrate class room theory and field work experiences. 4. Initiate intervention at various levels under the guidance of supervisor 5. Develops skills related to management, resource mobilizations and so on. 6. Journey of training of Professional Social Work goes on with professional knowledge, skills and attitude throughout all the four semesters.

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20. Develop understanding of systematic factors affecting the functioning of individuals, groups, and communities at micro and macro levels.
21. Selectively Utilize different models of Intervention in relation to Individuals, Groups and Communities.
22. Effectively function as an administrator Utilizing Skills of Management,
23. Supervision and Training.
24. Enhance self-awareness leading to the assume leadership role in one's Professional and Interdisciplinary Team.
25. Appreciate the importance of Professional responsibility and commitment to human rights Issues.
26. Utilize Field instruction for functioning independently as a Professional Social Worker.

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2. Field work placement should in one agency per term /semester (concurrent field work).
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Expenditure Related To Field Work

- Field work related expenses, namely home visits, travels undertaken for agency related tasks are usually borne by the students.

Camps / Educational Tour

- Educational tour / camp is organized every year to give student an exposure to urban and or rural life, issues and problems. Visits to various organization working with the marginalized sections of the society are organized to give the student and understanding of various interventional strategies used by different development organization. The expenses of the tour / camp is solely borne by students.

Supervision

A. Individual Conferences

1. Pre-scheduled conferences should be taken once a week with the student. The field supervisor may use individual and group conferences alternately, according to student's learning needs. The field instructor/faculty supervisor should maintain a monthly attendance form for students' field work hours. The Semester time sheet must be duly signed by the field 16 instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.
2. Supervisors are required to read the records prior to the conference. The student should be encouraged to share and discuss his/her thinking, feeling and actions in the field work.
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4. If a student does not attend field work / individual and group conferences, and / does not submit recordings regularly even after repeated warnings, the matter should be referred to the Co-ordinator of the Programme / Principal.
5. To enhance the student's learning, field supervisors are requested to maintain education resources such as articles, students recording and newspaper cuttings pertaining to the subject area. Students are also encouraged to collect reading material/documents related to the field work.

B. Group Conferences

- Group conferences are a very effective tool for student' learning, as they provide mutual sharing. For Group Conferences student placed in the same agency may form a group under one field instructor/faculty advisor regardless of their class. Student placed in the same setting, e.g., Education, but belonging to different agencies may form a group.

References :

- Bhanti, Raj. (1996). Field Work in Social Work Perspective. Himanshu Publications. New Delhi.
- Srinivas, M. N., Shah, A. M., Ramaswamy, E.A. (2002). The Fieldworker and the Field. Oxford University Press. New Delhi.
- Subhedar, I.S. (2001). Fieldwork Training in Social Work. Rawat Publications. Jaipur.
- Subhedar, Iqbal. (2011). Indigenous Fieldwork in Social Work. Current Publications. Uttar Pradesh.

Semester – 4

Sr. No.	Course (Subject Code)	200119010410001
1	Subject Title	BC-10: Social Policies and Planning
	Subject outcome	<ul style="list-style-type: none"> • To gain knowledge about Social policy and Social development • To explore various theoretical approaches to development. • Develop knowledge about planning commission, its functions, policy formation and implementations. • To understand the welfare policies of the government related to various vulnerable groups. • To associate need for RTI, Good Governance, and Advocacy. • Develop relevance of Social Policy and Planning to Social Work Practice.

UNIT – 1

- Social Development & Policy: the concept, definition, and philosophy of Social Development; Theories of development; Pre- capitalism, capitalism, Globalization, Sustainable Development.
- Social Policy: Definition, significance, the role of the state, market and civil society.

UNIT – 2

- Policy and Planning: Meaning; Objectives and Goals of Planning; the history of planning in India; Values underlying social policy formulation emerging from the Constitution. Structure and functions of Planning Commission (now NITI Ayog)
- The Planning Process: The planning commission; the state planning machinery and district planning: Pandhayat Raj institution; Centre-state relations. Financial aspects of plans. Specific Policy programmes for women, children, aged & disabled categories.

UNIT– 3

- Five year plans in India: Broad overview of five year plans with specific reference to poverty alleviation approach in relation to Health, Education & Environment.
- Implementation of plans, monitoring and evaluation of planning. Need for decentralization and people's participation.

UNIT – 4

- Planning & Governance: Concept of good governance; role of legislature, bureaucracy and judiciary in good governance.

- Transparency and accountability in governance. Social advocacy as a tool for strengthening democratic institutions for good governance.
- Role of civil society organizations – political parties, voluntary organizations, research organizations in good governance.
- Right to Information Act 2006; Salient Features

References:

- Bhartiya A. (2009) Introduction to Social Policy, New Royal Book Co., Lucknow
- Bhartiya A. K. & Singh Dinesh Kumar (2009). Social Policy in India, New Royal Book Co., Lucknow
- Chakravarty Sukhmoy (1987) Development Planning- The Indian Experiences, Oxford University Press, New Delhi.
- Gore M.S. (2009) Social Development –Challenges faced in an Unequal and Plural Society, Rawat Publications, Jaipur
- Gowda Venkatagiri, (1993) New Dimension for Indian Planning, Rupa Books Pvt. Ltd., Jaipur
- Hudson John & Stuart Lowe (2007). Understanding the Policy Process- Analyzing welfare policy and practice, Rawat Publications, Jaipur
- Jacob K. K. (1992). Social Development Perspectives, Himanshu Publications, Udaipur
- Jacob K.K. (1989). Social Policy in India, Himanshu Publications, Udaipur
- Pandey Madhukar (2010). Towards Social Development- Concept, Issues and Practice, Swastik Publications, Delhi.
- Sirohi Anand (2012) Social Policy and Administration- The Challenge of Poverty and Equality, Wisdom Press, New Delhi.

Sr. No.	Course (Subject Code)	2001190104020001
1	Subject Title	BC-11: Correctional Social Work
	Subject outcome	<ul style="list-style-type: none"> • To understand the basic concepts of crimes and how it is affecting to individuals and their families. • To aware the students about various correctional legislations and institutional services available for criminals and their families. • To understand the role of jail and their management to rehabilitate the criminals. • To train students as Professional Social Workers on how to deal with criminals and crimes as well as their family members.

UNIT- 1

- Concept and Definition, Classification of Crime, Meaning and Types, Juvenile Delinquency, Crime and Gender;
- Psycho-social causes of Crime, Theories of Crimes and Contributing Factors of deviance.

UNIT- 2

- Correctional Legislations, Role of Juvenile Court, Police and Probation Officer.
- Various Methods, Rehabilitation Plans and Programme, Candidate of Jails, Jail Reforms.
- Criminals and their Human Rights.

UNIT- 3

- Institutional Service, Management Institutions, Policy and Planning of Correctional Services.
- Preventive Programmes and Community based Corrections.
- Importance of Counselling to Criminals and their families.
- Various support Schemes available for families of criminals like Educational services, career counselling.

UNIT- 4

- Role of Social Worker in Criminal Justice System, Social Work Practice at Individual, Group and Community Level in improving services of Correctional Institutions, Role of Volunteers in Correctional Social Work Services.

References:

- Agrawal, K.B., Raizada, R.K. (2004). Crime and Criminology. University Book House (P) Ltd. Jaipur.
- Ahuja, Ram. (2005). Criminology. Rawat Publications. Jaipur.
- Gandhi, Vikas H. (2010). Judicial Approach in Criminal Justice System – An Experience of India, Readworthy. New Delhi.
- Gandhirajan, C.K. (2012). Organized Crime. A.P.H. Publishing Corporation, New Delhi.
- Raju, M.V. (2017). Human Rights Today and Tomorrow (The Role of Human Rights Commission and Other Organization). Swastik Publications. Dehli.
- Vyas, Rajesh, S., Shroff, Ashok M. (2013). Juveniles and Crime In India. Shree Nivas Publications Jaipur.

Sr. No.	Course (Subject Code)	2401190104040501
1	Subject Title	BC-12 (A): Tribal Issues and Development: Policies and Programmes
	Subject outcome	<ul style="list-style-type: none"> • The subject knowledge will help students to work with tribals at the grassroots level. • The subject will enable students to understand emerging trends in tribals' development.

Unit – 1: Understanding of Tribal Communities

- Meaning, definition and characteristics of Tribe.
- Tribal population in India and tribals groups in Gujarat.
- Primitive tribes, notified and de-notified tribes in Gujarat.
- Various culture of tribal community w.f.t Traditional v/s Contemporary structure of tribal culture.
- Socio-economic, political, religious and educational rights of tribals.

Unit – 2: Status in major areas of Tribal Communities

- Social, economic, educational, health, environmental and political status of tribal community in India.
- Problems and challenges face by tribal community like environment, employment, migration, agriculture produces vis-à-vis market exploitation.
- Rehabilitation Policy and tribals.

Unit – 3: Statutory and Non-Statutory Provisions in the Constitution

- Various Statutory and Non-Statutory Provisions enshrined in the Constitution for the holistic development of the tribal communities.
- Non-statutory body like Administrative structure for the welfare of the tribal communities as per the provision in the Constitution.
- Role of Government and NGOs for the development of tribal communities.

Unit – 4: Policies and Programmes for the Development of Tribal Communities

- National Commission for Scheduled Tribes
- Prevention of Atrocities Act, Forest Rights Act (FCRA) and PESA Act.
- Constitutional Provisions and Policies for Welfare of Scheduled Tribes
- National Scheduled Tribe Finance and Development Corporation (NSTFDCs).
- Tribal development Programmes
- Role of Social Worker to work for the overall development for the welfare of tribals through participatory approach.

References:

1. Basu, Durga Das. (2015). Introduction to the Constitution of India. LexisNexis Butterworths Wadhwa, Nagpur. 2nd Edition.
2. Behera, M. C. & Basar, Jumyir. (2010). Interventions and Tribal Development-Challenges before Tribes in India in the era of Globalization. Serials Publications. New Delhi.
3. Behera, M. C. and Jumyir, Basar. (2014). Resources, Tribes and Development. Rawat Publications. Jaipur.

4. Bhangе, N. P. (1993). Tribal Commissions and Committees in India. Himalaya Publishing House. Delhi.
5. **Bose, Nirmal Kumar. (2014). Tribal Life In India. National Book Trust. New Delhi.**
6. Chaudhary, S. N. (edited) (2010). Tribal Economy at Crossroads. Rawat Publications. Jaipur.
7. Doshi, S. L. (2009). Rural Sociology. Rawat Publications. Jaipur.
8. Doshi, S. L. (1997). Emerging Tribal Image. Rawat Publications. Jaipur.
9. Doshi, S. L. & Jain, P. C. (2020). Janjatiya Samaj Samajshashtra (Hindi). Rawat Publications. Jaipur.
10. Gadgil, Madhav and Guha, Ramachandra. (2012). This Fissured Land: An Ecological History of India. Oxford University Press. New Delhi.
11. Gandhi, Malli & Lalitha, V. (2009). Tribes Under Stigma: Problems of Identity. Serials Publications. New Delhi.
12. Joshi, Vidyut, Upadhyaya, Chandrakant. (edited) (2017). Tribal Situation in India. Rawat Publications. Jaipur.
13. Kannongo, Sujata. (2010). Development Programmes and Social Change Among the Tribals. Mohit Publications, New Delhi.
14. **Louis, Prakash. (2008). Rights of Scheduled Tribes of India: Acts, Commissions and Recommendations. Manak Publications Pvt. Ltd., New Delhi.**
15. Nathan Dev & Xaxa, Virginius. (ed). (2014). Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India. Oxford University Press. New Delhi.
16. **Oraon, P. C. (2003). Land and People of Jharkhand. Ranchi: Jharkhand Tribal Welfare Research Institute, Welfare Department, Government of Jharkhand.**
17. Panda, Nishakar. (2009). Tribal Commonalities and Under Development: An Interface. Serials Publications. New Delhi.
18. Pandi, S. Jagadees. (2015). Rural Diversification: Concepts and Issues. Dominant Publishers & Distributors Pvt. Ltd. New Delhi.
19. Radhakrishna, R & Ray, Shovan (edited). (2006). Handbook of Poverty In India. Oxford University Press. New Delhi.
20. Rao, Palla Trinadha. (2017). Tribal Land Question. Rawat Publications. Jaipur.
21. Reddy, P. Vijayalakshmi (edited). (2009). Development Issues. Rawat Publications. Jaipur.
22. Sharma, S. L. (2008). Emerging Tribal Identity. Rawat Publications. Jaipur.
23. Singh, Katar and Shishodia, Anil. (2016). Rural Development: Principles, Policies, and Management. Sage Texts. Los Angeles.
24. Naidu, P. R. (1997). Bharat ke Adivasi Vikas ke Samasyae (Hindi). Radha Prakashan, New Delhi.

25. Singh, K. S. (1994). The Scheduled Tribes, National Service Vol. III. Oxford University Press. India.
26. Singh, M. K. (2013). Constitutional History of India. Centrum Press. New Delhi.
27. Singla, Pamela. (2016). Women's Participation in Panchayati Raj: Nature and Effectiveness. Rawat Publications. Jaipur.
28. Vidhyardhi, L. P. & Rai, B. K. (1997). The Tribal Culture in India. Concept, Delhi.
29. Vohra, Kalpesh. (2020). Anusoochi 5-6 ane PESA Act-1996 (Gujarati). Sharuat Publication. Ahmedabad.
30. William, Thomas, A. & Christopher, A. J. (2013). Rural Development: Concept and Recent Approaches. Rawat Publications. Jaipur.

Sr. No.	Course (Subject Code)	2401190104040502
1	Subject Title	BC-12 (B): Dissertation
	Subject outcome	<ul style="list-style-type: none"> • Students are able to understand need based study, evaluative study. • The considerate knowledge and practical experience of doing research enhances research skills of statistical analysis, finding gaps in policy and implementation.

Format for Dissertation (Guidelines for Dissertation)

- Selection of the Topic
- Review of Literature
- Objectives
- Methodology of the Research
- Data Collection
- Analysis and Interpretation of data
- Conclusion and Suggestions
- References (Bibliography) list
- Annextures (if any)

Research supervisor / Teacher and Students need to consider the above mention point for preparing Dissertation.

Instructions:

1. Dissertation must be submitted before the Semester exams.
2. Viva voce will be conducted as per the University rules and regulations.

Marking System:

1. Dissertation Report :	35
2. Viva Voce :	35
<u>Total</u> :	<u>70</u>

Sr. No.	Course (Subject Code)	2001190104030001
1	Subject Title	EC-7: Environmental Issues
	Subject outcome	<ul style="list-style-type: none"> • Acquire an understanding of the development process and perspective about the interrelatedness of human life and environment. • Develop an understanding of problem arising out of environmental degradation, causes and Environmental Protection Laws. • Understand the role of government and Voluntary Organization in dealing with the resettlement and rehabilitations of Project Affected People (PAP). • Develop understanding about role of social work in conservation, preservation of environmental resources, focusing on concept of sustainable development.

UNIT- 1

- Environment and Ecology: Definition and philosophy. The inter-relatedness of living organisms and natural resources; Bio diversity and its conservation. Environment and social development, process of globalization and its impact on environment.
- Environment and Social development; the process of Globalization and its impact on environment.
- Natural Resources, their utilization and management. Joint Forest Management, Alienation of common property rights. Project Displacement of People (PAP – Project Associated People).
- Pollution; Types - Soil pollution, Air pollution, Water pollution and Noise pollution, Marine and Nuclear Pollution; Factors Contributing to Pollution, effects, control and preventive mechanisms.

UNIT- 2

- Solid waste and waste water management: Issues and problems
- Sustainable Development; Concept and Viability.
- Environment Protection Laws. Specific legislation related to Environment Protection and their significance.
- Ecology and Social Work: Role of voluntary organization and ecological movements in furthering environmental issues; Role of women in ecological movements.

References:

- Biswal Tapan (2006). Human Rights Gender and Environment, Viva Books Private Limited, New Delhi
- Centre for Science and environment, (1984-85), The State of India Environment The Second Citizen's Report. New Delhi
- Chand, Attar (1985) Environmental Challenges — A Global Survey. New Delhi: UDH Publishers. P.2.
- Erach, Bharucha, (2005), Textbook of Environment of Studies, Universities press, New Delhi.
- Karia G. L. (2013) Wastewater Treatment: Concepts and Design Approach, 2nd edition, PHI Learning Pvt. Ltd.,

Sr. No.	Course (Subject Code)	2101190104030003
1	Subject Title	EC-8: Rural Studies and Development
	Subject outcome	<ul style="list-style-type: none"> • Students should be familiar about rural structure and its issues existing across India. • Aware students about various developmental programmes carried out by State, Central governments and NGOs over the years. • Prepare students about how to address and solve the rural issues through participatory development approaches.

UNIT- 1

- **Rural Structure:** Hierarchy/structure of Social, Economic, Educational, Political of rural India. Challenges (issues/problems) face by rural communities in general and specific. Characteristic features of agrarian society and changes in land tenure system. Impact of Land legislations and reforms in rural India. Situation of labour force in the agrarian sector.
- **Rural Development and its Philosophy:** A historical overview of approaches to rural development, Community Development Programme, Integrated Rural Development Programme (IRDP), SGSY, SHGs and their roles. TRYSEM, SFDP. Drought – Prone Area Programme, Tribal Development Programmes / TSP, Minimum needs Approach, MGNREGA. Review of Rural Development Programmes. New Approaches of Rural Development - Watershed Programmes, Wadi Programmes, Dairy Industry.
- **Participatory Rural Appraisal (PRA) Technique:** Importance of technique for assessing new strategies for rural and agricultural development.

UNIT- 2

- **Co-operatives in the Agrarian Sector:** Role of Council for People's Action in Rural Technology (CAPART), NGOs intervention in rural development.
- **Role of Rural Administration:** Village Panchayat, Taluka Panchayat, District Panchayat, District Rural Development Authorities (DRDA). Zilla Parishads (ZPs) and their role in implementation of programmes.
- **Credit Institutions in Rural Development:**
 - (i) **Credit Societies:** District Co-operative Banks, Gramin Banks.
 - (ii) **Commercial Banks:** National Bank for Agriculture and Rural Development (NABARD) and accessibility of the institution for the rural poor

References:

- Biju, M.R. (Ed.) (2012). Rural Development Under Decentralized Governance. Concept Publishing Company Pvt. Ltd. New Delhi.
- Chatterjee, Shankar. (2011). Rural Development & National Rural Livelihoods Mission. RBSA Publishers, Jaipur.
- Doshi, S. L. & Jain P. C. (2007). Rural Sociology, Rawat Publications. Jaipur.
- Enarth, Shashidharan; Pathak, Jharna; Shah, Amita; Verma, Madhu; Wood, John R. (2016). Community Natural Resource Management and Poverty in India – Evidence from Gujarat and Madhya Pradesh. Sage. New Delhi.
- Gupta, Bhuvanesh. (2012). Social Administration. RBSA Publishers, Jaipur.
- Mathur, Vandana; Somani, L.L.; Acharya, S.K. (2012). Rural Sociology for Extension Personnel. Agrotech Publishing Academy, Udaipur.
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- Narayanasamy, N. (2008). Participatory Rural Appraisal: Principles, Methods and Application.
- Pant, S.K.; Pandey, Janak. (2004). Social Development in Rural India. Rawat Publications, Jaipur.
- Patel, Chhaya (ed.). (1999). Social Work Practice – Religio-Philosophical Foundations; Rawat Publications; Jaipur.
- Paul Cloke, Terry Marsden, Patrick Mooney. (2006). Handbook of Rural Studies. Sage Publication, Ltd. Jaipur.
- Peeyush, Bajpai; Laveesh Bhandari; Aali Sinha. (2005). Social & Economic Profile of India, Social Science Press, New Delhi.
- Radhkrishna, R. Ray, Shovan Ray. (2006). Oxford Handbook of Poverty – Prospectives, Policies, and Programmes. Oxford University Press. New Delhi.
- Saurath, Vivek. (2012). Rural Development-Planning Strategy and Policy Imperatives. Dominant, New Delhi.
- Shah, Dilip. (2012). Random Reflection on Rural Development. ABD Publishers. Jaipur.
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- Somasekhar, K. (2008). Development Programmes and Social Change among the Tribals. Serial Publications. New Delhi.
- Tripathy, S.N. (2017). Rural Development for Social Change. Sonali Publications. New Delhi.
- Verma, S.B.; Jiloka, S.K.; Kushwah, K.J. (ed.) (2006). Rural Women Empowerment. Deep & Deep Publications Pvt. Ltd. New Delhi.
- Verma S. B., Pawar Y. T. (2005). Rural Empowerment – Through Self-Help (SHGs) Non-Government Organization (NGOs) and Panchayati Raj Institutions (PRIs).
- Council for Social Development. (2007). India – Social Development Report. Oxford.
- Rural Banking Operations Paperback – 2017. By Indian Institute of Banking & Finance.

	Course (Subject Code)	2001190104050001
	Subject Title	Field Work
6	Subject Outcome	<ol style="list-style-type: none"> 1. Students develop deep understanding about Structural hierarchy and functional areas of agency 2. Learn to do critical Analysis of client’s situation , problem and services offered by agency 3. Learn to integrate class room theory and field work experiences. 4. Initiate intervention at various levels under the guidance of supervisor 5. Develops skills related to management, resource mobilizations and so on. 6. Journey of training of Professional Social Work goes on with professional knowledge, skills and attitude throughout all the four semesters.

Field Work Objectives for MSW (Semester I, II, III & IV)

Overall objectives of MSW education is need to be parallel with field work practice.

1. Understand the problem situation, profile of the client system and the relatedness of agency’s intervention.
2. Learn to situate the problem and the agency in the context of larger social systems.
3. Based on a critical analysis of the problem and the agency’s intervention learn to utilize an integrated approach to the problem-solving process.
4. Appreciate and utilize the administrative process as an effective strategy for service delivery.
5. Understand and assess one’s own role as a facilitator and a change agent in collaboration with the agency and the interdisciplinary team.
6. Develop self-awareness and sensitivity to situations of vulnerable individuals, groups and communities and recognize their capacities to deal with their life situations.
7. Develop understanding of systematic factors affecting the functioning of individuals, groups, and communities at micro and macro levels.
8. Selectively Utilize different models of Intervention in relation to Individuals, Groups and Communities.
9. Effectively function as an administrator Utilizing Skills of Management,

10. Supervision and Training.
11. Enhance self-awareness leading to the assume leadership role in one's Professional and Interdisciplinary Team.
12. Appreciate the importance of Professional responsibility and commitment to human rights Issues.
13. Utilize Field instruction for functioning independently as a Professional Social Worker.

Orientation Visits

- Department / College should organize minimum two orientation visits to different agencies in the beginning of the academic year for the First Semester Students. Orientation is a means to introduction of the student to the agency structure, its objectives, function, and policies, human and material resource. It is also a means of beginning involvement, as tasks of the student are discussed and defined.

Field Work Agencies

- The field work placement at agencies in Social Work education are like the laboratories for testing, experimenting, observing and understanding behaviour of various natural phenomena in the field of physical sciences. The agencies provide excellent opportunities for learning the complex techniques and skills for observing, recording, analyzing, understanding, explaining and reforming human behaviour in different settings. These techniques and skills are learnt by the students as a part of their theory learning in the classrooms. They are simultaneously to be practiced in fieldwork agencies of different settings.

1. Criteria for Selection of Fieldwork Settings:

A variety of learning opportunities available for students to practice all the methods of social work as far as possible. Opportunities available to work on issues of rural / urban poor and other vulnerable groups, GOs and NGOs various departments of Social Justice as well.

2. Field work placement should in one agency per term /semester (concurrent field work).
3. The Department / College encourages student placements in group of 2-3 students because of the greater learning potential provided by the group process. It also gives the field supervisor an opportunity to develop group projects which can contribute to the agency.

Duration of Field Work

1. The students are expected to put in minimum of 160 hours per Term. The expected total days of field work for the every term are 30 to 35 days. 15
2. Field work days are Thursdays and Fridays.
3. Attendance sheet (month and date wise) should be sent to the agencies, indicating exams, vacation and camp/ tour dates.

Holidays / Leave

1. Hundred per cent attendance at field work is mandatory.
2. The student will observe holidays as per the University and Agency calendar. If the agency is closed on any field work day, the student may deduct those hours from the total of the minimum hours required. If student is absent from the field for any genuine reason, he/she must put up these hours during the term in consultation with the instructor and faculty advisor.

Recording

1. Student are required to record the work done in the field and submit these recordings to the field supervisor every week. Summary Recordings are expected from the students at the end of every term.
2. Field Instructors are required to make comments on the students' Recordings in order to guide and help them in their work. These serve as a feedback to students and a weekly evaluation of the students' Performance.
3. Students are required to submit summary recordings at the time of semester viva voce along with weekly recording file to the Department / institution.

Expenditure Related To Field Work

- Field work related expenses, namely home visits, travels undertaken for agency related tasks are usually borne by the students.

Camps / Educational Tour

- Educational tour / camp is organized every year to give student an exposure to urban and or rural life, issues and problems. Visits to various organization working with the marginalized sections of the society are organized to give the student and understanding of various interventional strategies used by different development organization. The expenses of the tour / camp is solely borne by students.

Supervision

A. Individual Conferences

1. Pre-scheduled conferences should be taken once a week with the student. The field supervisor may use individual and group conferences alternately, according to student's learning needs. The field instructor/faculty supervisor should maintain a monthly attendance form for students' field work hours. The Semester time sheet must be duly signed by the field 16 instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.
2. Supervisors are required to read the records prior to the conference. The student should be encouraged to share and discuss his/her thinking, feeling and actions in the field work.
3. The student should be encouraged to do reference reading pertaining to his/her field work (by way of giving written assignments related to placement settings).
4. If a student does not attend field work / individual and group conferences, and / does not submit recordings regularly even after repeated warnings, the matter should be referred to the Co-ordinator of the Programme / Principal.
5. To enhance the student's learning, field supervisors are requested to maintain education resources such as articles, students recording and newspaper cuttings pertaining to the subject area. Students are also encouraged to collect reading material/documents related to the field work.

B. Group Conferences

- Group conferences are a very effective tool for student' learning, as they provide mutual sharing. For Group Conferences student placed in the same agency may from a group under one field instructor/faculty advisor regardless of their class. Student placed in the same setting, e.g., Education, but belonging to different agencies may from a group.

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