

MASTER OF SOCIAL WORK PROGRAMME

Name of Programme	MASTER OF SOCIAL WORK
Abbreviation	MSW
Duration	2 YEARS
Eligibility Criteria	Passed any Bachelor or equivalent Degree with percentage as per the University rules.
Objective of Programme	The core Objective of the MSW Programme is to prepare the students for productive career in Social Work Fields that would respond to continuous changing social realities for creating a people centred and sustainable society by providing a suitable academia of teaching, field work training and research in the emerging areas of the discipline.
Programme Outcomes	<p>PO-1: Fundamental Knowledge Enrichment MSW Programme provides a platform in articulating the philosophy, ideologies, developmental theories and code of ethics to emerge as complete Social Work Professional personality.</p> <p>PO-2: Critical Thinking and Professional Judgment The Programme promotes the understanding of critical/analytical abilities, ethical decision making processes in dilemma situation in social work methodologies, schemes and projects.</p> <p>PO-3: Emerging Socio-Economic and Political Situations The Programme clarifies the core concepts of national social policies and analogy of social, economic and political maladjustment in social work context.</p> <p>PO-4: Training on Problem Solving Skills and Tools The Programme strengthens the students in understanding the various problem solving skills, tools and techniques required in approaching the social problems.</p> <p>PO-5: Programme Planning and Management Capabilities The students are given a suitable environment in developing insights about project planning/management and proposal making.</p> <p>PO-6: Sensitization and Social Interactions The Programme empowers the student's inner instincts and overall thought development in having sensitization towards different groups in various settings.</p> <p>PO-7: Team Work and Leadership Development The Programme helps to understand the impact factors of working across the cultures and creates a sustainable working/social environment.</p>
Programme Specific Outcomes	<p>PSO-1: Implications of social work methodologies, fundamentals, spiritual ideologies to address the complexity of social dysfunctions.</p> <p>PSO-2: Scientific applications of social work tools and tecquines at micro, mezzo and macro levels.</p> <p>PSO-3: Nurture the students to investigate the root causes of the social issues, develops fertilization of new knowledge which in turn contributes for the growth of the discipline.</p>

		<p>PSO-4: Creates a wider scope in pursuing further studies duly recognized at international level by National Council of Social Work-Canada and USA.</p> <p>PSO-5: The students utilize the modern tecquiniues in research areas like computer (SPSS, Google Sheet and MS-Office).</p> <p>PSO-6: The students initiates to work with public/private sectors, GOs, industries, implementing different schemes by starting indigenous organizations in collaboration with other agencies.</p> <p>PSO-7: Inculcates the passion among the students for continuous processes as a teachers/researchers to create a self-reliant individuals, groups and communities.</p> <p>PSO-8: Helps in easing the burden of governments by interrelating the inclusive and exclusive policies from top to the grass-root level.</p>									
Mapping between POs and PSOs			PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
		PO1									
		PO2									
		PO3									
		PO4									
		PO5									
		PO6									
		PO7									
Medium of Instruction		English									
Program Structure		Semester-I									
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks			
		Theory	Practical		Duration	Marks					
BC-1 [190119 0101010 002]	History, Spirituality & Philosophy of Social Work	4	0	4	2 Hrs.	50	20	70			
BC-2 [190119 0101020 021]	Social Case Work	4	0	4	2 Hrs.	50	20	70			
BC-3 [190119 010103 0031]	Social Group Work	4	0	4	2 Hrs.	50	20	70			
EC-1 [190119 010104 0041]	Sociology	2	0	2	2 Hrs.	50	20	70			
OR											
EC-2 [190119 010104 0042]	Psychology	2	0	2	2 Hrs.	50	20	70			
	Field Work	0	10	4		70	-	70			

	Total	16	10	18				
Program Structure		Semester-II						
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
BC-4 [190119 0102010 001]	Social Issues, Contemporary Approaches and Social Work	4	0	4	2 Hrs.	50	20	70
BC-5 [190119 0102020 001]	Social Work in Industry	4	0	4	2 Hrs.	50	20	70
BC-6 [190119 0102030 001]	Human Resource Development, Personal Management & Social Work	4	0	4	2 Hrs.	50	20	70
EC-3 [190119 0102040 003]	Social Welfare Administration	2	0	2	2 Hrs.	50	20	70
OR								
EC-4 [190119 0102040 002]	Women's Studies	2	0	2	2 Hrs.	50	20	70
	Field Work	0	10	4		70	-	70
	Total	16	10	18				

MSW Semester I

BC-I: HISTORY, SPIRITUALITY AND PHILOSOPHY OF SOCIAL WORK

Course Code	BC-I (1901190101010002)								
Course Title	History, Spirituality and Philosophy of Social Work								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To develop an understanding of the history, philosophy, ideologies of Social Work as a Profession in West and India.								
Course Objective	To help the students understand the importance and recognition of Social Work Education as a profession.								
Course Outcomes	<p>CO1: Students will acquire in-depth knowledge in philosophy and evolution of social work as a Profession as well as social reformation.</p> <p>CO2: understanding process of rationale thought, code of ethics for effective professional social work practices.</p>								
Mapping between COs and PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre-requisite	Basic understanding of professional social work								
Course Content	<p style="text-align: center;">BC-1: History, Spirituality and Philosophy of Social Work</p> <p>Objectives:</p> <ol style="list-style-type: none"> To develop an understanding and knowledge of the history and philosophy of Social Work and its emergence as a Profession in Western and Indian History. To understand Social Work as a Profession and to recognise the need and importance of Social Work Education, Training and Practice. <p>Unit 1:</p> <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. <p>Unit 2:</p> <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. <p>Unit 3:</p> <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. <p>Unit 4:</p> <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 								

	<p>Contribution to Social Welfare.</p> <ul style="list-style-type: none"> • Role of Voluntary Organizations and Non –Governmental Organizations in social Change
References	<p>Agarwal, M.M 1998 Ethics and Spirituality, Shimla; Indian Institute of Advanced Study</p> <p>Desai M. 2002 Curriculum Development on History of Ideologies for Social Change and Social Work, Mumbai: Social Work Education and Practice cell</p> <p>Encyclopedia of Social... 1987 Encyclopedia of Social Work, Silver Spring, Maryland: National Association of Social Workers.</p> <p>Diwakar, V. D. (Ed) 1991 Social Reforms Movements in India: A Historical Perspective Bombay: Popular Prakashan.</p> <p>Feibleman, J.K. 1986 Understanding Philosophy: A Popular History of Ideas, New York: Souvenir Press.</p> <p>Ganguli B.N. 1973 Gandhi’s Social Philosophy, Delhi: Vikas Publishing House.</p> <p>Gore, M.S. 1993 Social Context of Ideology: Ambedkar’s Social and Political Thought,</p> <p>Tata Institute of Social Sciences, Social Work Educators Forum (TISSWEF) 1997 Declaration of Ethics for Professional Social Workers, The Indian Journal of Social Work, 58(2), 335-341.</p>
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination.

BC-II: Social Case Work

Corse Code	BC-II (1901190101020021)								
Course Title	Social Case Work								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To develop an understanding and an ability to adopt a multi-dimensional approaches in Social Case Work Process.								
Course Objective	To enhance the understanding of the models of Social Case Work practice in different settings and to develop skills of Social Case Worker and to inculcate attitude to work as team member in various settings.								
Course Outcomes	CO1: The students will understand the theories and scientific applications in case processes. CO2: Learning of the various approaches in cliental settings in behavior modifications.								
Mapping between COs and PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre-requisite	Basic understanding of professional social work								
	<p>Objectives:</p> <ol style="list-style-type: none"> To understand the values and Principles of Social Work and to develop the capacity to practice them. To develop an understanding and an ability to adopt a multi-dimensional approaches in Social Case Work Process- assessment to interventions. To enhance the understanding of the models of Social Case Work practice in different settings. To develop skills of Social Case Worker and to inculcate attitude to work as team member in various settings. <p>Unit I: 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.</p> <p>Unit II: Theoretical perspectives for understanding individuals; psycho-analysis, Eric Erikson Theories of development, behaviourism; Ecological and Vedantic Approach, Motivational Theories.</p> <p>Unit III: Models of interventions, Crisis Intervention. Problem Solving Techniques: Supportive, Reflective, Modification, and Case Work Tools.</p> <p>Unit IV: 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.</p>								
References	<p>Doel, Mark & Marsh, Peter 2008 Task Oriented Social Work, Asghate Publishing Co., England</p> <p>Friendlander W. 1958 Concepts and Methods of Social Work. Englewood Clifts: Prentice Hall Ins.</p> <p>Hamilton, Garden 1959 Theory and Practice of Social Case Work</p>								

	Columbia University Press.
	<p>Holls, Florence 1966 Case Work, A Psychosocial Therapy. New York: Ramlom House.</p> <p>Parrish, Margaret 2011 Social Work – Perspectives on Human Behaviour, Rawat Publications, New Delhi</p> <p>Mathew, Grace 1991 Introduction to Social Case Work, Bombay: Tata Institute of Social Sciences.</p> <p>Perlman, Helen 2011 Social Work – A Problem Solving Process, Chicago: The University of Chicago Press.</p> <p>Harris Roberts and Nee 1973 Theories of Social Case Work, Chicago and London: The University of Chicago Press.</p> <p>Mthead, J. 2008 An Introduction to Counselling, Rawat Publication</p> <p>Battacharya, B. 2007 Theory and Practice of Case Method, Excel</p> <p>Frank Hedges An Introduction to Systematic Therapy with Individuals</p> <p>Upadhyay R. 2010 Social Case Work, Rawat Publications, Jaipur.</p>
Teaching Methodology	Lectures, Role plays, Analysis of Case presentations, Seminars, Expert lecture, Assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

BC – III: Social Group Work

Course Code	BC-III (1901190101030031)								
Course Title	Social Group Work								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To enlighten students with theoretical perspective, group dynamics and group work interventions.								
Course Objective	To enable them as effective group leaders								
Course Outcomes	CO1: The theoretical knowledge will enrich the understanding of group process. CO2: The students will be able to develop required skills to work with socio-cultural groups and need based groups.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
<u>Course Content:</u>	<p>Objectives:</p> <ol style="list-style-type: none"> 1. This subject presents theoretical and practical approaches to social work with small groups, with particular emphasis on the dynamics of small group process and appropriate worker interventions. 2. Explores group dynamics and gain skills that will enable them to be effective leaders and participants in groups. Models that promote empowerment, mutual aid, and self-awareness will be explored. 3. Demonstrate to explore and apply the skills of group design, participation, intercultural skills, and facilitation. Strategies for identifying and overcoming obstacles that commonly arise in groups will be examined. <p>Unit I: 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.</p> <p>Unit II: 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.</p> <p>Unit III: Process of Group work, concept and principles of programming, programme planning and skills, phases of group process, dynamics and guided interaction.</p> <p>Unit IV: 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.</p>								
References:	<p>Trecker, Harleigh 1970 Social Group Work – Principles and Practices, B. Association Press, New York.</p> <p>Konopka B. 1963 Social Group Work: A Helping process prentice hall, INC.J.J.</p> <p>Alissi A.F. 1980 Prospective on Social Groups Work practice: A</p>								

	<p>Book of Release, The Free Press, New York.</p> <p>Klein A.F. 1970 Social Work through Group Process, School of Social Welfare-State University of New York, Albany.</p> <p>Toselane R.W., 1984 An Introduction to Group Work Practice, MacMillan Publication Co., New York.</p> <p>Wilson G. and Ryland G. 1949 Social Group Work Practice, Boston, Hughton Miffin Co.</p> <p>Northen H. 2017 Social Work with Groups. Columbia University Press, New York.</p> <p>Middleman R.R. 1968 The Non- Verbal Method in working with Groups. Association Press, New York.</p> <p>Haiman Parklin S. 1951 Group leadership and Democratic Active, New York, Houghton Miffin Co.</p> <p>Nanavatty M.C. 1969 Group Discussion an Aid to Education for citizenship. Indian Education Association, New Delhi.</p> <p>Battacharya, Sanjay 2006 Social Work and Integrated Approach, Rawat Publications, Jaipur.</p> <p>Misra P.D. & Misra, Bina 2008 Social Group Work, New Royal Book Co., Lucknow.</p> <p>Siddiqui, H. Y. 2008 Group Work Theories and Practices, Rawat Publications, Jaipur.</p> <p>Forsyth, D. 2007 Group Dynamics, Forth Edition, Thomson</p> <p>Linday, T. 2008 Group Work Practice in Social Work, 1st Edition.</p> <p>Dash, C. 2011 Group Dynamics and Work Performance, A.K. Publication, Delhi.</p> <p>Lindsay, Trevor 2008 Group Work Practice in Social Work, Learning Matter Exeter,</p>
Teaching Methodology	Lectures, discussion, group activities, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

EC –I: Sociology

Course Code	EC-I (1901190101040041)								
Course Title	Sociology								
Credit	2								
Teaching per Week	2 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To develop students understanding on various social realities of different communities, caste, class, different profession, political, social, education structure; will help them to work and address the root issues.								
Course Objectives	To develop considerate knowledge of basic sociological concepts and theories and develop understanding about social stratifications, social mobility and mechanism.								
Course Outcomes	CO1: To introduce students about the basic social processes of society, social institution and patterns of social behavior. CO2: To train and help the students to understand the theory and its interpretation by co-relating with societies.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p style="text-align: center;">EC –I: Sociology</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To develop and understanding of basic sociological concepts and theories. 2. Develop and understanding about social stratifications, social mobility and mechanism. <p>Unit 1:Sociology as a social science and scope and relevance to social work practice.</p> <p>(a) Basic concepts, society, social institutions, social system and social structure.</p> <p>(b) Socialization: process and agents of socialization, problems of faulty socialization.</p> <p>(c) Social Interaction: meaning and kinds of social interaction,</p>								

	<p>conflicts and assimilation. Social differentiation</p> <p>(d) Social stratification and social mobility (cast, class, gender).</p> <p>Unit 2:</p> <p>(a) Theoretical perspectives (Functionalist, Conflict, Interactionist) in Sociology</p> <p>(b) Social Institutions: family, kinship, religion, education, economic and political</p> <p>(c) Social movements and social change : Meaning and Factors</p> <p>(d) Role of State; governmental and Non-governmental organizations in social development.</p> <p>(e)</p>
References	<p>Srinivas, M.N. 1966 Social Change in Modern India, Berkley: University Press.</p> <p>Amin, Samir 1979 Unequal Development, Sage: New Delhi.</p> <p>Desai, A. R. 1985 India's Path of Development, Bombay: Popular Prakashan.</p> <p>Chauhan B.R. 1988 Bharat Me Grameen Samaj (Hindi) Jaipur: AC Brothers.</p> <p>Oomen, T.K. 1990 Protest and Change: Studies in Social Movements, Sage: New Delhi.</p> <p>Inkels, Aux 1982 What is Sociology, Poona:Deshmukh Prakashak.</p> <p>Singh, Yogendra 1973 Modernization of Indian Tradition, New Delhi.</p> <p>Johnson, H.M. 1978 Sociology: Systematic Introduction, London</p>
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

EC – II: Psychology

Course Code	EC-II (1901190101040042)								
Course Title	Psychology								
Credit	2								
Teaching per Week	2 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To train students about the relevance between psychology and Social Work.								
Course Objectives	To develop considerate theoretical understanding of human development across the life span and to correlate the information on human growth and behavior with social work practice.								
Course Outcomes	<p>CO1: The course will enable the students to understand the behavioural pattern of individuals and its interpretations.</p> <p>CO2: The students will learn to incorporate the psychological concepts with social work approaches.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Teaching Methodology									
Course Content:	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To understand the relevance of Psychology to Social Work education and practice. 2. To develop theoretical understanding of human development across the life span. 3. To learn about human behavioural processes, personality and theoretical approaches 4. To correlate the information on human growth and behavior with social work practice. <p>Unit I: Definition, characteristics and scope of Psychology. Relevance of Psychology in understanding behavior of Groups, Individuals and Communities; Basic Psychology process: Nature of Perception, learning; remembering and forgetting: Theories of personalities: Motivation, psycho-dynamic.</p> <p>Unit II:</p> <ul style="list-style-type: none"> • Developmental tasks, and problems of various stages of life cycle; pre-natal, birth processes, infancy, Childhood, adolescence, adulthood, middle age and old age. • Psychological testing; definition and characteristics, concept of individual differences, use of testing in Social Work. • Nature and scope of Social Psychology. • 								
References:	Kuppuswamy, B. 1980 An Introduction of Social Psychology, Bombay Media Promoters Publications, Pvt.								

	<p>Anastasi, A. 1987 Psychological Testing New York McMillan. Revised edition.</p> <p>Hurlock Elizabeth 1997 Developmental Psychology Bombay; Tata McGraw Hill Publication Pvt.</p> <p>John W. Berry, R.C. 2003 Psychology in Human Development and Social Development, Sage Publications, Delhi.</p> <p>Mishra, R.C. Tripathi (ed)</p> <p>Sinha Durga Prasad 1995 Asian Perspectives on Psychology. Sage Publications.</p> <p>Kakar, S. 1979 Indian Childhood, Cultural ideas and Social Reality, Delhi Oxford University.</p>
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture and assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

Field Work

Course Code	
Course Title	Field Work
Credit	4
Field Work Hours per Week	10 hours
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)
Purpose of the Course	Give exposure to Social Work Agencies for the training of professional Social Worker
Course Objectives	To develop in-depth analytical skills for problem situation, client system and the relatedness of agency's intervention.
Course Outcomes	Co1: Students develop deep understanding about Structural hierarchy and functional areas of agency Co2: Learn to do critical Analysis of client's situation, problem and services offered by agency Co3: Learn to integrate class room theory and field work experiences. Co4: Initiate intervention at various levels under the guidance of supervisor Co5: Develops skills related to management, resource mobilizations and so on. CO6: Journey of training of Professional Social Work goes on with professional knowledge, skills and attitude throughout all the four semesters.
Course Content	<p>FIELD WORK OBJECTIVES FOR MSW (SEMESTER I, II, III & IV)</p> <p>Overall objectives of MSW education is need to be parallel with field work practice.</p> <ol style="list-style-type: none"> 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. 10. Effectively function as an administrator Utilizing Skills of Management,

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**.

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

	<p>instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.</p> <ol style="list-style-type: none"> 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. <p>B. Group Conferences</p> <p>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.</p>
Reference	<ul style="list-style-type: none"> • 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. <p>Subhedar, Iqbal. (2011). Indigenous Fieldwork in Social Work. Current Publications. Uttar Pradesh.</p>
Teaching Methodology	<p>Field Work Orientation visits, Field Work Placement in GO/ NGO/ Industry, Field Work Supervision, Group conferences, Individual Conferences , Report Writing, Evaluation of reports. Educational Tours.</p>
Evaluation Method	<ul style="list-style-type: none"> • External Evaluation based for semester and University examination 100 marks based on assessment attendance, participation, assignments and Report Writing & Submission, and Viva-Voce

Semester II

BC – IV: Social Issues, Contemporary Approaches and Social Work

Corse Code	BC-IV								
Course Title	Social Issues, Contemporary Approaches and Social Work								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To develop understanding about contemporary social realities								
Course Objective	Helps to understand the genesis/causes of social problems and its approaches in emerging social situations.								
Course Outcomes	CO1: Students will develop understanding the various components of Social Issues. CO2: The course will provide an exposure to understand various contemporary approaches.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop concept, genesis of various social problems 2. Describe impacts of various phases on weaker sections. 3. To understand issues of communalism, multiculturalism and Human Rights. 4. To explore environmental issues as contemporary issue and need for sustainable development. 5. To define emerging ideologies of professional Social Work, and multidimensional role of Social Worker. <p>Unit I: 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;</p> <p>Unit II: 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;</p> <p>Unit III: Sustainable Development and Environmental Movements; Role of NGO's; Ideologies of Action Groups and New Social Movements; Social Forestry.</p> <p>Unit IV: 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.</p>								
References	Reamer F.G., 1995: Social Work Values and Ethics, Colombia University Press, New York. Tata Institute of Social 1997 Declaration of ethics for profession Social								

	<p>Sciences, Social Works Educators Forum (TISSWEF), United Nations, 1992</p> <p>Workers, The Indian Journal of Social Work, 58(2), 335-341.</p> <p>Human Rights: Teaching and Learning about Human Rights, UN- New York.</p> <p>Encyclopedia of Social Work 1987</p> <p>Encyclopedia of Social Work in India, New Delhi Ministry of Welfare.</p> <p>Yelaja, A.A., 1982</p> <p>Ethical Issues in Social Work Spring Field: Charles, C. Thomas.</p> <p>Congress E.P., 1998</p> <p>Social Work Values and Ethics, Chicago: Nelson – Hall Publishers.</p> <p>Desai, M. 2002</p> <p>Curriculum Development on history of Ideologies for Social change and Social Work, Mumbai: Social Work Education and Practice all.</p>
Teaching Methodology	Lectures, discussion, field visits, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

BC - 5: Social Work in Industry

Corse Code	BC-V								
Course Title	Social Work in Industry								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	Social work orientation on corporate culture, particularly to social issues at the workplace.								
Course Objective	exposure about working pattern in industrial/corporate settings with reference to employees problems and society								
Course Outcomes	<p>CO1. Students will enhance the understanding on Social Issues among the workers at corporate level.</p> <p>CO2: To develop knowledge about labour legislations, labour welfare, CSR and the role of CSR Officer and Labour Welfare Officer.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Objectives:</p> <ol style="list-style-type: none"> To understand the concept of occupational social work, social work orientation on corporate culture, particularly to social issues at the workplace. To acquire the skills of comprehending a multi-stakeholder perspective in viewing workplace issues. To gain knowledge about labour legislations and labour welfare. To understand the legal provisions relating to labour welfare in different industries, trade unions, and ILO. To acquire the skills of working with the organized and unorganized sector. <p>Unit I: 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.</p> <p>Unit II: 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.</p> <p>Unit III: 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.</p> <p>Unit IV: 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</p>								

	require for implementation of various developmental programmes through CSR.		
References	Vijaya, Kumar	2004	Social Security in a Developing World Context, Serials Publications, Delhi.
	Jagadish	2004	Social Welfare in the 21 st Century, Ankansha Publishing House, New Delhi.
	Shilaja, Nagegra	2005	Social Work and Social Welfare in India, ABD Publishers, Jaipur.
	Agarwala, Ramgopal	2004	Reforms, Labour Markets and Social Security in India, Published in India by Oxford University, New Delhi.
	Punekar, S.D. and Others	1978	Labour Welfare, Trade Unionism and Industrial Relations. Bombay: Himalaya Publishing House.
	Saxsena, Anil	2006	Encyclopedia of Social Welfare, SBS Publishers & Distributors Pvt. Ltd. New Delhi.
	Watson, Tony J.	2009	Sociology, Work and Industry (4 th Ed.), Routledge.
	Ratnam, C.S. Venkata	2008	Industrial Relations, Oxford University, New Delhi.
	Punekar, Deodhar Sankaran	2008	Labour Welfare, Trade Unionism, Industrial Relations, Himalaya Publishing House, Mumbai.
	Sury, M.M. (ed.)	2018	India's Five Year Plans I to XI 1951-56 to 2007-12, Vol.I, New Century Publications, New Delhi.
	Lumbde, Nirbhay		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.	1988	Aspects of Labour Welfare and Social Security. Bombay: Himalaya Publishing House.
	Ram, D.	2015	

	<p style="text-align: right;">CSR and Corporate Governance, Sonal 2017 Publication, Delhi Labour Laws, Taxmann</p>
Teaching Methodology	Lectures, discussion, Industrial visit, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

BC – 6: Human Resource Development, Personnel Management and Social Work

Corse Code	BC-VI								
Course Title	Human Resource Development, Personnel Management and Social Work								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To understand the Concept of factory as a social system, HR, PM, and social work intervention.								
Course Objective	To train students to understand the importance of organizational behavior, HRD, and role of social worker.								
Course Outcomes	<p>CO1: Students will acquire the deep understanding about the concept and significance of HRD in organizational set up.</p> <p>CO2: The knowledge of complexities of various approaches and appraisal will assist them to work commendably in organization.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Unit I: Factory as a Social System Concept; Problems of integrating the needs of Employees with the organization</p> <p>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.</p> <p>Unit II: Personnel Management Concept</p> <p>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.</p> <p>Unit III: Personnel Functions</p> <p>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.</p> <p>Problem in Appraisal, Need for Training, Career Planning and Development.</p> <p>Unit IV: New Challenges of Personnel Management:</p>								

	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	<p>Aswathappa, K., 2008 Human Resource Management – Text and Cases;</p> <p>Robins, P. Staphen; 2016 Fundamentals of Human Resource Management</p> <p>Tanuja Agarwala; 2007 Strategic Human Resource Management;</p> <p>Verma, Pramod; 2008 Organization Development: Intervention Strategies;</p> <p>Shukla R.K. 2008 Human Resource Management- Policies and Practices, New Royal bookcompany,Lucknow</p> <p>Ghose A.K 2006 Human Resource Management, Manas Publication, New Delhi</p> <p>Murthi N Rao (Edited) 2008 Human Resource Management: Strategic Challenges, New Century Publications, New Delhi</p> <p>Jetli N.K. 2010 Human and Natural Resources of India, Century Publications, New Delhi</p> <p>Gupta & Gupta 2008 Human Resource Development- Practices, Deep and Deep Publication, New Delhi.</p> <p>V. sita (Edited) 2008 Human Resources Management in India: Issues and Initiatives, New Century Publications, New Delhi</p>
Teaching Methodology	Lectures, discussion, Visit to an H R Department of organizations seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

EC-III: Social Welfare Administration

Course Code	EC-III (1901190102040003)								
Course Title	Social Welfare Administration								
Credit	2								
Teaching per Week	2 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To enrich students about contribution of various social welfare organizations.								
Course Objectives	To develop deep understanding about functions of various institutions and administered welfare programmes.								
Course Outcomes	<p>CO1: The course will help the students to conceptualize the process of social welfare administration.</p> <p>CO2: It will enable the students in implementation of welfare programmes at various levels.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Understand the welfare programmes of the government. 2. Development and understanding of the basic functions of administration. 3. Understanding the role of voluntary sectors and NPO in development. 4. Develop administrative skills in managing an organization. <p>Unit I: 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.</p> <p>Unit II:</p> <ul style="list-style-type: none"> • Role of NPO and Voluntary Organizations in development, history and scope. • 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 Function of Administration – budgeting, reporting, letter writing, proposal writing and conducting meetings. 								
References	<p>Battacharya, Sanjay (2003) Social Work: An Integrated Approach, Deep & Deep Publications, New Delhi.</p> <p>Gupta, B. (2012) Social Administration, RBSA Publication, Jaipur.</p> <p>Mary, J. (2013) Social Welfare in India, Avishkar, Jaipur</p>								
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture visit to NGOs and assignments.								
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination 								

EC- 4 : Women's Studies

Corse Code	EC-IV (1901190102040002)								
Course Title	Women's Studies								
Credit	2								
Teaching per Week	2hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To train and aware students about various socio-economic, political and educational status of women								
Course Objectives	To develop understanding about Women's issues and establish its linkages with gender sensitive perspective and development strategies.								
Course Outcomes	<p>CO1: The course will develop deep theoretical understanding of various issues existing in the society.</p> <p>CO2: The students will able to understand and work to solve different issues of women with various settings.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content:	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Understand Women's issues as issue of human rights and develop respect for women as equal contribution in building human being. 2. Develop gender sensitive perspective and response in relation to development strategies. 3. To assess the national and international policies and programmes related to women in government. <p>Unit I: Introduction to Women's Studies –significance of women's studies in Social Work education, Emergence of Women's Studies as academic disciple in India. Historical perspectives of the status of women in India. Socio- demographic indicators, Gender development Index, Human Development Index and Gender Empowerment Measures. Issues Affecting women: Social Construction of Gender, status at Workplace and home, domestic Violence, women's political participation.</p> <p>Unit-II: Policies and Social Legislation related to Women's Issues: U. N. Initiatives, CEDAW, National & State Commission for Women, Feminist perspective, Programmes for empowerment. Dowry, Rape, Sexual Harassments, Immoral trafficking, Domestic Violence Provision. Role and challenges of Go, NGOs and Social Worker.</p>								
	Desai, Neera	1977	Women in Modern India, Bombay: Vora & Co.						
	Desai, Neera & Thakkar, Usha	2007	Women in Indian Society, National Book Trust, India,						
	Dube, Leela	1997	Women and Kinship, Sage: New Delhi.						
	Indira, R and D.K.	1999	Gender and Society in India, Manak :Delhi						

	<p>Behera (ed)</p> <p>Stanley, Selwyn (Ed.) 2004 Social Problems in India – Perspectives for Interventions, Alight Publishers, New Delhi.</p> <p>Taylor, V. 2000 Marketisation of Governance: Critical Feminist Perspectives from South, Suva.</p> <p>Parvin, Razia M. 2012 Empowerment of Women: Strategies and Systems for Gender Justice, Dominant Publishers, New Delhi</p> <p>Pappu, Rekha 2002 "Constituting a Field: Women's Studies in Higher Education," Indian Journal of Gender Studies, Vol 9, No 2, pp 221–34.</p> <p>Patel, Ila 1998 "The Contemporary Women's Movement and Women's Education in India," International Review of Education, Vol 44, No 2/3, pp 155–75.</p> <p>Patel, Vibhuti 2010 "Dynamics of Women's Studies and Women's Movement," Economic & Political Weekly, Vol XLV, No 33, pp 35–37.</p> <p>Poonacha, Veena 2003 "Women's Studies in Indian Universities: Current Concerns," Economic & Political Weekly, Vol 38, No 26, pp 2653–58.</p> <p>Sharma, Kumud 2012</p> <p>Sreerekha, M S 2016 "Changing the Terms of the Discourse: Gender Equality and the Indian State" Delhi: Pearson.</p> <p>"Whatever happened to Women's Studies," Economic & Political Weekly, LI (15): 64–68.</p>
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

Field Work

Course Code	
Course Title	Field Work
Credit	4
Field Work Hours per Week	10 hours
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)
Purpose of the Course	Give exposure to Social Work Agencies for the training of professional Social Worker
Course Objectives	To develop in-depth analytical skills for problem situation, client system and the relatedness of agency's intervention.
Course Outcomes	Co1: Students develop deep understanding about Structural hierarchy and functional areas of agency Co2: Learn to do critical Analysis of client's situation, problem and services offered by agency Co3: Learn to integrate class room theory and field work experiences. Co4: Initiate intervention at various levels under the guidance of supervisor Co5: Develops skills related to management, resource mobilizations and so on. CO6: Journey of training of Professional Social Work goes on with professional knowledge, skills and attitude throughout all the four semesters.
Course Content	<p>FIELD WORK OBJECTIVES FOR MSW (SEMESTER I, II, III & IV)</p> <p>Overall objectives of MSW education is need to be parallel with field work practice.</p> <ol style="list-style-type: none"> 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. 10. Effectively function as an administrator Utilizing Skills of Management,

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**.

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

	<p>instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.</p> <ol style="list-style-type: none"> 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. <p>B. Group Conferences</p> <p>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.</p>
Reference	<ul style="list-style-type: none"> • 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. <p>Subhedar, Iqbal. (2011). Indigenous Fieldwork in Social Work. Current Publications. Uttar Pradesh.</p>
Teaching Methodology	<p>Field Work Orientation visits, Field Work Placement in GO/ NGO/ Industry, Field Work Supervision, Group conferences, Individual Conferences , Report Writing, Evaluation of reports. Educational Tours.</p>
Evaluation Method	<ul style="list-style-type: none"> • External Evaluation based for semester and University examination 100 marks based on assessment attendance, participation, assignments and Report Writing & Submission, and Viva-Voce

MASTER OF SOCIAL WORK PROGRAMME

Name of Programme	MASTER OF SOCIAL WORK
Abbreviation	MSW
Duration	2 YEARS
Eligibility Criteria	Passed any Bachelor or equivalent Degree with percentage as per the University rules.
Objective of Programme	The core Objective of the MSW Programme is to prepare the students for productive career in Social Work Fields that would respond to continuous changing social realities for creating a people centred and sustainable society by providing a suitable academia of teaching, field work training and research in the emerging areas of the discipline.
Programme Outcomes	<p>PO-1: Fundamental Knowledge Enrichment MSW Programme provides a platform in articulating the philosophy, ideologies, developmental theories and code of ethics to emerge as complete Social Work Professional personality.</p> <p>PO-2: Critical Thinking and Professional Judgment The Programme promotes the understanding of critical/analytical abilities, ethical decision making processes in dilemma situation in social work methodologies, schemes and projects.</p> <p>PO-3: Emerging Socio-Economic and Political Situations The Programme clarifies the core concepts of national social policies and analogy of social, economic and political maladjustment in social work context.</p> <p>PO-4: Training on Problem Solving Skills and Tools The Programme strengthens the students in understanding the various problem solving skills, tools and techniques required in approaching the social problems.</p> <p>PO-5: Programme Planning and Management Capabilities The students are given a suitable environment in developing insights about project planning/management and proposal making.</p> <p>PO-6: Sensitization and Social Interactions The Programme empowers the student's inner instincts and overall thought development in having sensitization towards different groups in various settings.</p> <p>PO-7: Team Work and Leadership Development The Programme helps to understand the impact factors of working across the cultures and creates a sustainable working/social environment.</p>
Programme Specific Outcomes	<p>PSO-1: Implications of social work methodologies, fundamentals, spiritual ideologies to address the complexity of social dysfunctions.</p> <p>PSO-2: Scientific applications of social work tools and tecquines at micro, mezzo and macro levels.</p> <p>PSO-3: Nurture the students to investigate the root causes of the social issues, develops fertilization of new knowledge which in turn contributes for the growth of the discipline.</p>

		<p>PSO-4: Creates a wider scope in pursuing further studies duly recognized at international level by National Council of Social Work-Canada and USA.</p> <p>PSO-5: The students utilize the modern tecquiniues in research areas like computer (SPSS, Google Sheet and MS-Office).</p> <p>PSO-6: The students initiates to work with public/private sectors, GOs, industries, implementing different schemes by starting indigenous organizations in collaboration with other agencies.</p> <p>PSO-7: Inculcates the passion among the students for continuous processes as a teachers/researchers to create a self-reliant individuals, groups and communities.</p> <p>PSO-8: Helps in easing the burden of governments by interrelating the inclusive and exclusive policies from top to the grass-root level.</p>									
Mapping between POs and PSOs			PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
		PO1									
		PO2									
		PO3									
		PO4									
		PO5									
		PO6									
		PO7									
Medium of Instruction		English									
Program Structure		Semester-III									
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks			
		Theo ry	Practic al		Durati on	Marks					
BC-7 [190119 0103010 001]	Disaster Managem ent & Social Work	4	0	4	2 Hrs.	50	20	70			
BC-8 [190119 0103020 001]	Communit y Organizati on	4	0	4	2 Hrs.	50	20	70			
BC-9 [190119 0103030 002]	Research Methodolo gy	4	0	4	2 Hrs.	50	20	70			
EC-5 [190119 0103040 001]	Law & Social Work	2	0	2	2 Hrs.	50	20	70			
OR											
EC-6 [190119 0103040 003]	Medical & Psychiatri c Social Work	2	0	2	2 Hrs.	50	20	70			
	Field Work	0	10	4		70	-	70			
	Total	16	10	18							

Program Structure Semester-IV								
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
BC-10 [2001190 1040100 01]	Social Policy & Planning	4	0	4	2 Hrs.	50	20	70
BC-11 [2001190 1040200 01]	Correctional Social Work	4	0	4	2 Hrs.	50	20	70
EC-7 [200119 0104030 001]	Environmental Issues	2	0	2	2 Hrs.	50	20	70
OR								
EC-8 [200119 0104030 003]	Rural Studies & Development	2	0	2	2 Hrs.	50	20	70
[200119 0104040 001]	Research Report & Viva	4				100	-	100
	Field Work	0	10	4		70	-	70
	Total	16	10	18				

BC-7: Disaster Management and Social Work

Course Code	BC-VII (1901190103010001)								
Course Title	Disaster Management and Social Work								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To understand Disasters and its impacts on lives								
Course Objective	To make students to understand legal remedies and management of disaster								
Course Outcomes	<p>CO1: Students will acquire the in-depth understanding on disasters and effects of various phases of disaster.</p> <p>CO2: Students will develop intervention strategies on disaster prevention, mitigation, preparedness at various situations.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Objectives:</p> <ul style="list-style-type: none"> • To understand the basic concepts of disasters and how it is affecting human and natural overall. • To understand the role of Professional Social Workers, Policy Makers and general masses on how to reduce such disasters. • To teach students about legal remedies on disaster and its management. • To make aware students how to be change agent about various types of disasters. <p>Unit-I: Concepts and Understanding of Disasters</p> <ul style="list-style-type: none"> • 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. <p>Unit-II: Disaster Management, Prevention and Mitigation</p> <ul style="list-style-type: none"> • 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. <p>Unit-III: Long and Short Terms Disaster Warning Systems:</p> <ul style="list-style-type: none"> • 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. 								

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Teaching Methodology	Lectures, discussion, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

BC-8: Community Organisation

Corse Code	BC-VII (1901190103020001)								
Course Title	Community Organisation								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To develop understanding community Organization as direct method of Social Work.								
Course Objective	To assist student's learning of various theories of community, Models of intervention.								
Course Outcomes	<p>CO1: Students will develop profound understanding about the process of community organization and its influencing factors.</p> <p>CO2: The theories and models will enhance their critical understanding about various issues at community level and skill based approach for social justice and development.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Objectives:</p> <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. <p>Unit I</p> <ul style="list-style-type: none"> • 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. <p>Unit II</p> <ul style="list-style-type: none"> • 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. 								

	<p>Unit III</p> <ul style="list-style-type: none"> • 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. <p>Unit IV</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Dayal, R. (1970) Panchayat Raj in India, Sage Publications, New Delhi. • Desai, A. R. (1978) Rural Sociology in India, Bombay: Popular Prak • Gandhi, M.K. (1958) Sarvodaya (The welfare of all) Ahmedabad: Navajiva • Jain, P.(1985) Gandhian Ideas, Social Movements and Creativity, Kitab Mahal Publishers, New Delhi. • Ledwith Margaret (2006) Community Development - A Critical Approach Publication, Jaipur. • Pawar Manohar. (2014) Social and Community Development Practice Publications India. • Robinson Jerry W & Green Gary Paul (2011) SAGE Publications India. • Sharma, B.A.V. (1982), Reservation Policy in India, New Delhi. • Singh, K. (1986), Rural Development Principles, policies and managemen Delhi. • Yadav C.P. (2007) Encyclopaedia Social Work and Community Organisations 1,2,3,4, Institute for Sustainable Development, Lucknow & Anmol pub New Delhi.
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

BC-9: Research Methodology

Corse Code	BC-IX (1901190103030002)								
Course Title	Research Methodology								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To equip students with research methodology								
Course Objectives	To facilitate better understanding of the current trends and practices in Social work research. And to enable the students to understand the importance of statistics application in Social work research								
Course Outcomes	<p>CO1: The course will help the students to explore the new knowledge at various thrust areas.</p> <p>CO2: It will help the students to adopt modern approaches while carrying out the social research work.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Objectives:</p> <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 I</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 II</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) <p>Unit III</p> <ul style="list-style-type: none"> • Universe and Sampling: Need, types, Process of Sampling and determination of sampling. • Research Tools: Questionnaires, Rating Scales, Interview; types, 								

	<p>schedule and guide, Types of Observation.</p> <ul style="list-style-type: none"> • Data: Primary and Secondary, Sources and Techniques of data collection. <p>Unit IV</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Ahuja Ram, (2012) Research Methods, Rawat Publications, Jaipur. • Alston Margaret & Bowles Wendy (2003) Research for Social Workers, Rawat Publications, Jaipur. • Bogdan R & Maylor S J (1975), Introduction to qualitative research methods, New York, John Wiley and Sons, Inc. • Das Lal, D.K. (2008). Research Methods for Social Work, Rawat Publications, Jaipur. • Goode and Hatt (1965) Methods in Social Work Research. New York. Tata McGraw • Gupta S.P (1985) Statistical Methods, New Delhi Sultan Chand & Co.Hill. • Kothari C.R. (2004) Research Methodology Methods and Techniques, New Age International Publishers, New Delhi. • Kumar Ranjit, (2014) 4th ed. Research Methodology - A Step –by-step Guide for Beginners, SAGE Publication, New Delhi. • Ramachandran P. (1993) Survey Research for Social Work, A. Primer publication, Bombay. • Rao Hanumantha K. & Pasumarti Srinivasa Subbarao. (2012) Research Methodology – Techniques And Applications, Discovery Publishing House PVT. LTD. Darya Ganj, New Delhi.
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture, assignments hands on training on SPSS
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

EC – 5: Law and Social Work

Course Code	EC-V (1901190103040001)								
Course Title	Law and Social Work								
Credit	2								
Teaching per Week	2 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To develop understanding of the legal System and get acquainted with the process of Legal System for Social Justice.								
Course Objectives	To establish linkages between the Indian Constitution and Judiciary System for granting human rights.								
Course Outcomes	CO1: Students will develop considerate understanding about legal provisions and its approaches. CO2: it will enable the students to bring social justice in different settings.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Objectives:</p> <ul style="list-style-type: none"> • Develop an understanding of Human Rights and of Institutions that enforce them at National and International Level. • 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 I</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 II</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.
References:	<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
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture and assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

EC-6: Medical Psychiatric Social Work

Course Code	EC-VI (1901190103040003)								
Course Title	Medical Psychiatric Social Work								
Credit	2								
Teaching per Week	2 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To understand relevance of Socio- Cultural dimensions in health care seeking behavior with special reference to Mental Health								
Course Objectives	To develop a holistic perspective of the various approaches and interventions in the field of mental health.								
Course Outcomes	CO1: Students will develop considerate knowledge about health conditions and care services. CO2: Will help them to understand effects of socio- cultural dimensions in health seeking behavior.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Teaching Methodology									
Course Contents:	<p>Objectives:</p> <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 • Develop a holistic perspective of the various approaches and interventions in the field of mental health. <p>Unit I</p> <ul style="list-style-type: none"> • 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 <p>Unit II</p> <ul style="list-style-type: none"> • 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, 								

	<ul style="list-style-type: none"> • The significance of counseling and supportive Systems, • Overview of Social Work practice in the field of mental health •
References:	<ul style="list-style-type: none"> • Abraham Francis (2014). Social Work in Mental Health- Areas of Practice, Challenges and way Forward, Sage Publication India, New Delhi. • Bhattachrya 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. • Judith A Lewis (2012). Community Counselling-A Multicultural Social Justice Perspective, Cengage Learning India Private Limited, Delhi. • Khan N U & et. al (2016). Health and Development-Issues and Challenges, BLOOMSBURY publishing India, New Delhi. • Rao D. Pulla, (2012) Health Development in India, Manglam Publications, Delhi.
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

Field Work

Course Code	
Course Title	Field Work
Credit	4
Field Work Hours per Week	10 hours
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)
Purpose of the Course	Give exposure to Social Work Agencies for the training of professional Social Worker
Course Objectives	To develop in-depth analytical skills for problem situation, client system and the relatedness of agency's intervention.
Course Outcomes	Co1: Students develop deep understanding about Structural hierarchy and functional areas of agency Co2: Learn to do critical Analysis of client's situation, problem and services offered by agency Co3: Learn to integrate class room theory and field work experiences. Co4: Initiate intervention at various levels under the guidance of supervisor Co5: Develops skills related to management, resource mobilizations and so on. CO6: Journey of training of Professional Social Work goes on with professional knowledge, skills and attitude throughout all the four semesters.
Course Content	<p>FIELD WORK OBJECTIVES FOR MSW (SEMESTER I, II, III & IV)</p> <p>Overall objectives of MSW education is need to be parallel with field work practice.</p> <ol style="list-style-type: none"> 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. 10. Effectively function as an administrator Utilizing Skills of Management,

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**.

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

	<p>instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.</p> <ol style="list-style-type: none"> 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. <p>B. Group Conferences</p> <p>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.</p>
Reference	<ul style="list-style-type: none"> • 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. <p>Subhedar, Iqbal. (2011). Indigenous Fieldwork in Social Work. Current Publications. Uttar Pradesh.</p>
Teaching Methodology	<p>Field Work Orientation visits, Field Work Placement in GO/ NGO/ Industry, Field Work Supervision, Group conferences, Individual Conferences , Report Writing, Evaluation of reports. Educational Tours.</p>
Evaluation Method	<ul style="list-style-type: none"> • External Evaluation based for semester and University examination 100 marks based on assessment attendance, participation, assignments and Report Writing & Submission, and Viva-Voce

BC –10: Social Policy and Planning

Corse Code	BC-X (2001190104010001)								
Course Title	Social Policy and Planning								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To make them understand the significance of social policy for social development								
Course Objectives	To develop considerate linkages between Social Policy, Social Planning and Social Work practice								
Course Outcomes	<p>CO1: The course will strengthen the students to understand the processes of policy making and overview of Planning Commission / NITI Aayog.</p> <p>CO2: It will help the students to understand the importance of good governance.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Objectives:</p> <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. <p>Unit I</p> <ul style="list-style-type: none"> • 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. <p>Unit II</p> <ul style="list-style-type: none"> • 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. <p>Unit III</p> <ul style="list-style-type: none"> • Five year plans in India: Broad overview of five year plans with 								

	<p>specific reference to poverty alleviation approach in relation to Health, Education & Environment.</p> <ul style="list-style-type: none"> • Implementation of plans, monitoring and evaluation of planning. Need for decentralization and people's participation. <p>Unit IV</p> <ul style="list-style-type: none"> • 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 •
<p>References</p>	<ul style="list-style-type: none"> • 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.
<p>Teaching Methodology</p>	<p>Lectures, discussion, seminars/ or expert lecture, and assignments.</p>
<p>Evaluation Method</p>	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

BC-11: Correctional Social Work

Course Code	BC-IX (2001190104020001)								
Course Title	Correctional Social Work								
Credit	4								
Teaching per Week	4 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To train students to understand relevance between Crimes and Correctional legislations								
Course Objectives	To develop in –depth understanding about various correctional legislations and institutional services available to rehabilitate the criminals.								
Course Outcomes	<p>CO1: The course will help the students to develop the perceptions about crimes in different situations.</p> <p>CO2: To develop the understanding about correctional legislations, institutional services and reforms in correctional settings.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Content	<p>Objectives:</p> <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. <p>Unit I: Basic Understanding of Crimes</p> <ul style="list-style-type: none"> • 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. <p>Unit II: Correctional Legislations</p> <ul style="list-style-type: none"> • 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. <p>Unit III: Institutional Services and Its Management</p> <ul style="list-style-type: none"> • 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. <p>Unit IV: Legal Remedies for Justice</p> <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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.
Teaching Methodology	Lectures, discussion, seminars/ or expert lectures from fields and Police Department, assignments
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

EC -7: Environmental Issues

Course Code	EC-VII (2001190104030001)								
Course Title	Environmental Issues								
Credit	2								
Teaching per Week	2 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To acquire an understanding of the environmental issues, developmental process and its interrelatedness with human life and environment.								
Course Objectives	To develop an understanding of problem arising out of environmental degradation, and Environmental Protection Laws and role of government and Voluntary Organization in dealing with the resettlement and rehabilitations of Project Affected People (PAP).								
Course Outcomes	<p>CO1: Students will develop in-depth understanding about contemporary environmental issues.</p> <p>CO2: Will be able to work as a team member with GO and NGO for conservation and preservation of environmental resources.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Teaching Methodology									
Course Contents	<p>Unit I</p> <ul style="list-style-type: none"> • 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. <p>Unit II</p> <ul style="list-style-type: none"> • Solid waste and waste water management: Issues and problems • Sustainable Development; Concept and Viability. 								

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.,
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture, assignments.
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

EC-8: Rural Studies and Development

Course Code	EC-VIII (2001190104030003)								
Course Title	Rural Studies and Development								
Credit	2								
Teaching per Week	2 hours								
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)								
Purpose of the Course	To make students familiar about rural structure and its issues and Development Programmes.								
Course Objectives	Students will develop considerate linkages developmental issues of rural area and developmental approaches carried out by State, Central governments and NGOs								
Course Outcomes	CO1: Students will understand rural structure for rural development. CO2: Will develop linkages between three tier government system and holistic rural development								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Course Contents	<p>Objectives:</p> <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. <p>Unit I</p> <ul style="list-style-type: none"> • 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. <p>Unit II</p> <ul style="list-style-type: none"> • 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 								

	<p>Parishads (ZPs) and their role in implementation of programmes.</p> <ul style="list-style-type: none"> • Credit Institutions in Rural Development: <ul style="list-style-type: none"> (i) Credit Societies: District Co-operative Banks, Gramin Banks. (ii) Commercial Banks: National Bank for Agriculture and Rural Development (NABARD)SS and accessibility of the institution for the rural poor
<p>References</p>	<ul style="list-style-type: none"> • 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. • Mishra Prahlad. (2014). Participatory Rural Appraisal (PRA): Issues and Application. • 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. • Singh Katar & Shishodia, Anil. (2016). Rural Development – Principles, Policies, and Management. Sage Texts. New Delhi. • 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.

	<ul style="list-style-type: none"> • Rural Banking Operations Paperback – 2017. By Indian Institute of Banking & Finance.
Teaching Methodology	Lectures, discussion, seminars/ or expert lecture, assignments, Rural Educational Tour
Evaluation Method	<ul style="list-style-type: none"> • 20 marks internal assessment based on class attendance, participation, assignments and internal examination. • 50 marks External based on semester and University examination

Research Report and Viva

Course Code	2001190104040001								
Course Title	Research Report and Viva								
Credit	4								
Teaching per Week	4								
Minimum week per Semester	15 weeks (Dissertation project -research Supervision and Guidance)								
Purpose of the Course	To make students acquainted with research Methodology								
Course Objectives	Impart training on process of research through taking up empirical study								
Course Outcomes	Co1: Students are able to understand need based study, evaluative study. CO2: The considerate knowledge and practical experience of doing research enhances research skills of statistical analysis, finding gaps in policy and implementation.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
Pre- Requisite	Basic understanding of professional social work								
Teaching Methodology	Lectures, Individual and Group Conference Special talks/seminars/, Training on SPSS, for statistical analysis, Google Sheets, Microsoft Office								
Evaluation Method	<ul style="list-style-type: none"> • External Evaluation based on Research Report Writing, and Viva-Voce Examination • This Course has 04 Credit with Weightage 100 Marks. 								

Field Work

Course Code	
Course Title	Field Work
Credit	4
Field Work Hours per Week	10 hours
Minimum week per Semester	15 weeks (including Class work, assignments, preparation etc.)
Purpose of the Course	Give exposure to Social Work Agencies for the training of professional Social Worker
Course Objectives	To develop in-depth analytical skills for problem situation, client system and the relatedness of agency's intervention.
Course Outcomes	Co1: Students develop deep understanding about Structural hierarchy and functional areas of agency Co2: Learn to do critical Analysis of client's situation , problem and services offered by agency Co3: Learn to integrate class room theory and field work experiences. Co4: Initiate intervention at various levels under the guidance of supervisor Co5: Develops skills related to management, resource mobilizations and so on. CO6: Journey of training of Professional Social Work goes on with professional knowledge, skills and attitude throughout all the four semesters.
Course Content	<p>FIELD WORK OBJECTIVES FOR MSW (SEMESTER I, II, III & IV)</p> <p>Overall objectives of MSW education is need to be parallel with field work practice.</p> <ol style="list-style-type: none"> 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. 10. Effectively function as an administrator Utilizing Skills of Management,

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**.

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

	<p>instructor/faculty advisor. It should be submitted with summary recording at the time of viva voce.</p> <ol style="list-style-type: none"> 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. <p>B. Group Conferences</p> <p>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.</p>
Reference	<ul style="list-style-type: none"> • 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. <p>Subhedar, Iqbal. (2011). Indigenous Fieldwork in Social Work. Current Publications. Uttar Pradesh.</p>
Teaching Methodology	<p>Field Work Orientation visits, Field Work Placement in GO/ NGO/ Industry, Field Work Supervision, Group conferences, Individual Conferences , Report Writing, Evaluation of reports. Educational Tours.</p>
Evaluation Method	<ul style="list-style-type: none"> • External Evaluation based for semester and University examination 100 marks based on assessment attendance, participation, assignments and Report Writing & Submission, and Viva-Voce