



PROGRAM:
Master in Social Work
Autonomous

According to
National Educational Policy 2020
Framed in 2023-24

P G T D of SOCIOLOGY
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CREDIT STRUCTURE AND SYLLABUS (2023-24)

I. INTRODUCTION TO THE M.A. PROGRAMME IN SOCIOLOGY:

The degree of Master of Social Work is a Professional Post-Graduate degree in Social Work. This program shall be of two years duration which spread over four semesters. This is an applied course with professional recognition. This program maintained a uniform and uninterrupted practice of offering all subjects to all students without any exception from entry to exit. However, with the changing realities, increasing multiplicity and complexities of social issues, it is realized that Master of Social Work students must develop analytical abilities and specific skills to respond to these emerging challenges. Given the limited framework of the system, it is not possible to offer in depth knowledge and understanding to all these issues to all the students. Moreover, all students may not have interest in the specific areas and issues requiring interventions. Thus, the department felt that students need to be given choice there in form of electives which will help them to pursue subjects as per their choice. A detailed in-depth study of the subjects of their interest would help them to equip better to work at the field level.

The students will be benefitted with this program by gaining scientific understanding of the genesis of social problems and social norms in practice, orientation to values, skills and ethics of Social work profession. They will also develop an ability to understand and work with diverse group of people. Students will be well equipped to do research on problems or issues of individuals, groups, or communities and influence intervention policy formulation in the field. This program will also help to an understanding about Fields of Social Work practice and make a career in one or multidisciplinary field and also give exposure to students to varied field work internship in rural and urban communities, Medical settings and Industrial organizations.

It is a recognized qualification for positions of Human resource personnel, Welfare Officers in Governmental, Industrial and Non-Governmental Sectors for positions of ICDS Supervisors, CDPO's, Social Welfare Officers, Probation Officers in Child Development and adult correctional organizations, Human Resource Development in Industrial sectors, Social Development, Rural and Tribal Welfare and Development, Rural and Urban Community Development, Women's development and empowerment, Counsellors in Family Courts and Counselling centres, Medical and Psychiatric Social Workers in Hospitals, Social Défense, Social Work Research and many others. After the course, students can get opportunities to hold responsible positions in International Organizations like UNO, UNICEF, ILO, WHO and CSR projects of corporates, Research and Training Organizations, as Social Work Educators in Universities and Schools of Social Work. This program will equip students to work as agents of change from grassroots up to policy levels.

Through this program department continued Choice based credit system within the semester system in which the pattern itself was changed and new courses were introduced.

The students had to study from the mandatory and elective courses. In all they were required to complete 16 courses in four semesters.

The proposed post graduate course in Social Work is designed in the light of the introduction of the New Education Policy adopted by the government of India and the need to align the curriculum with the requirements of the same. The objective is to make the curriculum more student friendly taking into the aspects of flexibility and mobility.

Academically the proposed curriculum is designed in the contexts of ever-changing dynamics and dimensions of the study and research in social work in the changing world. The course is designed to provide the understanding of the fundamental ideas, concepts and processes involved in the understanding of the discipline in general. It also takes into consideration the idea of society in India and establishes the methods to understand the science of society in India in particular.

The new credit curriculum framework for two years Post Graduate (PG) Program is designed for Social Work vide Government of Maharashtra, Department of Higher and Technical Education Department G.R.No. NEP-22/CR No. 09/VISHI-3 shikana dt. April 20, 2023, to be brought into effect from the academic year 2023-24.

II. OBJECTIVES OF THE COURSE

- 1.** To enable students to understand the entire gamut of professional social Work, its theories, interrelations with other disciplines and the problems in actual setting.
- 2.** To appraise the students of recent trends in Social Work and the new ideas, approaches, methodologies and perspectives;
- 3.** To develop the analytical abilities of the students that will help make sense of the changes taking place and conduct better research and study in the field;
- 4.** To appraise the students of the changing social, political and economic environment in India and in the world and the implications it holds for each other;
- 5.** To develop interdisciplinary outlook, holistic and comprehensive approach among the students about social realities;
- 6.** To inculcate research, analytical and intervention habits among students and encourage re-conceptualization of society vis-à-vis the changing social, political and economic environment;
- 7.** To equip the students to act as sensitized individuals and active citizens.
- 8.** To equip them with tools and abilities which will enable them to work as an independent professional social worker.

III. Program Specific Outcomes of master in Social Work (PSOs.)

PSO 1: To impart education and training in professional social work in order to provide manpower in social welfare, development and allied fields capable of working at various levels of micro, meso and macro systems

PSO 2: To help students develop knowledge, skills, attitudes and values appropriate to the practices of social work profession.

PSO 3: To enable students develop creative thinking and ability to apply theoretical knowledge in practice of social work.

PSO 4: To facilitate interdisciplinary approach for better understanding of social problems, situations and issues of development

PSO 5: They will experience an environment wherein they will develop research aptitude by promotion of the spirit of inquiry and the ability to raise appropriate questions leading to the production of useful knowledge.

PSO 6. The students will perform individually as well as a team in the various departmental activities and course requirements helping them to improve upon their leadership abilities and also as a team performer. The programme aims to convert the students into an informed and enlightened citizen of the country.

III. CREDIT AND COURSE DISTRIBUTION STRUCTURE

1. The MSW programme is designed as Choice Based Credit System (CBCS) within the Credit Based Semester System (CBSS) vide Government of Maharashtra, Department of Higher and Technical Education Department G.R.No. NEP-22/CR No. 09/VISHI-3 shikana dt. April 20, 2023, to be brought into effect from the academic year 2023-24.
2. The new syllabus is designed as per the Semester Pattern with Continuous Internal Evaluation (CIE) Schema.
3. The entire course is full time of Two Academic years duration consisting of four semesters.
4. The student will have to complete a total of 22 credits in each semester.
5. The student will have to complete a total of 88 credits in the entire programme in four semesters.
6. The Courses are divided into Mandatory, Electives, Research Methodology (RMP), On Job Training (OJT), Field Project (FP), and Research Project (RP).
 - **Mandatory courses** are compulsory courses.
 - **Electives** are elective courses from which the students have the choice to select a course of their choice. (For more details see **Groups of specialization**)
 - **Research Methodology (RM)** is a compulsory course the student has to undertake in first semester specifically designed for MSW.
 - **On Job Training/ Field Project (OJT/FP)** is a credited course in which the student will have to choose between internship/apprenticeship and Field Project.
 - **Research Project (RP)** is a credited course in third and fourth semester in which the student will have to conduct extensive research in the area of study and submit a research project. (Detail guidelines are given in syllabus)
7. Each semester the students are required to earn 22 credits.
8. In semester one there will be three mandatory courses of 4 credits each and one mandatory courses (Practicum/ CPL) of 2 credits each.
9. For **elective**, program of social work provide three choices of groups. Each group comprises of four papers spread in all four semesters. Student must choose any one group of specialization after the induction program of semester -I. each group carries some sort of specialization. Once students opt a group, s/he stick to that group for the entire program. It is not allowed to change group in the mid of program. The details of groups are given separately. Each course of these groups carries 4 credits each. Through this, student should score 4 credits in each semester.
10. In semester one Research methodology will be mandatory course.
11. In semester two, the students will have to apart from the mandatory and elective course choose any one option between On Job training (OJT) and Field Project.
12. Again, the student has the option to choose between internship or apprenticeship if they select the option of OJT.
13. Internship/ Apprenticeship or Field project in second semester will have to be completed during the summer vacation. The internship/apprenticeship will be of **120 hours**. The student will have to undertake the internship in the subsequent week after

the completion of his/her theory examination. The internship/ apprenticeship must be completed within **four to six weeks** of its commencement.

14. The students must confirm their internship/apprenticeship with the letter of confirmation from the organization two weeks before the end term examination.
15. In semester three and four apart from the mandatory and elective courses, the student has to undertake Research Project (RP) which will be of four and six credits respectively.
16. **Evaluation Pattern:** The system is based upon continuous internal evaluation and a written and descriptive examination with a 40/60 component. 40 Marks are allotted for internal and continuous evaluation and 60 marks for end term examination for 4 credit courses. For CPL/practicum with two credits the internal evaluation will be from 40 marks and the end semester evaluation will be from 60 marks.
17. The student will have to secure minimum 50 marks cumulatively for passing the course. The internal evaluations of 40 marks are divided into class room activity, seminar, term paper, viva and mid-term examination. The respective teachers can also use other methods of evaluation like survey, report writing, book reviews, etc., as part of internal evaluation.
18. The end term examination of 60 Marks will be of descriptive nature conducted by the department at the end of the semester for courses have 4 credits.
19. For courses having 2 credits, the end semester evaluation based of documentation they submitted after practices/ fieldwork/ study tour/ CPL and other activities will be evaluated for 60 Marks.
20. The entire four semesters post-graduation program will be of 2400 marks (88 credits).

Note: Please refer the semester wise distribution of credits and courses of all the semesters in the tables provided.

III. PG DIPLOMA AND EXIT OPTION

A student will be eligible after a three-year UG degree for the award of a PG Diploma in Social Work after he has successfully earned 44 credits after completion of the first year PG program including the first and the second semester.

This provision will come into effect only after the notification of the university to adopt the 1-year PG diploma programme.

Similarly, the student will be eligible for One year two semester PG degree program after the completion of 44 credits after the four-year UG degree (BSW only). The student with four-year UG degree will be directly admitted to the second year PG programme. This provision too will come into effect after the notification of the university for the same.

VI. ELIGIBILITY

Admission and Promotion:

1. Students who have passed Post-Standard XII or post-HSSC, 3 year or 5 years' degree course in any discipline from a UGC recognized statutory University/ Institute in India or Abroad are eligible for admission in the 1st Semester.
2. For admission to 3rd semester the student must have earned minimum 50% of the total credits of immediate last year (i.e., I and II semester put together) failing which he/she shall not be eligible for admission to III semester. (subject to university direction)
3. The eligibility will however be subject to the fulfillment of other eligibility conditions and rules of admission laid down by the RTM Nagpur University as in force.
4. The course is open for regular, full time students only.
5. The One-year PG Diploma at the end of the first year of the PG course with an exit option for the students who have completed 3 years UG programme will come into effect in and as per the notification of the university.
6. Similarly admission to second year M.A. programme for four years UG passed students will also come into effect in and as per the notification of the university.
7. Rest of the eligibility criteria will be governed by various rules, ordinances, etc., issued by the university from time to time.

VII. DATE OF COMMENCEMENT AND ACADEMIC YEAR

1. Two consecutive (one odd + one even) semesters constitutes one Academic year.
2. New syllabus will come into force from the academic year 2023-24 for MSW Semesters I and II.

VIII. INCENTIVE CREDITS (AS PER UNIVERSITY DIRECTION NO. 15 OF 2023):

The students can earn extra incentive credits participating in conferences/NCC/NSS/Games & Sports/Cultural Activities/ Technical competitions/ innovation competition at University/ State/ National/ International level and other activities prescribed in the following table-

Various components for calculating the marks out of 100 are as below:

SN	Components of marks	Marks
1	Online certificate course of min 3 credits offered by MOOCs /SWAYAM-NPTEL/other platforms approved by Academic council(Scored $\geq 60\%$/ Successfully Passed)	100/50
2	Research/innovation competitions organized by institute of repute/Govt. of India/Professional bodies. (Winner/Participated)	100/50
3	Patent granted/published/filed jointly with Department	100/70/40

4	Research paper accepted for publication in indexed journal/UGC approved journals (Marks will be distributed amongst authors)	100/50
5	Inter Collegiate University Level Competitions (Winner/Participation)	100/50
6	All office bearers of College Clubs/ Departmental Association	40
7	Participation in Inter-University/National level competitions	100
8	Participation in NSS/NCC Activities	50
9	Organization of Co-curricular & extra-curricular activities	40
10	Completion of Swachhha Bharat Abhiyan Internship	100
11	Working on Industry based final year Project	80

IX. PATTERN OF EVALUATION, EXAMINATION AND QUESTION PAPER

Students will be evaluated in the following manner.

A. Written Examination

1. There will be written examination of descriptive type for each theory course at the end of every semester.

2. Each Course of 4 credits will be having an examination of 60 marks of 3-hours duration.

3. Practicum/ CPL having 2 credits will be evaluated out of 60 marks in the end semester.

4. For four credited courses the question paper will consist of four questions with internal choices and one without choice. The fifth question will be common from all units. Students will have to answer all the five questions. First 4 question will carry 10 marks each where as 5th question carries 20 marks – 5 marks for each short answer question.

5. Evaluation of OJT will be made out of 100 marks on the basis of internship/apprenticeship certificate received of completion of minimum 120 hours, written report submitted to the department of the same, presentation of the report and viva-voce. The internship certificate along with the written report will carry 60% weightage and presentation and viva-voce will carry 40% weightage. Internship/apprenticeship will be completed during the summer vacation and will commence one week subsequently ending end semester examination within 4 to 6 weeks.

7. Evaluation of the **field project** will be made out of 100 marks on the basis of field survey carried out, submission of report, presentation of the report and viva-voce. The field survey and report submission will carry 60% weightage and presentation and viva-voce will carry 40% weightage. **The field project will be based upon the following criteria (Details given in syllabus)**

- Chapter outlining the introduction to the research problem, aim and objects of the research, research questions, methodology and literature survey of at least 10 books and journal articles.
- Field survey findings and analysis.
- Conclusion and recommendation if any
- Detailed list of references and final bibliography.

- e. Schedules including questionnaire, and other reference document related to the study.

8. Evaluation of Research Project will be made out of 100 marks in third semester and 4th semester.

9. In the third semester the candidate will be evaluated out of 100 Marks on the basis of research proposal submitted to the department, presentation of the proposal and viva-voce. The research proposal will carry 60% weightage and presentation and viva-voce will carry 40% weightage.

The research proposal which will be based upon the following criteria: (Details given in syllabus)

- a. Formulation of problem, aim and objectives and research questions
- b. Literature survey of at least 20 books or journal articles.
- c. Pilot survey and formulation of the questionnaire if field project.
- d. Collection of secondary data if library-based project.
- e. Formulation of a methodology.
- f. Tentative bibliography.

10. In the fourth semester the candidate will be evaluated out of 100 marks on the basis of research project report submitted to the department, presentation and viva-voce. The research Project Report will carry 60% weightage (60 Marks) and presentation and viva-voce will carry 40% weightage (40 Marks). **The research project report will be submitted taking into consideration the following criteria. (Details given in syllabus)**

- a. Chapter outlining the introduction to the research problem, aim and objects of the research, research questions, methodology and literature survey of at least 15 books and journal articles.
- b. Field survey, findings and analysis if field survey.
- c. Secondary data analysis if library survey.
- d. Conclusion and recommendation if any
- e. Detailed list of references and final bibliography.
- f. Schedules including questionnaire, and other reference document related to the study.

Appointment of Guides for OJT/FP Mentor/ mentee of the students will be the responsible persons for maintaining the records of their allotted students and guiding to conduct FP and OJT and preparation of their report.

Appointment of Guides for RP. All faculties who received Ph.D. degree will become guide of RP. Research Scholars and other teachers, under the supervision of HOD will become co-guide of RP, in such cases HOD become the guide.

B. Internal Evaluation

1. There will be internal evaluation of each student in each Course.
2. Internal evaluation will be of 40 Marks for four and two credited courses. It will include assignments (this can include research paper writing, book reviews, survey, project, study tour, seminar presentation, class room participation and viva-voce, field visit report, etc.)
3. The teacher concerned will decide the task to be given to the students and will also evaluate the performance of the student.

4. Internal Assessment will also consist of viva-voce and participation in class room.
5. There will be a mid-term examination covering at least 40% of the syllabus of 20 marks. The midterm examination can be conducted as descriptive or in an objective (multiple choice questions) form.
5. Viva will be conducted jointly by the faculty of the department or teachers concerned.
6. The evaluation of the field project and research project will be made internally by the teacher in charge and presentation will be evaluated by at least two teachers including the internal evaluator.
7. Teachers having qualified M.Phil or Ph.D degree will be eligible to guide the students for field projects and research projects.

C. MINIMUM STANDARD OF PASSING (R17.1)

1. The minimum standard of passing is 50% cumulatively i.e., internal and end term taken together in theory papers and submission of certificate, written report and viva-voce where ever applicable taken together.
2. A student is compulsorily required to be present in internal evaluation and end semester examination.

D. GRADE POINT SYSTEM

Grade Point System (as per university direction no. 15 of 2023 (R.17))

Sr. No.	Letter	Grade point	Range of marks	Performance
1	O	10	Above 90 % to 100 %	Outstanding
2	A+	9	Above 80 to 90 %	Excellent
3	A	8	Above 70 to 80 %	Very Good
4	B+	7	Above 60 to 70 %	Good
5	B	6	Above 50 to 60 %	Pass
6	F	0	below 50	Fail
7	AB	0	Absent	Absent

Note: Norms not covered under the above will be governed by the UGC directions and rules from time to time.

X. SOCIAL WORK PRACTICUM MANUAL

INTRODUCTION TO SOCIAL WORK PRACTICUM

The Social Work Practicum (SWP) is an essential and inseparable part of social work education. Its purpose is to provide students with valuable learning opportunities that enhance their professional skills. The different components of SWP aim to facilitate students' learning through observation, analysis of social realities, and hands-on experience in designing and implementing various social work interventions.

The structure of SWP is designed to familiarize students with social work agencies, expose them to different intervention strategies, and enable them to acquire new skills while practicing those they have already learned. It follows a progressive approach, starting with simpler tasks and gradually moving towards more complex ones. Throughout the process, students are encouraged to become independent professionals.

The SWP plays a crucial role in bridging the gap between theory and practice, allowing students to apply their knowledge in real-life situations. It provides a platform for students to engage with diverse populations, understand their needs, and develop effective intervention methods. The ultimate goal of SWP is to equip students with the practical skills and experiences necessary for a successful social work career.

Goals & Objectives of Social Work Practicum (SWP):

Goal:

The goal of the Social Work Practicum is to provide social work students with real-world learning experiences that integrate theory and practice. It aims to enhance their understanding of social work principles, develop professional competencies, and prepare them for effective and ethical social work practice, enabling them to embark on a successful career in the field of social work.

Objectives:

1. **Apply theoretical knowledge:** Apply theoretical knowledge and concepts learned in the classroom to real-life social work situations.
2. **Develop professional skills:** Acquire and develop essential social work skills, such as assessment, intervention, case management, advocacy, and collaboration.
3. **Gain practical experience:** Engage in direct practice with individuals, families, groups, or communities under the guidance of experienced practitioners.
4. **Enhance cultural competency:** Develop cultural sensitivity and competence to work effectively with diverse populations and communities.
5. **Understand social systems:** Gain insights into the structures, functions, and dynamics of social systems and their impact on individuals and communities.
6. **Promote social justice:** Identify and address social injustices, inequalities, and human rights violations through social work interventions.
7. **Ethical practice:** Demonstrate ethical awareness, decision-making, and behavior consistent with the values and ethics of the social work profession.
8. **Reflective practice:** Engage in self-reflection and critical analysis of practice experiences to enhance professional growth and learning.

9. **Collaborative teamwork:** Develop skills in interdisciplinary collaboration and teamwork, working effectively with colleagues, professionals, and community stakeholders.
10. **Professional identity:** Develop a strong professional identity as a social worker, integrating values, knowledge, and skills to make a positive impact in the lives of individuals, families, groups, and communities.
11. **Developing Proficient Recording Skills for Effective Documentation:** Develop strong skills in capturing relevant and factual client information, examining the connection between micro problems and the macro situation, selecting appropriate problem-solving strategies, and integrating theory and practice in the recording.

COMPONENTS OF FIELDWORK:

1. **Orientation to Field Work Setting**
2. **Observational visits**
3. **Skill Laboratory workshops**
4. **Concurrent Field Work Practicum**
5. **Rural / Tribal Camps**
6. **Educational Tour**
7. **Block Placement (Internship)**

1. ORIENTATION TO FIELDWORK SETTING:

Orientation to the fieldwork setting is a crucial component of social work education, providing students with a comprehensive introduction to the specific organization or setting where they will conduct their fieldwork placement. This orientation familiarizes students with the agency's mission, values, policies, and structure. They learn about the population served, the resources available, and the specific challenges faced by clients. By gaining this understanding, students are better prepared to navigate their fieldwork placement, collaborate with colleagues, and effectively support clients. The orientation sets the foundation for students to apply their knowledge and skills in a real-world social work context.

Objectives of Orientation to Field Work Setting:

1. Familiarize students with agency's mission, values, and policies.
2. Introduce agency's structure and key personnel.
3. Provide overview of programs and services offered.
4. Educate students about target population and challenges.
5. Promote awareness of ethical guidelines and professional expectations.

These objectives ensure students align with the agency's mission, navigate the organization effectively, understand available services, address client needs, and uphold ethical standards in their social work practice.

Activity:

1. **Exploring Field Work Settings:** Facilitate discussions and presentations about different types of fieldwork settings, such as hospitals, community centers, schools, or non-profit organizations.
2. **Case Study Analysis:** Engage students in analyzing case studies related to social work practice, encouraging them to discuss possible interventions and ethical considerations.
3. **Self-Reflection Exercises:** Provide guided self-reflection exercises for students to examine their values, biases, and personal strengths and weaknesses in relation to fieldwork practice.
4. **Guest Speakers:** Invite experienced social workers or field supervisors to share their experiences, insights, and practical tips with the students.
5. **Cultural Sensitivity Training:** Conduct training sessions on cultural competence and sensitivity, emphasizing the importance of understanding and respecting diverse cultural backgrounds in social work practice.
6. **Documentation and Record-Keeping Practice:** Guide students on effective documentation practices, including how to maintain accurate records and report information in a clear and concise manner.
7. **Field Work Preparation:** Provide guidance on the logistics of fieldwork placement, such as preparing a resume, contacting potential agencies, and understanding the fieldwork application process.

Outcome:

- A clear understanding of fieldwork expectations and objectives.
- Increased readiness and confidence for their fieldwork placement.
- Enhanced knowledge of professional ethics and guidelines.
- Improved ability to navigate the agency's structure and resources.
- better prepared to engage with clients and apply theoretical knowledge to practice.

2. OBSERVATION VISIT:

Observational visits or agency visits are an essential part of the introduction for social work students. These visits provide students with the opportunity to physically immerse themselves in the agency's environment and gain firsthand exposure to its operations. By visiting the agency, students can observe ongoing programs, interact with staff members, and familiarize themselves with the agency's culture and practices. This experience allows students to deepen their understanding of the agency's mission, target population, and services offered. It also provides valuable insights into the challenges faced by clients and the interventions employed to address their needs. Overall, observational visits enhance students' knowledge, cultural competency, and readiness for their field work placement.

Objectives of Agency visit:

1. Familiarize students with the agency's physical environment and organizational structure.
2. Provide students with an opportunity to observe and gain firsthand knowledge of the agency's programs and services.
3. Foster an understanding of the agency's mission, values, and target population.

4. Facilitate interactions with agency staff members, allowing students to learn about their roles and responsibilities.
5. Enhance students' cultural competence by exposing them to diverse client populations and the agency's approach to addressing their needs.

Activity:

1. **Guided Tours:** Students are taken on guided tours of the agency, where they can explore different departments, facilities, and resources available.
2. **Program Observations:** Students have the opportunity to observe ongoing programs or services in action, gaining insight into the agency's interventions and client interactions.
3. **Staff Interviews:** Students may engage in interviews or informal discussions with agency staff members to learn about their roles, responsibilities, and experiences in working with clients.
4. **Documentation and Reporting Practice:** Students can practice documenting their observations or writing reports based on their visits, reinforcing skills in an accurate and concise recording of information.
5. **Debriefing Sessions:** Conduct debriefing sessions where students can discuss their observations, challenges, and any ethical considerations that arose during their visits

Outcome:

- Enhanced understanding of the organization's structure, policies, and procedures.
- Increased knowledge of the organization's mission, goals, and target populations.
- Opportunity to network with professionals and build valuable connections.
- Real-world application of social work principles and strategies.
- Exploration of potential career paths and roles within the social work field.

3. SKILL LABORATORY WORKSHOP:

Skill Laboratory workshops provide essential learning opportunities for social work students. These workshops aim to enhance students' practical skills and competencies in a controlled and supportive environment. Through hands-on activities, role-plays, and simulated scenarios, students can develop and refine their communication, assessment, intervention, and problem-solving skills. The workshops provide a safe space for students to practice and receive feedback on their skills, helping them build confidence and competence in real-world social work settings. With a focus on experiential learning, Skill Laboratory workshops bridge the gap between theory and practice, preparing students for the challenges and complexities they may encounter in their future social work careers.

Objectives:

1. Enhance communication skills through the practice of effective techniques.
2. Develop assessment skills by analyzing client information in simulations.
3. Improve intervention skills through the application of evidence-based strategies.
4. Foster problem-solving abilities by addressing complex case scenarios.
5. Build self-confidence and professional competence through constructive feedback.

Activity:

1. **Role-plays:** Engage in role-playing exercises to practice various social work scenarios, such as client interviews, crisis interventions, or group facilitation.
2. **Case Studies Analysis:** Analyze and discuss case studies to apply theoretical knowledge, identify appropriate interventions, and develop problem-solving skills.
3. **Skill Demonstrations:** Observe demonstrations by instructors or experienced social workers to learn effective techniques and approaches for different aspects of social work practice.
4. **Simulations:** Participate in simulated scenarios that replicate real-world social work situations, allowing students to practice assessment, intervention, and communication skills.
5. **Group Discussions:** Participate in group discussions to share insights, perspectives, and experiences related to social work practice, promoting collaborative learning and exchange of ideas.
6. **Ethical Dilemma Exercises:** Explore ethical dilemmas commonly encountered in social work practice and engage in discussions to develop ethical decision-making skills.
7. **Skill-building Workshops:** Attend workshops focused on developing specific skills, such as active listening, conflict resolution, or cultural competence.
8. **Self-directed Learning:** Engage in independent study and practice of skills through assigned readings, online resources, or practical assignments.

Outcome:

1. Students develop practical skills (communication, assessment, intervention, problem-solving) through hands-on activities, enhancing readiness for real-world practice.
2. Simulated scenarios and feedback foster confidence in students, preparing them for social work challenges.
3. Critical thinking improves through case studies, ethical discussions, and innovative solutions.
4. Theory is applied in simulated settings, deepening understanding of evidence-based strategies.
5. Skill lab workshops equip students for fieldwork, and navigating real-world social work complexities.

4. Concurrent Practice Learning (CPL):

Concurrent Practice Learning, an integral part of social work education, offers students immersive experiences to bridge the gap between theory and practice. In Concurrent Field Work Practicum, students engage in diverse aspects of social work practice. They gain insights into agency profiles and understand the organization's mission, services, and target populations. They also develop community profiles, comprehending the dynamics, resources, and needs of specific communities. Students acquire skills in casework, honing their ability to assess, plan, and intervene effectively with individuals. Additionally, they participate in group work, cultivating collaboration and facilitating positive group dynamics. Moreover, students engage in community issues-based interventions and contribute to the design and implementation of

community programs. Concurrent Practice Learning equips students with comprehensive skills and competencies necessary for professional social work practice.

Objectives:

1. Understand agency profiles, including mission, values, structure, and clients, to contribute effectively in the agency setting.
2. Comprehend community profiles, including demographics, resources, and challenges, to address community needs and promote social change.
3. Apply casework skills for individual support, including assessment, planning, intervention, evaluation, and documentation.
4. Develop group work skills for effective collaboration, conflict management, cohesion, and documentation of group activities.
5. Participate in conferences and interdisciplinary collaboration to enhance professional development and coordination of services.
6. Master recording and documentation skills for accurate and confidential record-keeping and adherence to ethical guidelines.
7. Engage in community interventions and programs to address social issues and promote social justice and community well-being.

Activity:

1. **Agency Profiling:** Conduct thorough research and analysis to comprehend the mission, values, and range of services provided by the agency, enhancing awareness and engagement with its work.
2. **Community profiling:** Profile: Gather relevant data through surveys, interviews, and data collection methods to gain insights into community dynamics, resources, and needs, guiding effective community-based interventions.
3. **Case Work Intervention:** Engage in client assessments, develop tailored intervention plans, deliver individualized support, and evaluate client progress, ensuring personalized and effective care and positive outcomes.
4. **Group Work Intervention:** Facilitate group discussions, promote collaboration, manage conflicts, and document group processes and outcomes, fostering a supportive and empowering environment for participants.
5. **Issues-Based Intervention:** Identify and address community-level social challenges through organizing awareness campaigns, developing targeted interventions, and implementing strategies for positive change.
6. **Community Level Programme:** Develop and implement community programs that address specific needs and promote social well-being, actively engaging community members and stakeholders in the process.
7. **Regular Group and Individual Conferences:** Facilitate group conferences to encourage open dialogue, collaboration, and learning among social work practitioners. Conduct individual conferences to provide personalized guidance and support to students.
8. **Regular Journal Submission:** Encourage students to submit regular journals documenting their reflections, experiences, and learning during the practicum, fostering critical thinking, self-reflection, and professional development.

Outcome:

- Enhanced understanding of agency mission, values, and services offered, facilitating effective collaboration and engagement in social work practice.
- Comprehensive knowledge of community dynamics, resources, and needs, guiding targeted and impactful community-based interventions.
- Proficiency in conducting client assessments, developing intervention plans, and evaluating client progress, ensuring personalized and effective care.
- Improved facilitation skills for group discussions, collaboration, and conflict management, promoting a supportive and empowering group environment.
- Increased ability to address community-level social challenges through organizing awareness campaigns, developing interventions, and driving positive change.
- Effective development and implementation of community programs that address specific needs and foster social well-being.
- Enhanced communication and interpersonal skills through regular group and individual conferences, fostering professional growth and meaningful engagement with peers and mentors

5. Rural/Tribal Camps:

The rural camp is a transformative experience designed for MSW first-year students to gain first-hand exposure to the realities of rural communities. This immersive program aims to deepen students' understanding of the unique challenges, strengths, and resources present in rural settings. Through engaging in various activities, such as community visits, participatory research, and cultural immersion, students develop a comprehensive understanding of rural life, social issues, and community dynamics. The camp provides opportunities for students to interact with community members, collaborate with local organizations, and apply theoretical knowledge in practical contexts. By fostering empathy, cultural sensitivity, and critical thinking skills, the rural camp prepares students for effective social work practice in rural communities.

Objective:

1. Gain first-hand immersive experience and knowledge about the unique challenges and strengths of rural communities.
2. Develop cultural sensitivity and understanding of diverse rural populations, their customs, and their social dynamics.
3. Apply theoretical knowledge in real-world scenarios to address social issues specific to rural settings.
4. Collaborate with community members and local organizations to identify community needs and develop appropriate interventions.
5. Enhance problem-solving, critical thinking, and communication skills through immersive experiential learning in rural contexts.

Activity:

1. **Community Survey:** The community survey involves various data collection methods, including surveys, Participatory Rural Appraisal (PRA) techniques, observation, and Focus

Group Discussions (FGDs). These methods enable the gathering of comprehensive information about the community's needs, resources, social dynamics, and perspectives. The survey captures quantitative data, while PRA, observation, and FGDs provide qualitative insights, facilitating a holistic understanding of the community's strengths and challenges.

2. **Organizing community programs:** Plan and execute community programs, such as awareness campaigns, skill-building workshops, or health camps, to address specific social issues and enhance the well-being of the rural population.
3. **Engaging in community outreach:** Reach out to individuals and groups within the community, establish meaningful connections, and provide support and assistance where needed.
4. **Health checkup camp:** Organize and conduct health checkup camps in rural areas to provide essential medical services, screenings, and health education to community members.
5. **Environmental survey:** Conduct surveys to assess the environmental conditions in rural communities, including factors such as water quality, sanitation, waste management, and pollution levels.
6. **Sensitization through cultural program:** Organize cultural programs, such as traditional music, dance, and theatre performances, to raise awareness and sensitize the community about social issues, cultural heritage, and sustainable practices.
7. **Community sensitization workshops:** Facilitate workshops and interactive sessions to educate the community about important topics such as hygiene, nutrition, preventive healthcare, and environmental conservation.

Outcomes :

- Increased awareness and understanding of the unique challenges and strengths of rural communities among the participants.
- Enhanced cultural sensitivity and appreciation for the customs, traditions, and social dynamics of diverse rural populations.
- Improved application of theoretical knowledge in real-world scenarios to address social issues specific to rural settings.
- Strengthened collaboration and networking skills through engagement with community members and local organizations in identifying and addressing community needs.
- Enhanced problem-solving, critical thinking, and communication skills through immersive experiential learning in a rural context.

6. Educational Tour:

An educational tour is an integral component of the social work curriculum during the second year, offering students a valuable opportunity to gain practical knowledge and exposure in real-world settings. This tour aims to complement classroom learning by providing hands-on experiences and engagement with various social work practices. Students will visit different organizations, agencies, and communities relevant to the field of social work, allowing them to observe and understand the diverse challenges, interventions, and strategies employed in the field. Through this tour, students will broaden their perspectives, develop critical thinking

skills, and strengthen their understanding of the complexities and realities of social work practice.

Objectives:

1. To provide students with first-hand exposure to real-world social work settings and practices.
2. To enhance students' knowledge and understanding of different social work interventions and strategies through practical experience.
3. To promote cultural competence by engaging with diverse communities and learning about their unique social work needs and challenges.
4. To facilitate networking opportunities for students to connect with professionals in the field and gain insights into their experiences and expertise.
5. To encourage critical reflection and analysis of social work approaches and interventions by observing and evaluating their application in real-world contexts.

Activity:

1. **Programme Planning and Management:** Students will engage in activities related to planning, organizing, and managing educational tour programs. This includes developing itineraries, coordinating logistics, and ensuring smooth execution of the tour.
2. **Visit to Developmental Agencies:** Students will visit various developmental agencies and organizations working in the field of social work. This will provide them with an opportunity to observe and learn about different interventions, projects, and initiatives aimed at addressing social issues and promoting community development.
3. **Visit to Educational Institutes:** Students will also visit educational institutes that offer social work programs or specialize in related fields. This will allow them to interact with faculty members, students, and professionals in the field, gaining insights into the academic and research aspects of social work.
4. **Reflection Sessions:** Throughout the tour, students will participate in reflection sessions where they can process their experiences, share insights, and engage in critical discussions. These sessions will provide a platform for students to analyze and evaluate their observations, challenges, and learnings during the tour.

Outcomes:

- Increased practical knowledge through real-world experiences.
- Expanded understanding of diverse social work approaches and challenges.
- Networking opportunities with professionals in the field.
- Developed critical thinking and reflective skills.
- Personal and professional growth, including resilience and cultural sensitivity.

7. Block Placement (Internship):

Block Placement is a mandatory component of the academic curriculum for students at the end of their second year. It serves as a crucial practical learning experience that complements classroom instruction and prepares students for their future professional endeavors. During

Block Placement, students are placed in organizations or institutions relevant to their field of study, where they actively engage in professional activities under the supervision of experienced practitioners. This hands-on experience allows students to apply theoretical knowledge, develop practical skills, and gain valuable insights into their chosen field. Block Placement enhances students' understanding of real-world challenges, builds their professional networks, and cultivates a sense of professionalism and responsibility.

Objectives:

1. Gain practical experience and apply theoretical knowledge in a real-world setting.
2. Develop and enhance professional skills, including communication, problem-solving, and critical thinking.
3. Explore different career options and gain insights into various job roles within the chosen field.
4. Build professional networks and establish connections with industry professionals.
5. Foster personal growth, self-confidence, and ethical conduct through hands-on learning experiences.

Activity:

1. **Work Placement:** Gain valuable practical experience and insights by participating in a supervised work placement within a relevant organization or industry, applying theoretical knowledge to real-world scenarios.
2. **Task Assignments:** Undertake specific tasks and assignments assigned by the placement organization, actively contributing to their projects and operations, and gaining hands-on skills and expertise.
3. **Learning Sessions:** Participate in regular learning sessions and workshops facilitated by the placement coordinator, designed to enhance knowledge and skills related to the field of study, fostering professional growth.
4. **Reflection and Feedback:** Engage in reflective exercises to evaluate personal learning and growth, while receiving constructive feedback from supervisors and mentors, facilitating self-improvement and development.
5. **Documentation and Reporting:** Maintain meticulous records, complete required documentation, and submit comprehensive progress reports, showcasing the tasks and activities performed during the placement, ensuring accountability and transparency.

Outcome:

- Develop and refine practical skills through hands-on experience and application of theoretical knowledge in a real-world work environment.
- Gain valuable insights and experiences that contribute to personal and professional growth, increasing confidence and competence in the chosen field
- Build a professional network by establishing connections with industry professionals, colleagues, and mentors during the placement, opening doors to future opportunities.
- Acquire industry-specific skills and experiences that enhance employability, making students more competitive in the job market.

- Reflect on personal strengths, weaknesses, and areas for improvement, fostering self-awareness and self-development.

SOCIAL WORK PRACTICUM: STRUCTURE AND SUPERVISION:

Program Structure: The Social Work Practicum shall be an integral component throughout the four semesters of the program. The practicum's content shall vary in accordance with the program's structure, ensuring a comprehensive learning experience. The Concurrent Field Work Practicum shall take place at recognized social work agencies or organizations, following the guidelines set by the training institution.

Students shall dedicate two days per week to engage in practical fieldwork, accumulating a total of 04 credits (equivalent to 12 clock hours) per week, distributed over 18 days within each semester. Their progress and development shall be overseen by both a designated social worker from the agency and an approved social work teacher from the department providing guidance and support throughout the practicum.

Specialization-Focused Field Work Practicum: In the 3rd and 4th semesters, students shall engage in Concurrent Field Work Practicum within agencies pertinent to their chosen Specialization Group. This specialized placement ensures a targeted learning experience aligned with their area of focus. A total of 16 credits shall be allocated to the Social Work Practicum throughout the two-year Master of Social Work course, providing ample opportunities for students to apply their specialized knowledge and skills in real-world settings. This specialized fieldwork experience enriches their understanding of their chosen specialization and prepares them for their future careers in the field of social work.

Field Work Module Development: The department is tasked with developing field work modules that align with regional opportunities, ensuring students gain comprehensive learning experiences. These modules are carefully designed to enhance students' academic journey. They encompass various aspects of social work practice and involve supervised field work placements. The modules progress in complexity, allowing students to apply theoretical concepts, engage in direct client interaction, specialize in specific areas, and ultimately prepare for professional social work practice.

Field Work Monitoring and Conferences: To ensure comprehensive support and guidance, the fieldwork supervisor shall conduct a weekly individual conference lasting a minimum of 25 minutes with each student, focusing on their fieldwork experiences. Additionally, the supervisor may organize group conferences for students under their supervision. Students are responsible for maintaining records of both individual and group conferences. Evaluation of Concurrent Field Work will be carried out internally by the assigned Field Work Supervisor during each semester. These regular conferences and evaluations provide valuable opportunities for feedback, reflection, and growth in the field of social work.

Passing Requirements, Progression, and External Viva Voce Evaluation:

To successfully pass the Social Work Practicum, students must achieve a minimum of 5-grade points, denoted as an 'E' grade. Completion of the Practicum is a prerequisite for progression in each semester. Failure to meet the Practicum requirements necessitates retaking and passing

the specific semester's Practicum before advancing. This ensures the acquisition of essential skills and competencies for effective academic growth.

In the 4th Semester, students are obligated to participate in an External Viva Voce Examination as part of their Social Work Practicum. The examination is conducted by an external examiner appointed by the University. Non-attendance at the external viva voce renders the student ineligible to pass the semester. The evaluation aims to assess the student's proficiency and understanding of the Social Work Practicum, comprehensively evaluating their practical knowledge and skills.

Concurrent Fieldwork: Rules and Regulations

Attendance and Absenteeism: Attendance in concurrent fieldwork is compulsory, and students must have 100% attendance. In case of any absence, additional fieldwork needs to be arranged. All required work hours must be completed.

Working Days: Students are expected to engage in concurrent fieldwork on Friday and Saturday, spending a total of 6 hours each day. A minimum of 12 hours of fieldwork per week is mandatory. Compensation for missed fieldwork is allowed only in case of prolonged illness, disability, or reasonable cause determined by the faculty.

Work Hours: A minimum of 216 work hours of concurrent fieldwork must be completed in a semester, typically spanning 18 visits. Writing fieldwork reports can be considered as part of the total time. Traveling time is not included in the fieldwork hours calculation.

University Calendar and Agency Schedule: Students should adhere to the University's academic calendar, and in case of agency work on University holidays, they should follow the agency's schedule. Holidays and working hours of the fieldwork agency must be strictly followed.

Effective Recordkeeping and Timely Reporting in Fieldwork: Accurate and organized recordkeeping is vital during fieldwork. Students must diligently maintain a fieldwork diary and a separate fieldwork journal (observation note), ensuring regular updates. It is essential to submit the fieldwork diary to the supervisor on a weekly basis for evaluation and feedback. Additionally, students are expected to promptly generate and submit reports, including agency profiles, community profiles, case work reports (comprising face sheets, interviews, and summaries), group work reports (covering group profiles, activity reports, and summaries), and issues-based reports (such as program plans, activity reports, and summary reports) immediately after each event. Late submissions may not be considered for evaluation, underscoring the significance of timely recordkeeping and reporting to demonstrate learning and practical application.

Fieldwork Conference: Fieldwork conferences, including individual conferences (30 minutes per week) and group conferences (per week), should be scheduled and conducted by the faculty. Fieldwork conference reports and attendance records must be maintained for each student separately.

Responsibility of Social Work Department:

Curriculum Development: The Department is responsible for developing the curriculum for the Social Work Practicum, ensuring it aligns with the program's objectives and requirements.

Fieldwork Module Development: The Department develops fieldwork modules based on available opportunities in the region, providing students with comprehensive learning experiences.

Placement Coordination: The Department coordinates with various agencies to secure fieldwork placements for students, ensuring a diverse range of learning opportunities.

Supervision and Evaluation: Department supervisors provide guidance, support, and regular supervision to students during their fieldwork, assessing their progress, and providing feedback for their professional development.

Annual Agency Supervisor Meet: Organizing an annual meet with agency supervisors, led by the Fieldwork Coordinator and in consultation with Department Supervisors, allows for discussions, recommendations, and collaboration on relevant fieldwork themes.

Responsibility of Agency Supervisor:

Fieldwork Planning: The agency supervisor collaborates with the Social Work Department to plan and develop fieldwork opportunities that align with the students' learning goals and the agency's mission.

On-Site Guidance: The agency supervisor provides day-to-day guidance and support to students during their fieldwork, ensuring they understand their roles and responsibilities within the agency setting.

Task Assignments: The agency supervisor assigns specific tasks and projects to students, providing them with hands-on experience and opportunities for skill development.

Monitoring and Feedback: The agency supervisor regularly monitors students' progress, provides feedback on their performance, and addresses any challenges or concerns that may arise during the fieldwork.

Collaboration with Fieldwork Supervisor: The agency supervisor collaborates with the fieldwork supervisor from the Social Work Department, exchanging information, discussing students' progress, and addressing any issues that may arise during the fieldwork placement.

Responsibility of Fieldwork Supervisor:

Individual Conferences: The fieldwork supervisor holds regular individual conferences with students, providing guidance, support, and feedback on their fieldwork performance and progress.

Recordings and Reflections: The fieldwork supervisor reviews students' fieldwork recordings, such as fieldwork diaries and journals, and engages in reflective discussions to enhance their learning and professional development.

On-Site Visits: The fieldwork supervisor visits the fieldwork placement to observe students' interactions, provide guidance, and assess their integration of theoretical knowledge into practice.

Collaboration with Agency Supervisor: The fieldwork supervisor maintains regular communication and collaboration with the agency supervisor, sharing insights, discussing students' progress, and addressing any concerns or challenges that may arise.

Evaluation and Assessment: The fieldwork supervisor evaluates students' fieldwork performance based on established criteria, provides constructive feedback, and contributes to their overall assessment and grading in the Social Work Practicum.

By fulfilling their distinct roles and working collaboratively, the Social Work Department, agency supervisor, and fieldwork supervisor ensure the effective implementation and supervision of the Social Work Practicum, facilitating students' professional growth and the acquisition of essential skills in the field of social work.

Student Responsibilities in Fieldwork:

Meaningful Participation: Students should prioritize active and meaningful engagement in all components of the fieldwork program, demonstrating a commitment to learning and professional growth.

Compliance with Regulations: Students must adhere to the rules, regulations, guidelines, and procedures governing fieldwork, both existing and revised, to ensure a smooth and ethical experience.

Respect for Agency Policies: Students should show due regard and strict adherence to the policies, procedures, guidelines, protocols, and timings followed by the fieldwork agency or placement setting.

Semester Planning: Students are responsible for developing a comprehensive semester plan for their fieldwork engagement, in consultation with their supervisors, to meet the mandatory learning requirements.

Agency Contribution: Students should utilize their field experiences to learn about the tasks and functions performed by the agency and actively contribute through planned and approved interventions.

Regular Supervision: Students are expected to participate in regular supervision sessions with their department and agency supervisors to reflect on their progress, seek guidance, and enhance their professional development.

Timely Completion of Tasks: Students must complete all fieldwork-related assignments and tasks within the agreed-upon time frames, ensuring the timely progression of their learning and meeting program requirements.

Effective Communication: Students should maintain on-going contact and communication between the fieldwork agency and the department, facilitating a smooth exchange of information and collaboration.

Professional Conduct: Students are expected to demonstrate professional conduct by practicing regularity, punctuality, and self-discipline in fulfilling fieldwork requirements, respecting clients, co-workers, and agency staff, and adhering to agency policies and procedures.

Responsible Engagement: Students should actively participate and perform their scheduled roles and responsibilities in agency meetings, programs, and community engagements, relying on approved fieldwork protocols to address any problems or issues that may arise.

By fulfilling these responsibilities, students contribute to a productive and enriching fieldwork experience, fostering their personal and professional growth as aspiring social workers.

EVALUATION OF SOCIAL WORK PRACTICUM

The evaluation process of social work practicum is a crucial aspect of assessing students' performance and ensuring their readiness for professional practice. The following guidelines outline the evaluation procedures and responsibilities for both internal and external evaluations:

Internal Evaluation Responsibility: The department is responsible for organizing the evaluation of students after the completion of each semester's social work practicum. During the first three semesters, internal evaluation will be conducted by the department through fieldwork documents, observation, and assessment by the Faculty Supervisor.

Certification of Social Work Practicum Completion: The Faculty Supervisor is required to evaluate the student's performance based on the appropriate evaluation formats and certify that the student has completed all the components of the Social Work Practicum.

Certification for Viva Voce: Once the Faculty Supervisor certifies the completion of the practicum, the head of the department shall certify that the student is fit to appear for the viva voce examination.

Internal Viva Voce: The student is required to appear for an internal viva voce examination conducted by a panel of examiners appointed by the department during the first, second, and third semesters.

Submission of Marks: After the evaluation is completed, the course director must submit the marks to the HOD within five days.

External Viva Voce: During the fourth semester, both internal and external viva voce evaluations are conducted. The external evaluation is conducted by a university-appointed external examiner.

Preservation of Field Work Documents: The institution is responsible for preserving fieldwork documents and evaluations for a minimum period of three years. Documents should be stored securely, whether physically or digitally, to ensure confidentiality and accessibility. Adequate data protection measures should be implemented. Authorized personnel should have access to the preserved documents. A record retention policy should be developed to comply with legal requirements.

Preservation of Documents: The department is responsible for preserving the fieldwork documents and field work evaluation records for a period of three years.

These guidelines ensure a comprehensive evaluation process that includes internal and external assessments, certification of completion, viva voce examinations, and proper documentation.

By adhering to these evaluation procedures, the department ensures the quality and integrity of the social work practicum program.

PROGRAM: MASTER IN SOCIAL WORK (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
First Year: Semester I

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter/point (50%)*	Total
						Internal Evaluation	End SEM Exam.	Minimum Passing		
6.0	M A J O R	M A N D A T O R Y	MSW1T01	Core Domain: Perspectives of Social Work Practice in India	4	40	60	50	B/6	100
			MSW1T02	Method Course I: Case Work (Working with Individual and Families)	4	40	60	50	B/6	100
			MSW1T03	Psychology for Social Work	4	40	60	50	B/6	100
			MSW1F04	Social Work Practicum	2	40	60	50	B/6	100
		E L E C T I V E	MSW1E05	G1P1: Medical and Psychiatric Social Work	4	40	60	50	B/6	100
			MSW1E06	G2P1: Human Resource Mgt. & Development						
			MSW1E07	G3P1: Perspective for Community Development & Mgt.						
	RM		MSW1R08	Method Course VI: Social Work Research	4	40	60	50	B/6	100
	Cumulative Credit/ Marks					22				

Note: For Elective, this program offers **3 Groups or Specialisations**. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.

RM: Research Methodology OJT: On Job Training; Internship/Apprenticeship FP: Field Project RP: Research Project

C5: 50% (as per university direction No. 15 of 2023)

PROGRAM: MASTER IN SOCIAL WORK (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.

First Year: Semester II

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme			Minimum Passing grade letter/ point (50%)*	Total		
						Internal Evaluation	End SEM Exam	Minimum passing marks				
6.0	M A J O R	M A N D A T O R Y	MSW2I01	Method Course II: Group Work (Working with Groups)	4	40	60	50	B/6	100		
			MSW2T02	Method Course III and IV: Community Organisation and Social Action	4	40	60	50	B/6	100		
			MSW2T03	Sociology for Social Work	4	40	60	50	B/6	100		
			MSW2F04	Social Work Practicum	2	40	60	50	B/6	100		
		E L E C T I V E	MSW2E05	G1P2: Medical Health Condition & Medical Social Work Intervention	4	40	60	50	B/6	100		
			MSW2E06	G2P2: Organisational Behavioural Mgt.								
			MSW2E07	G3P2: Urban Community Development: Strategies and Trends								
		OJT/FP		MSW2P08	Field project FP (Thematic)	4	40	60	50	B/6	100	
		Cumulative Credit/ Marks					22					600
		Cumulative Credit for PG Diploma (Sem. 1+2)					44					
Exit option: PG Diploma (44 Credits) after three years UG Degree												

Note: For **Elective**, this program offers **3 Groups or Specialisations**. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.

RM: Research Methodology **OJT:** On Job Training: Internship/Apprenticeship **FP:** Field Project **RP:** Research Project
C5: 50% (as per university direction No. 15 of 2023)

PROGRAM: MASTER IN SOCIAL WORK (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
Second Year: Semester III

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (50%) *	Total
						Internal Evaluation	End SEM Exam		
6.5	M A J O R	M A N D A T O R Y	MSW3T01	Core Domain: Professional Development for Social Workers	4	40	60	B/6	100
			MSW3T02	Method Course V: Social Welfare Administration.	4	40	60	B/6	100
			MSW3T03	Social Legisla- tion & Social Advocacy	4	40	60	B/6	100
			MSW3F04	Social Work Practicum (Thematic Field work)	2	40	60	B/6	100
		E L E C T I V E	MSW3E05	G1P3: Mental Health and Psychiatric Social Work Intervention.	4	40	60	B/6	100
			MSW3E06	G2P3: Labour Legislation and Welfare					
			MSW3E07	G3P3: Rural Community Development: Institution and Governance					
	RP		MSW3P08	Research Project	4	40	60	B/6	100
	Cumulative Credit/ Marks					22			

Note: For **Elective**, this program offers **3 Groups or Specialisations**. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.

RM: Research Methodology OJT: On Job Training: Internship/Apprenticeship FP: Field Project RP: Research Project

‘*’ - 50% (as per university direction No. 15 of 2023)

PROGRAM: MASTER IN SOCIAL WORK (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
Second Year: Semester IV

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (50%) *		Total		
						Internal Evaluation	End SEM Examination					
6.5	M A J O R	M A N D A T O R Y	MSW4T01	Marginal Groups and Social Work Intervention.	4	40	60	B/6		100		
			MSW4T02	Social Policy, Planning and Development	4	40	60	B/6		100		
			MSW4T03	NGO management and Corporate Social Responsibility	4	40	60	B/6		100		
			MSW4F04	Social Work Practicum (Thematic Field Work)	2	40	40	B/6		100		
		E L E C T I V E	MSW4E05	G1P4: Counselling in Medical and Psychiatric setting	4	40	60	B/6		100		
			MSW4E06	G2P4: Industrial relations and trade unionism								
			MSW4E07	G3P4: Tribal Community Development: Institution and Governance								
		RP		MSW4P08	Research Project	4	40	60	B/6		100	
		Cumulative Credits/ Marks					22					600
		Cumulative Credit for 2-year PG degree					88					
	2 Year - 4 Semester PG Degree (80 credits) after three-year UG degree				OR	1 Year- 2 Sem PG Degree (40 credits) after four year of UG degree						

Note: For **Elective**, this program offers **3 Groups or Specialisations**. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.

RM: Research Methodology OJT: On Job Training: Internship/Apprenticeship FP: Field Project RP: Research Project

“*” - 50% (as per university direction No. 15 of 2023)

Department of Social Work (Autonomous)
Ph.D. Course

Level	Major Course Work Min. 12 Credits (3x4)	Training in teaching / Education / Pedagogy 4 credits	16 + Ph.D. Work
8.0	As per UGC Guideline	As per UGC Guideline	As per UGC Guideline

SPECIALISATIONS OFFERED

ELECTIVES / SPECIALISATION OFFERED		
GROUP 1: Medical & Psychiatric SW	GROUP 2: Human Resource Management	GROUP 3: Urban Rural & Tribal Community Development
G1P1: Mental Health and Psychiatric Social Work Intervention	G2P1: Labour Legislation and Welfare	G3P1: Perspective for Community Development and Management
G1P2: Medical Health Condition & Medical Social Work Intervention	G2P2: Organisational Behavioural Management	G3P2: Urban Community Development: Strategies and Trends
G1P3: Mental Health and Psychiatric Social Work Intervention.	G2P3: Human Resources Development Practices	G3P3: Rural Community Development: Institution and Governance
G1P4: Counselling in Medical and Psychiatric setting	G2P4: Industrial relations and trade unionism	G3P4: Tribal Community Development: Institution and Governance
Note: 1 Student of MSW will choose their specialisation in 1 st semester after induction and will continue until the end of program.		
Note: 2 From 2 nd semester practicum, field work, OJT and research project are related with their chosen specialisation. It means out of 88 credits elective are (4*4=16), practicum + fieldwork (2*4=8), OJT (4) and research project (2*4=8) collectively counts 36 credits.		
Note: 3 As per given scheme, Research Project of semester 4 carries 6 credit but for fulfilment of requirement of compulsory practicum these 6 credits get divided into 2 for practicum and 4 for RP. (in general practicum of SEM IV will be part of research project and other field work)		

Semester I

PROGRAM: MASTER IN SOCIAL WORK (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
First Year: Semester 1

Course type		Course Code	Title of Course
M A J O R	MANDATORY	MSW1T01	Core Domain: Perspectives of Social Work Practice in India
		MSW1T02	Method Course I: Case Work (Working with Individual and Families)
		MSW1T03	Psychology for Social Work
		MSW1F04	Social Work Practicum
	ELECTIVE	MSW1E05	G1P1: Medical and Psychiatric Social Work
		MSW1E06	G2P1: Human Resource Mgt. & development
		MSW1E07	G3P1: Perspective for Community Development and Management
RM		MSW1R08	Method Course VI: Social Work Research
Cumulative Credit/ Marks			

MSW part 1
SEM 1, Paper 1 Mandatory
Course Code: MSW1T01
Total Credits: 4

Core Domain: Perspectives of Social Work Practice in India

Learning Objectives

- To develop knowledge of the history and Development of social work in India and Abroad
- To understand the foundation of professional social work education
- To develop knowledge of different ideological perspectives of social work practice in India
- To understand the contribution of various social movements in social work practice in India
- To understand the contemporary areas of social work practice in India

Learning Outcomes

- Student will learn about historical and current development of professional social work
- Student will learn ideological perspective in social work practice
- Students will know contribution of social movements in social work theory and practice

UNIT I: Introduction to Social Work

Concept and Meaning of Social Work; History and Philosophical Foundation of Social Work (Ancient/Medieval and Modern); Goals, Objectives, Values and Ethics of Social Work; Basic concepts in social work practice (Social welfare, Social Service, social exclusion and inclusion, Social change, Social Development and empowerment).

UNIT II: History of Social work education and Practice

Origins of social work practice (abroad and in India); Evolution of social work education (abroad and in India); Overview of Methods and Domains (Core/Supportive, elective and Interdisciplinary) of social work education; Importance of Field work and training in social work education.

UNIT III: Ideologies and Perspectives of Social Work Practices in India

The Perspective of Social Reform and Social Change - The advent of Missionary and social change (Social and Educational Movements); Phule-Shahu-Ambedkar Perspective (Social and Educational Movements, Dalit Movements); Gandhian Perspective (Sarvodaya, Education Movement); Marxist and Anti-Oppressive perspectives (Labor movements, Peasants Movements); Gendered Perspective (Women/Feminist/Queer Movements); Indigenous perspective (Tribal Movements, Environment and Ecological movements).

UNIT IV: Development of Approaches and Areas of Social Work Education and Practice

Approaches in Social Work Practice – Charity and Social Service; Welfare and Philanthropy; Change and Development; Human Rights and Social Justice; Empowerment and Transformation; Overview of Scope and Areas of Social Work Education and Practice - (Family and Child Welfare,

Medical and Psychiatric/Public health/Mental health, Community organisation and Development practices, Human Resources Management, Criminology and Social Justice, Dalit and Tribal studies and action, Disability studies and action, Disaster management studies and Action, Women centred practices, Gender studies and social work practices, etc.)

Internal Assessment

- Exposer visits and interaction with professionals
- Students' classroom seminar and Assignment

Recommended Readings:

1. David Howe (1987): An Introduction to Social Work Theory
2. Nair T Krishnan (1981) Social Work Education and Social Work Practice in India, Madras: Association of school of social work in India.
3. Yesudhas (2015): From Functional to Social Justice Stance: A Review of Social Work Approaches; *Social Work Journal*; pp. 45-60
4. Baines, D. (2011): Anti-Oppressive Practice: Roots, Theory and Tensions; *Chapter 1 in Baines, D. (Ed.). Doing anti-oppressive practice. Social justice social work* (2nd ed.). Black Point, NS: Fernwood
5. Kathrine Kendall (2000): World-Wide Beginnings of Social Work Education; *The International Journal of Social Work*, Vol. 61, Issue 2, April 2000
6. Glicken (2011): A Brief History of Social Work -From the English Poor Laws to the Progressive Policies of President Barack Obama
7. Manshardt, Clifford (1985): Education for Social Work, *IJSW Vol.46 (1), p.1-5*
8. David Howe (1987): An Introduction to Social Work Theory

MSW part 1

SEM 1, Paper 2 Mandatory

Course Code: MSW1T02

Total Credits: 4

Method Course I: Case Work (Working with Individual and Families)

Learning Objectives:

- [To understand the principles and philosophies of social casework and apply them practically to support clients effectively.](#)
- [To develop proficiency in the casework process, addressing the needs of individuals and families through appropriate tools and techniques.](#)
- [To critically analyze problems faced by individuals and families and identify suitable skills and attitudes for effective intervention.](#)
- [To recognize the challenges and scope of social casework across diverse settings, ensuring competent practice.](#)

- [To promote reflective and ethical practice, continuously improving professional skills, and advocating for social justice and cultural competence in social casework.](#)

Learning Outcomes:

- Developed understanding of working with individuals
- Learned different approaches, processes and interventions of case work practice
- Developed skills and techniques of working with individuals in different settings
- Explored and developed the professional self and skills of a practitioner

UNIT I: Social Case work as a Method of Social Work: An Introduction

General and Philosophical Assumption of social case work, Meaning, Concept & Objectives of Case Work, Historical development of Social Case work, Definition of case work, value and Principle of case work practice, components of social case work.

UNIT II: The Process of Intervention with Client System and Target System

Understanding the Client System, Social case work Approaches/model to Practice: social diagnosis model (Mary Richmond), Psycho-social model (Hamilton Gordon), Problem-solving model (Pearlman), Crisis intervention (Lydia Rapoport), Behavior Modification model (B. F. Skinner), Eclectic Approach (Rivers) Case work process: Intake: Study: Interviewing, Assessment/Social Diagnosis, Treatment/ Intervention, Evaluation, Termination. Case presentation based on Concurrent practice Learning.

UNIT III: Tools Techniques of Case Work (Working with Individuals and Families)

Technique: Intake Interview (client engagement), Casework interview; Home visit-collateral contacts; Supportive Techniques; Resource Mobilization, Referral, Environmental Modification; Recording; Caseworker–client relationship; Knowledge of resources networking); Basic Communication and Helping Skills; Counselling; Tools: Intake record/ face sheet, Use of Genograms and Eco maps; Interview Record (Narrative, process, problem-oriented record keeping (PORK), Subjective & objective assessment plan (SOAP), Case presentation as a tool of professional development.

UNIT IV: Scope of Casework in Practice & Essentials of Working with Individuals and Families:

i. Working with individuals and families in primary and secondary settings; ii. Social casework & counselling–similarities and differences; iii. Limitations of the method; iv. Skills for working with individuals and families v. Qualities of caseworker

Recommended Readings:

1. Mathew, G. 1992. An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences. 10.
2. Upadhyay, R. K.(2003). Social Casework: A Therapeutic Approach. New Delhi, India: Rawat Publications
3. Beistek, F.P. 1957 The Casework Relationship. Chicago: Loyola University Press.
4. Davison, H. E. 1972 Casework: A Psychosocial Therapy. New York:Random House.
5. Perlman, Helen H (1957) Social Case Work - A Problem solving process, University of Chicago Press, Chicago.
6. Zofia, T. Butrym ; The Nature of Social Work Macmillan Press: London 1974 (Acc. No. 2674)
7. Mhetras, B.G. Understanding Social Case Work Mankal Talas: Bombay 1966 (Acc No. 690)
8. व्यक्तिसह-कार्यभाग-1,2,3 Dr. Prajakta Tanksale. Mangesh Prakashan
9. व्यक्तिसह- कार्य – Dr. Rahul Naikam-Prashant Publications

MSW part 1
SEM 1, Paper 3 Mandatory
Course Code: MSW1T03
Total Credits: 4

Psychology for Social Work

Learning Objectives:

- To understand the nature and development of human behaviour in socio-cultural context
- To develop a critical perspective of theories of human behaviour and personality
- To develop knowledge based understanding of client system which enables social work practice towards the welfare of the individuals, groups, and communities.
- To develop a better understanding about psychopathology, observed at different developmental stages of lifespan.

Learning Outcomes:

- Develop knowledge base and understanding of the role of social environment in shaping the individual's growth, development, and personality
- Understand the basic mental processes and their role in influencing behaviour
- Learn to apply concepts and theories of psychology in social work practice
- Appreciate the measurement concerns of behaviour

UNIT I - Nature and Scope of Studying Human Behaviour

Psychology: Origin and Scope; Definitions of Psychology; Human Growth and Development: A Life Span Perspective; Relationship between psychology and social work; Concept of Human

Behaviour; Factors influencing Human Behaviour – Nature & Nurture [Heredity & Environment (social, physical, cultural, economical, etc.)]; Branches of Psychology: Abnormal, Clinical, Industrial, Experimental, Developmental, Child and Adult, Social, and Counselling.

UNIT II – Theories of Human Development and Personality

Freud's Psycho-Sexual Development Theory and Psychoanalytic Theory (with critique); Erickson's Psycho-Social Development Theory; Maslow's Self-Actualization Theory; John Watson's Behavioural Personality Theory; Jean Piaget's Cognitive Theory; Carl Rogers' Humanistic Personality Theory.

UNIT III – Dynamics and Process of Human Behaviour

Concept and definition of Motivation; Motivational Cycle; Type of motives; Concept and definition of Intelligence; Intelligence Quotient (IQ) and Emotional Quotient (EQ); Emotions; Types of Emotions; Emotional Intelligence (EI); Thinking: Problem Solving and Decision Making; Concept of Adjustment; Concept of Conflicts; Types of conflicts; Stress Management and its techniques.

UNIT IV – Mental Health and Psychopathology

Concept and Components of Mental Health; Concept of Psychopathology; (i) Childhood Disorders: Autism, ADHD, and Intellectual Disability; (ii) Personality Disorders; (iii) Geriatric Disorders: Alzheimer's, Senile Dementia, and Depression. Importance of Positive Mental Health; Strategies for Promoting Positive Mental Health and Social Work Intervention.

Recommended Readings:

1. Clifford, Morgan and King, Richard (1975) Introduction to Psychology, New York: McGraw Hill Inc.
2. Colman, James C. & Broen William E. (1972) Abnormal Psychology and Modern life India: D. B. Taraporevala Sons.
3. Daniel, W. Barrett. (2016). *Social psychology-core concepts and emerging trends*. London: Sage
4. Gardner, Murphy (1964) An Introduction to Psychology, Calcutta: Oxford and IBH Publishing Co.
5. Gilbreth, L. M. (2007) The Psychology Management, Intellectual Book Bureau
6. Hurlock, Elizabeth (1976) Personality Development, New Delhi :Tata McGraw Hil Publishing Co. Ltd
7. Khalakdina, M. (2008). *Human development in the Indian context: a socio-cultural focus. Vol. I* New Delhi: Sage Publications
8. Khalkdina, M. (2011). *Human development in the indian context: A socio cultural focus. Vol. II*. New Delhi: Sage Publications
9. Kloos, B., Hill, J., Thomas, E., et al. (2012). *Community psychology: Linking individuals and communities* (3rd ed.). Belmont: CA: Wadsworth.

10. Kuppuswamy. (1980). *An introduction to social psychology*. Bombay: Media Promoters and Publishers Pvt Ltd
11. Mangal, S. K. (2007) *General Psychology*, New Delhi: Sterling Publisher Pvt. Ltd.
12. Munn, Norman (1962) *Introduction to Psychology*, Boston : Houghton Mifflin Company
13. Nicolson, P., & Bayne, R. (2014). *Psychology for social work. theory and practice*. London: Palgrave
14. Prilleltensky, I., & Nelson, G. (2002). *Doing psychology critically: Making a difference in diverse settings*. Basingstoke, England: Palgrave
15. Sherif, Muzafer and Sherif, Carolyn W. (1969) *Social Psychology*, New York: Harper and Row.
16. Specht, J. (2017). *Personality development across the lifespan*. 1st Edition. London: Academic Press
17. वैकासिक मानसशास्त्र, कुमठेकर, बोरुडे, देसाई आणि गोळविळकर, २००८ वैकासिक मानसशास्त्र, पुणे, विद्यार्थी गृह प्रकाशन
18. कतरणी स्फूर्ती, २०१३, मानसशास्त्र मानवी वाढ आणि विकास, नागपुर साईनाथ प्रकाशन
19. सपरा रेखा, २००८ मानव विकास एक परिचय नई दिल्ली विश्वभारती पब्लिकेशन्स
20. इनामदार मुकुंद, गाडेकर केशव, पाटील अनघा २००६, आधुनिक सामान्य मानसशास्त्र, पुणे डायमंड पब्लिकेशन ISBN -८१९०२८५८४
21. देशपांडे एस कृ, २००६, सामान्य मानसशास्त्र, पुणे, उन्मेष प्रकाशन
22. सिंह अरूनकुमार व सिंह आशीषकुमार, २००६, आधुनिक सामान्य मनोविज्ञान, नई दिल्ली, मोतीलाल बनारसीदास
23. कळके माधवी आणि साळुंखे दीपक, जुलै २०१०, मानसशास्त्राची मूलतत्वे, पुणे, निराळी प्रकाशन
24. कतरणी स्फूर्ती, २०१०, मानसशास्त्र, नागपुर साईनाथ प्रकाशन
25. पंडितर वि, कुलकर्णी अ.वि. व गोरे चं.वि., २०१०, सामान्य मानसशास्त्र, नागपूर, पिंपलापुरे प्रकाशन
26. तडसरे वी.डी. आणि हिवरे आर. एस., २०१०, मानसशास्त्राची मूलतत्वे, कोल्हापूर फडके प्रकाशन

MSW part 1
SEM 1, Paper 4 Mandatory
Course Code: MSW1T04
Total Credits: 2

Social Work Practicum

The first semester of the social work practicum offers students valuable exposure to key components that significantly contribute to their fieldwork experience. These components encompass observational visits, concurrent field work practicum, skill laboratory workshops, and internal viva voce examinations. A detailed breakdown of the activities, along with the required hours and marks allocation, is presented in the table below. Through these diverse activities, students develop practical skills, gain real-world insights, and undergo assessments that contribute to their overall growth and learning in the field of social work.

S.N.	Social Work Practicum -234 Hours	Hours	Marks
1	Observational Visits -05 Visit	10	10
2	Skill Laboratory Workshops. Minimum four sessions (2 Hours each)	08	10
3	Concurrent Field Work Practicum-18 Days /Visits (2 days in a week) 12 Hours per week	216	60
4	Internal viva voce	----	20
	Total		100

- 1. Observational Visits -05 Visit:** For the observational visits, students will be accompanied to government and non-government agencies operating in diverse settings, including education, health, and women empowerment. This first-hand exposure enables students to observe and understand the roles and functions of social work within these sectors, fostering a deeper appreciation for the real-world application of their theoretical knowledge.

Expected Activities: The agency is encouraged to provide a presentation based on the points shared by the social work department, giving students a comprehensive understanding of their organization. Students should keenly observe the strategies, techniques, and approaches employed by the agency to address the needs of the target population. They are also encouraged to ask questions, seek clarification, and reflect on their observations for deeper learning.

Expected Output: Following each observational visit, students are required to submit a comprehensive report to their fieldwork supervisor. This report should encompass their detailed observations, insights, and reflections on the agency's activities and interventions based on the format provided by the fieldwork supervisor. The report should be promptly submitted to the fieldwork supervisor within the same week.

- 2. Skill Laboratory Workshops:** In the skill laboratory workshops, students will participate in a series of four sessions, each lasting two hours. The workshops will focus on crucial areas of social work practice to enhance students' professional skills and competencies. The topics covered include:

Communication Skills: Enhancing verbal and non-verbal communication techniques, active listening, and empathy.

Time Management: Strategies for prioritizing tasks, managing deadlines, and maximizing productivity.

Self-Care and Stress Management: Techniques for self-care, stress reduction, and maintaining well-being in demanding work environments.

Cultural Competence: Understanding and respecting diverse cultures, promoting inclusivity, and addressing cultural biases.

Expected Activities in Skill Laboratory Workshops:

Communication Skills:

- Engage in role-playing exercises to practice effective communication techniques.
- Participate in group discussions to analyze and provide feedback on communication styles.
- Collaborate with peers to develop and deliver presentations on specific communication scenarios.

Time Management:

- Identify personal time management challenges and discuss strategies for improvement.
- Create a time management plan and set goals for effectively managing tasks and deadlines.
- Engage in interactive activities to prioritize tasks and practice time allocation techniques.

Self-Care and Stress Management:

- Participate in guided relaxation exercises and mindfulness practices.
- Reflect on personal stressors and develop personalized self-care plans.
- Collaborate with peers to share self-care strategies and support each other in maintaining well-being.

Cultural Competence:

- Engage in interactive discussions on cultural diversity and its impact on social work practice.
- Analyze case studies or scenarios to identify cultural biases and develop strategies to address them.
- Participate in cultural immersion activities to enhance understanding and empathy towards diverse populations.

These activities provide students with hands-on experiences, opportunities for self-reflection, and collaborative learning. Through active participation and engagement, students will develop practical skills, gain insights, and deepen their understanding of the topics covered in the skill laboratory workshops.

Expected Output:

- Submit reflections or written assignments highlighting the application of communication skills in real-life scenarios.
- Create a personalized time management plan outlining prioritized tasks and deadlines.

- Submit a reflective journal documenting personal stress management strategies and their effectiveness.
- Submit a written reflection on personal cultural biases and steps taken to address them.
- Participate in group discussions or presentations showcasing increased cultural competence in professional interactions.
- submission of report of each skill lab session highlighting the process, outcome and impact

3. Concurrent Field Work Practicum-18 Days /Visits (2 days in a week) 12 Hours per week:

In the concurrent field work practicum, students will be placed with organizations in Nagpur city, serving urban, semi-urban, or rural communities. This practicum entails 18 days or visits, with 2 days per week and a total of 12 hours per week. Under the guidance of their field work supervisor, students will actively participate in practice learning activities, gaining practical experience in working with individuals, groups, and understanding community dynamics while applying social work principles and skills.

S.N	EXPECTED ACTIVITY	EXPECTED OUTPUT
1	Development of agency profile: Students are tasked with creating a detailed profile of the agency by, gathering information, and documenting the agency's activity and output. This entails exploring the agency's mission, objectives, programs, target population, and the services it delivers.	Detailed profile of the agency based on the format provided
2	Community profile: Students will need to engage in various activities to develop a community profile. This involves conducting on-site observations to gather firsthand information about the community, administering surveys to collect data, utilizing participatory rural appraisal (PRA) techniques to actively involve community members, and visiting relevant departments to gather additional insights.	Develop a comprehensive community profile Complete a community survey using a checklist format Document the Participatory Rural Appraisal (PRA) process Prepare a report summarizing visits and consultations
3	Case work: In this case work assignment, students will select two cases and develop a face sheet or case profile for each. They will conduct a minimum of four interviews with the individuals, along with one home visit and one collateral contact. Through interviews, students will provide counselling, guidance,	Two face sheets or case profiles developed for the selected cases Eight interviews conducted with each client to gather information and provide counselling, guidance, support, and encouragement

	support, and encouragement, while also intervening in the immediate environment and addressing any physical needs that are feasible.	<p>One interview conducted with family members to understand their perspective and involvement</p> <p>One interview conducted with the support group of the client to assess available community resources and support systems</p> <p>Case work summary report prepared, highlighting key findings, interventions, progress, and recommendations</p>
4	<p>Groupwork :</p> <p>Through the process of group work, students aim to create and facilitate a group setting, such as educational, recreational, therapeutic, or supportive, to foster positive change and growth among individuals. Group work methods in social work involve collaborative and supportive environments where participants can share experiences, learn from one another, and develop new skills. These methods include group discussions, problem-solving exercises, role-plays, activities, and mutual support. The goal is to enhance social interaction, promote personal development, build relationships, empower individuals, and collectively address social issues</p>	<p>Formulated and established a functional group (educational, recreational, therapeutic, or supportive) with identified participants.</p> <p>Facilitated group sessions and discussions, providing a collaborative and supportive environment.</p> <p>Implemented various group work methods, such as problem-solving exercises, role-plays, and group activities, to promote learning and skill development.</p> <p>Fostered mutual support and encouragement among group members.</p> <p>Enhanced social interaction and built relationships among participants.</p> <p>Addressed relevant social issues collectively through group discussions and action planning.</p> <p>Developed a comprehensive report summarizing the activities, achievements, challenges, and recommendations of the group work.</p>

4. Internal viva voce: The internal viva voce assessment carries a weightage of 20 marks and is a compulsory requirement for all students. During the viva voce, students are expected to present their work and documents, including the community profile, observation notes, survey results, power analysis report, PRA report, and departmental consultation summaries. These documents should be duly signed by the field work supervisor, providing evidence of the student's engagement and completion of the fieldwork tasks.

MSW part 1
SEM 1, Paper 5 ELECTIVE
Course Code: MSW1E05
Total Credits: 4

G1P1: Medical and Psychiatric Social Work

Learning Objectives:

- To understand the fields of Medical and Psychiatric social work
- To develop understanding and expected competences about the tasks, roles and functions of Medical Social Workers and Psychiatric Social Workers in various settings
- To create awareness about contemporary issues related to health
- To develop appropriate skills and attitudes required for the practice of mental health social work
- To become familiar with the Policy and Programmes in mental health care

Learning Outcomes:

- Understand and acquire the concept of health and mental health
- Develop skills and knowledge in the field of medical and psychiatric social work
- Achieve knowledge about public health and related concept
- Develop critical understanding about present health care scenario in India

UNIT I: Medical and Psychiatric Social Work

Concept of medical and psychiatric social work; historical development in U.K., U.S.A. and India; Relationship between social sciences, psychiatry, and psychology; Application of primary and secondary social work methods in medical and psychiatric setting; Concept and components of Quality of life; Issues of ethical medical practices; Competencies, Roles and Limitations of medical and psychiatric social worker; Community Health: Meaning and philosophy; Concept of cultural competence for medical and psychiatric settings.

UNIT II: Medico Legal Issues

Meaning and concept of chronic illness, acute illness, and terminal illness; Meaning and nature of medico legal issues; need of laws related to health care and medical services; Development of social security legislations; Objectives and features of ESI scheme; MTP act; PCPNDT act 1994; Ethical issues related to medical practice in India specifically organ donation & surrogacy; Euthenasia; mercy killing; issues related to Generic medicines and Banning medicines; Rights of the patients.

UNIT III: Mental Health Care Services, Policy and Programmes

Mental Health care scenario in India; District and National mental health programme; Law and mental health; Social work applications in mental health; Principles and concepts of community organization in mental health; preventive and promotive approaches in mental health; role and skills of social worker as a multidisciplinary healthcare team member; role of support groups in psychiatric interventions.

UNIT IV: Community Mental Health and Social Work

Community mental health: Primary mental health care, community initiatives, and De-institutionalization of psychiatric services; Community needs assessment; developing mechanisms for people's participation; Health extension and community outreach services; Designing, implementing and monitoring of community health programmes, facilitating inter-sectorial collaboration; Influencing community attitudes and health behaviors; life style issues.

Recommended Readings:

1. Banerjee, G. R. (1988) Papers of Social Work, Mumbai: Tata Institute of Social Service.
2. Banerjee, Gouri Rani (1998) The Tuberculosis Patient, Tata Institute of Social sciences.
3. Dora, Gold Stien (1954) Expanding Horizons in Medical Social Work, Chicago: The University of Chicago Press.
4. Javeri D. R. (1996) Social Work in Hospital Set up, KEM Hospital, Mumbai.
5. Park, J. E & Park, K. 2011 Preventive and Social Medicine, Jabalpur : Banaridas Bhanot.
6. Pathak, S. H. (1961) Medical social Work in India, Delhi : School of Social Work.
7. Sathe, R. V. (1897 Ed.) You and Your Health, India : D. Bhawe Book Trust.
8. Werner David (1994 Ed.) Where there is no doctor, New Delhi : VHAI (Voluntary of Health Association of India).
9. Baru, R.V. 1998 Private Health Care in India: Social Characteristics and Trends. New Delhi: Sage Publications.
10. Burman, P. & Khan, M.E. 1993 Paying for India's Health Care. New Delhi: Sage Publications.
11. Dasgupta, M. & Lincoln, C. C. 1996 Health, Poverty and Development in India. New Delhi: Oxford University Press.
12. Dhillon, H.S. & Philip, L. 1994 Health Promotion and Community Action for Health in Developing Countries. Geneva: WHO.
13. Drinka, T. J. K. & Clark, P.G. 2000 Health Care Teamwork: Interdisciplinary Practice and Teaching. Westport, CT: Auburn House.
14. Germain, C.B. 1993 Social Work Practice in Health Care: An Ecological Perspective. New York: The Free Press.
15. Katja, J. (Ed.) 1996 Health Policy and Systems Development. Geneva: WHO. Oak, T.M. (Ed.) 1991 Sociology of Health in India. Jaipur: Rawat Publications.
16. Phillips, D. R. & Verhasselt, Y. 1994 Health and Development. London: Routledge.
17. WHO 1978 Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care. Alma Ata: USSR.

18. Yesudian, C.A.K (ed.) 1991 Primary Health Care. Mumbai: Tata Institute of Social Sciences.
19. Hiramani, A.B. 1996 Health Education: An Indian Perspective. New Delhi: B. R. Publishing Corporation.
20. Macdonald, G. & Peterson, J. L. (Eds.) 1992 Health Promotion: Disciplines and Diversities. London: Routledge.
21. McLeod, E., & Bywaters, P. 2000 Social Work, Health and Equality. London: Routledge.
22. Nadkarni, V.V. 1985 Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work. Bombay: Tata Institute of Social Sciences.
23. Rao, M. (Ed.) 1999 Disinvesting in Health: The World Bank's Prescriptions for Health. New Delhi: Sage Publications.
24. Sundaram, T. 1996 Reaching Health to the Poor, Sourcebook on District Health Management. New Delhi: VHAI.
25. Voluntary Health Association of India 1995 Reproductive Health and Reproductive Rights. New Delhi: VHAI.
26. Voluntary Health Association of India 1997 Report of the Independent Commission on Health in India. New Delhi: VHAI.
27. Voluntary Health Association of India 1992 State of India's Health. New Delhi: Voluntary Health Association of India
28. Listening to women talk about their health: Issues and evidences from India (ed) 1994, Haranand Publications

MSW part 1
SEM 1, Paper 6 ELECTIVE
Course Code: MSW1E06
Total Credits: 4

G2P1: Human Resource Management and Development

Learning Objectives:

- To impart knowledge about the concept and the latest trends in human resource management (HRM)

- To inculcate certain skills techniques and competencies among the learners so that they are able to perform various functions of HR manager
- To make the learners aware about certain important concepts of HR Practices

Learning Outcomes:

- Enable learners to develop their personality for Human resource manager
- Enable learners to develop greater self-confidence
- Enable learners improvise their responsibilities and communication skill students will have competence in human resource

UNIT I: Human Resource Management: An overview

Introduction of HRM, Definition, objectives of HRM, features, and process of HRM, importance of HRM, environmental influence of HRM, system approach to HRM, Specific functions and role of HR department in modern industrial organizations, Role of intervention in Human Resource.

UNIT II: Human Resource Planning and Practices in HR

Human Resource planning—Meaning, need of HR planning, significance of HR planning, process of HR Planning, limitations of HR planning, Practices in HR: Recruitment, selection and training, Recruitment: Meaning, objectives, types, internal & external sources of recruitment, recruitment process and policy, Selection: Definition, steps in the selection procedure, importance selection procedures Training: concept, 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation.

UNIT III: Human Resource Development: Basic Concept, Role & Functions

HRD Concept, objectives & goals, principles, policies and practices; functions of HRD, Role of HRD managers: Role & functions of HRD manager in public, private, service, co - operative, banking and BPO, IT – Industries, HRD methods: Human Development Index (HDI), Human Poverty Index (HPI), Gender Development Index (GDI), Gender Empowerment Measures (GEM), HRD in service industry, HRD in health and family welfare, Inter-relationship between Human Resource Management & Human Resource Development.

UNIT IV: Employee development

Concept, Difference between training and development, Approaches to employee development (formal education, assessment, job experiences, mentoring and coaching), Concept and Methods of evaluating training effectiveness, Career development: concept of career and career development, Career stages, Strategies for effective career development, Role of social worker in HRM.

Recommended Readings:

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.

2. Dessler, Gary and Varkley,B. (2011). Human Resource Management (12e). Pearson, New Delhi.
3. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James,B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
4. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
5. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.
6. Noe, Raymond and Kodwani, A.D. (2012). Employee Training and Development (5e), McGraw Hill Education (India) Private Ltd, New Delhi.

MSW part 1
SEM 1, Paper 7 ELECTIVE
Course Code: MSW1E07
Total Credits: 4

G3P1: Perspective for Community Development and Management

Learning Objectives:

- To provide students with a comprehensive understanding of community development and management theories, principles, and practices.
- To familiarize students with the historical perspectives and evolution of community development as a field of practice.
- To examine the role of community development in achieving the Sustainable Development Goals (SDGs) and promoting sustainable development.
- To equip students with the knowledge and skills to assess community needs, assets, and resources using participatory methods.
- To explore effective community development practices and initiatives through case studies.

Learning Outcomes:

- Students will be able to define and explain the concept of community development and its significance in social and economic transformation.
- Students will understand the historical context and evolution of community development, including key theories and models.

- Students will apply participatory methods for community assessment, including techniques like Participatory Rural Appraisal (PRA) and stakeholder analysis.
- Students will effectively engage in participatory planning processes, including visioning, goal setting, and program planning.
- Students will analyze and evaluate case studies of community development initiatives and organizations, gaining insights into their strategies, challenges, and outcomes.

UNIT I: Introduction to Community Development and Management:

Definition and Concept of Community Development, Historical Perspectives and Evolution of Community Development, Theories and Models of Community Development, , Community Development and Sustainable Development Goals (SDGs), Role of Community Development in Social and Economic Transformation, Key Principles and Values in Community Development, Emerging Trends and Challenges in Community Development.

UNIT II: Community Assessment and Planning:

Identifying Community Needs, Assets, and Resources, Importance, and Process of Community Assessment, Participatory Methods for Community Assessment (Participatory Rural Appraisal (PRA), Stakeholder Analysis, Social Network Analysis (SNA), Problem Tree Analysis, PESTLE Analysis (Political, Economic, Sociocultural, Technological, Legal, and Environmental analysis, power analysis), Participatory Planning: Visioning and Goal Setting, participatory program planning and management, participatory budgeting and decision-making

UNIT III: Development Management Strategies:

Transformation of problems into issues, formation and strengthening of a community-based organization, Strengthening Entrepreneurship and Small Business Development, Designing and implementing awareness and capacity-building programs for the community, Building community leadership and ownership in program implementation, Collaborative Partnerships and Networking, Advocacy (Media, Legislative and Judicial) for Social Change, Participatory monitoring, and Evaluation, Integrating Sustainability into Community Development Programs

UNIT IV: Effective Community Development Practices:

Essential Skills for Effective Community Organizers, key responsibilities and Functions of a community organizer, Ethical Considerations in Community Organization. Case study The Kudumbashree Mission in Kerala, PRADAN (Professional Assistance for Development Action), Gram Vikas in Odisha, Khoj Foundation Maharashtra. Watershed Organisation Trust (WOTR)

Recommended Readings:

1. Community Development: Theory, Practice, and Research" by Pradeep Nair, Sage Publications India Pvt Ltd, ISBN: 9788132110406

2. Community Development in India: Issues, Perspectives, and Strategies" edited by Vijay P. Singh, Rawat Publications, ISBN: 9788131604670
3. Community Development: Insights from Indian and Global Perspectives" by Pramod Sharma and Shiju Varghese, LAP Lambert Academic Publishing, ISBN: 9783848484827
4. Community Development: Principles and Practices" by Atul Sharma, Oxford University Press, ISBN: 9780199467491
5. Participatory Development: People and Common Property Resources" by Bina Agarwal, Oxford University Press, ISBN: 9780195634113
6. Community Development in an Uncertain World" by D. Jeevan Kumar, Concept Publishing Company, ISBN: 9788180691968
7. Community Development: A Handbook for Managers" by S. K. Agarwal. Rawat Publications
8. ISBN: 9788131600122
9. Community Development: Insights from Practice in India" by V. Ramachandran, Vista International Publishing House, ISBN: 9789383001027
10. Participatory Planning for Community Development: A Resource Book" by Rajesh Tandon, Society for Participatory Research in Asia (PRIA), ISBN: 9788189652266
11. "Sustainable Community Development: A Resource Book" by Sreekumar N. and P. Mohanan Pillai, Concept Publishing Company, ISBN: 9789351251163

MSW part 1

SEM 1, Paper 1 Mandatory (RM)

Course Code: MSW1R08

Total Credits: 4

Method Course VI: Social Work Research

SOCIAL WORK RESEARCH

Learner Objectives:

- To Develop an understanding of scientific research in social work
- To Develop an understanding of approaches to research methodology
- To Develop skills for the use of library and documentation in research work
- To develop knowledge of analysis software and skills for research writing
- To Develop perspective and skills appropriate for social work research

Learning Outcomes:

- Students will know social work research as a method of professional social work
- Students will get knowledge of different approaches of scientific research
- Students will acquire professional attitude, knowledge, and skills for social work research

UNIT I: Introduction to Scientific research in Social Work Research Method

Concept of Scientific Research, Meaning, definitions and fundamental element of social research, Meaning and Purpose of social work research method (Intervention, Practice and knowledge); Quantitative, Qualitative and Mix-method Approach of social work research; Concept of Operational definition, Research question, Variables, Hypothesis, Conceptual Map, rationale, statement of problem and steps in social work research; Types of Social Work Research (Need Assessment/Situational Analysis/Evaluation Research Studies/ Impact Assessment, Policy Research, Participatory Action research, etc.)

UNIT II: Research designs, Sampling, Methods and Tools of Data Collection

Types of Research Design (Experimental, Descriptive, Explanatory, Diagnostic, Comparative, Exploratory); Sampling Method: Probability (Random, Systematic, stratified and Cluster sampling); Non-probability (Purposive, Convenience, Quota and Snowball sampling); Methods of Data Collection: Interview (Individual and Group), FGD, Observation (participatory and non-participatory), Oral history/life history/case study and Participatory methods; Tools of Data Collection: Questioners, Interview Schedule, Interview Guide, audio-visual media, PRA tools.

UNIT III: Introducing Level of Measurement, Data Processing and Data Analyses Software

Level of Measurement: Nominal, Ordinal, Interval and Ratio; Types of Scaling: Likert, Thurstone; Data Processing: Editing, Coding, master sheet preparation, tabulation plan (Quantitative); Organising and managing non-numerical data (Qualitative); Data Analyses Software: Statistical and Not-statistical software for Data Analysis in Social Sciences Research (Excel/SPSS/ Atlas-ti etc.)

UNIT IV: Statistic, Interpretation and Report Writing

Descriptive statistic- Measures of central tendency (mean, median, and mode); Inferential Analyses- Measures of association, tests of significance (chi-square, t-test etc.); Data Interpretation of non-numerical data and theorising new knowledge or conceptualisation; Hypothesis testing, Problems (error) and tests of Reliability and Validity; Dissemination of research findings and recommendations; Report Writing: Structure of reports (Thesis/Project), editing for accuracy and neatness, standard formats for referencing (APA), footnotes and bibliographies, preparing a research proposal, research abstract, Research synopsis/Summary, and Planning the Final Report/Thesis outline.

Internal Assessment:

- Three days' Workshops must be organised to deepen more understanding of the Theoretical foundation, Methodological approaches and Data analysis; Writing Research Proposal, Abstract, Synopsis, Thesis/ Report writings
- Assignment, Student seminar and Viva

Reference List

1. Rubin, A., & Babbie, E. R. (2016). Why Study Research? Chapter 1 in *Empowerment series: Research methods for social work*. Cengage Learning.

2. Rubin, A., & Babbie, E. R. (2016). Evidence-Based Practice Chapter 2 in *Empowerment series: Research methods for social work*. Cengage Learning.

Semester II

PROGRAM: MASTER IN SOCIAL WORK (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.
First Year: Semester II

Level	Course type		Course Code	Title of Course
6.0	M A J O R	M A N D A T O R Y	MSW2T01	Method Course II: Group Work (Working with Groups)
			MSW2T02	Method Course III and IV: Community Organisation and Social Action
			MSW2T03	Sociology for Social Work
			MSW2F04	Social Work Practicum
		E L E C T I V E	MSW2E05	G1P2: Medical Health Condition & Medical Social Work Intervention
			MSW2E06	G2P2: Social Aspects of Organisational Behaviour in Industry
			MSW2E07	G3P2: Urban Community Development: Strategies and Trends
	OJT/FP		MSW2P08	Field project FP (Thematic)

MSW Part 1
SEM 2, Paper 1 Mandatory
Course Code: MSW2T01
Total Credits: 4

Method Course II: Group Work (Working with Groups)

Learning Objectives:

- To understand Social Group Work as a method of Social work and apply it as an intervention method
- To develop skills to apply Social Group Work for developmental and therapeutic work
- To develop an understanding of and ability to adopt a Multidimensional Approach in Assessment
- To gain knowledge and the scope of Social Group Work to work in various settings and increase their employability.

Learning Outcomes:

- Understand social groups, theories of group formation and its application.
- Comprehend group work as method, its principles and purpose.
- Identify theoretical approaches of group work practice, its stages and models.
- Enriched knowledge and application of group work processes.
- Intervene with Individuals, families, groups, organizations in different settings.
- Learners will be able to gain skills for synthesizing and applying social group work for developmental and therapeutic purposes..
- Learners will be able to use group work principles and practices in the various spheres of social work practice and get employed.

UNIT I: Understanding Concepts of Social groups and Social Group Work :

Social groups – Definition, Characteristics, and Importance – Classification of Groups – Cooley, Sumner, MacIver & Page; Theories of Group Formation–Functional Perspective, Interpersonal Attraction Perspective–Proximity Theory, Social Systems Theory, Balance Theory, Exchange Theory, Self-categorization Theory; Concept of Social Group Work and its importance of groups in human life cycle- Definition of social group work- Characteristics of social group work; History and development of social group work.

UNIT II: Social Group Work Method; Group Work Process and Group Therapy Group Work Models:

Values and distinctive principles of Group Work; Social group work in different fields; Types of groups in social group work practice- open and closed groups, social treatment groups, task oriented groups (forum, committees and work team), developmental groups (self-help groups and support groups); Steps in group formation; Stages in group development: pre-group stage, orientation stage, problem solving stage, termination stage; Group Work and Group Therapy

Group Work Models: Social goals model, Remedial and Reciprocal Models, Group Work Practice in Child Care, Family, Correctional, Community Development, Education and Healthcare, industrial Settings. Group Therapy: Group psychotherapy, Transactional Analysis, Gestalt therapy; Role of group worker (enabler, advocacy, etc.)

UNIT III: Group Process and Dynamics & Use of Techniques and Tools in Group Work and Use of Programme in Social Group Work

Steps in understanding group process; Analysis of group interaction; Leadership and its development in group process; Communication in group; Group dynamics: - group bond, sub-groups, group conflict, confrontation, apathy and group control; Use of relationship; Conflict resolution; Verbal and non-verbal communication; Purposeful creation of environment; Fishbowl technique; Use of Programme in Social Group Work: i. Concept of programme; ii. Principles of programme planning; iii. Importance of programme in group work practice; iv. Programme planning and implementation; v. For group development; vi. For programme planning; vii. For programme implementation.

UNIT IV: Recording in Group Work & Evaluation of Group Work and Group Work Practice in diverse settings

Importance of recording in group work; Principles of recording; Types of recording- narrative, process and summary; Techniques of recording – observation, sociogram, interaction diagrams; Bale's categories of interaction process analysis; Importance of continuous evaluation in group work; Types of evaluation; Methods of evaluation; Group Work Practice in diverse settings – Disaster victims, Substance abusers, Alcohol Anonymous, Elderly in distress.

Recommended Readings:

1. Bhatt R. M. (1960) Records of Group Work Practice in India, Baroda University: Baroda. Delhi School of Social Work (1958) Field Work Records in Group Work and Community organization, London Tavistock Publication.
2. Barhard(1975) The Use of Groups in Social Work Practice, USA: Routledge & Kegan Paul.
3. Doel, Mark & Sawda, Catherine(2003) The Essentials of Group Worker, London :Jessica Kingsley Pub.
4. Douglas, Tom(1976):Group Process in Social Work a Theoretical Synthesis, New York :John Wiley & Sons.
5. Douglas Tom(1978) Basic Group Work, London: Tavistock Publication.
6. Golpelwar, Banmala(2010) : Social Group Work. Nagpur: Indian Institute of Youth Welfare
7. Klein Josphine(1967) The Study of Groups, London :Routledge and Kegan Paul.
8. Konopka Gisela(1954) Group Work in Institution, New York: Associate Press.

9. Konopka Gisela(19833rd Ed.),Social Group Work :a Helping Process, New Jersey : Prentice Hall.
10. Northen, Helen (1969) Social Work with Groups, New York: Columbia University Press.
11. Northen, Helen, et al(1976) Theory of Social Work with Groups, New York: Columbia University Press.
12. Phillips, Helen (1962) Essentials of Social Group Work Skills, New York: Associate Press

MSW Part 1

SEM 2, Paper 2 Mandatory

Course Code: MSW2T02

Total Credits: 4

Method Course III and IV: Community Organisation and Social Action

Learning Objectives:

- To develop understanding regarding community organization as a method of social work and understand the critical elements of community organization practice.
- To enhance the understanding of the roles of the agencies and community organizers and develop perspective and skills for participatory processes in the community and civil society.
- To enhance critical understanding of the models and strategies for community organization.
- To understand the uses and practice of Community Organization in various fields of Social Work.
- To learn the role of Social Worker in Social Action and Social Reform for Social Development

Learning Outcomes:

- The learners will be able to comprehend the concepts, skills and various processes, Models and strategies involved in community organization practice.
- The learners will be able to critically evaluate the application of theory in to practice
- The learner will be able to practice community organization work in the community.
- Learner will be able to tap the community resources for the use of community members

UNIT I: Community; Community Development; community organization and Community Organization Practice in the Context of Various Settings:

Understanding Community: i. Concept of community ii. Sociological and social work perspective of community iii. Functions of community; Concept, characteristics and types. Understanding of

community organization practices - Definition, objectives, values, principles and ethics of community organization. Historical development of community organization practice; a critique, community mobilization, community participation, outreach, working with groups; community welfare, community development, community centres and services; Principles of community organization; Processes in community organization- steps and processes; Community Development: Concepts, Values, ethics and principles of community development worker; Process of community development; Community. Organization Practice in the Context of Various Settings: Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, working with tribal population, working with rural and urban vulnerable Communities, Displaced population and rehabilitation, Community organization in risk education and disaster response, Peace and peace building.

UNIT II: Community Organization as Practice Method, Models and as a Para-political Process:

Methods of community organization: Awareness creation, Planning and Organizing, Education, Networking, Participation, Leadership – Community organization with vulnerable communities – Migrants, Refugees, Slum dwellers and transgender; Approaches and Models of Community Organization: Rothman's model of community development ; Locality Development Model, Social Planning Model & Social Action Model; Understanding community power and Empowerment in Community organization process: Concept of power, sources of power, Understanding community power structure, Powerlessness and empowerment, Cycle of empowerment; Challenges in participation.

UNIT III: Skills; Role of Community Organization Practitioner; Planning and Strategies in Community Organization Practice and Recording in Community Organization:

Skills required in community organization practice: interaction skills, information gathering and assimilation skills, observation skills, analytical skills, skills in listening and responding skills; organizing skills, resource mobilization (external and internal) skills, conflict resolution skills; Role of community organization practitioner in community centers (the guide, enabler, expert and social therapist) and in Rothman's models; Planning, monitoring and evaluation in community work; Strategies and techniques in community organization: PRA and related techniques, formation and capacity building of CBOs, capacity building of community level institutions, strategies for capacity building of the marginalized groups, committee formations, leadership and cadre building and networking; Recording:- community profiling, recording (administrative and process records; PORK, SOAP, data banks, monitoring report, evaluation reports) and documentation of the community organization processes (documentation of the best practices, case studies).

UNIT IV: Social Action and Community Organization Practice in the Context of Various Settings:

Social work and social action, History of social action in India, Radical or emancipator social work; Rights based approach, Different forms of protest, various contributions to the theory of social action (Lees, Paulo Friere, Mahatma Gandhi (Sarvodaya); Strategies for social action from various social movements; Scope of Social Action in India, Social Problems and Social Action Social Legislation through Social Action, Role of Social Worker in Social Action, Social Action Group

Recommended Readings:

1. Alinsky Saul (1971) Rules for Radicals: A Practice Primer for Realistic Radicals, Vintage Books.
2. Beher A & Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune : NCAS
3. Boon Andrew & Book Andy (1999) Advocacy, USA : Cavendish Publications
4. Chambers Robert (2005) Ideas for Development, Earth Scan, London
5. Cox Fred (1987), Community organization, Michigan : F.E. Peacock Publishers
6. Dhama, O. P & Bhatnager, O.P. (1994) Education and Communication for Development New Delhi: Oxford & IBG Pub. Co. Pvt; Ltd.
7. Dunham Arthur (1962) Community Welfare Organization: Principles and Practice, New York: Thomas Crowell
8. Friedlander, W.A. (1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi: Bentic Hall International Inc.
9. Gangrade, K.D (1971) Community Organization in India, Mumbai : popular Prakashan.
10. Goel, S L & Kumar, Ram (2001) Disaster Management, New Delhi : Deep and Deep Publications
12. IIED (1998) PLA Notes 31: Participatory Monitoring and Evaluation, International Institute of Education and Development
13. Indu Prakash (1994) Disaster Management: Societal Vulnerability to Natural Calamities, New Delhi : Rashtra Prahari Prakashan
14. Khinduka, S. K & Coughlin, Bernard (1965) Social Work in India, New Delhi: Kitab Mahal.
15. Milson Fred (1973) An Introduction to Community Work, Rutledge & Kegan Paul, New Delhi: London OXFORD & IBH Publishing Co. Pvt. Ltd,
16. NCAS (2000) Fearless Minds: Rights Based Approach to Organizing and Advocacy, Pune: National Centre for Advocacy
17. PRIA, (1995) Participatory Evaluation : Issues and Concerns, New Delhi : PRIA
18. Rao, MSA (1979) Social Movements in India, New Delhi : Vol. 1 and 2, Manohar,

19. Ross, Murray & Lappin, Ben (1967) Community Organization; Theory, Principles, and Practice, New York: Harper & Row.
20. Rothman Jack, Erlich John & Tropman John (1987) Strategies of Community Intervention Strategies for Community Organization, Micro Practice, Michigan: , F.E. Peacock Publishers.
21. Sanoff, Henry (2000) Community Participation Methods in Design and Planning, London : John Wiley and Sons.
22. Shrivastva, S. K (1988) Social Movements for development, Allahabad: Chugh Publications.
23. Siddique, H.Y. (1984) Social Work and Social Action, New Delhi: Harnam Publications.
24. Somesh Kumar (2002) Methods for Community Participation: A complete guide 58 for practitioners, New Delhi: Sage Publication (Vistaar).
25. UNDP (2001) The Monitoring and Evaluation Framework, UNDP, Toronto : , University of Toronto Press.
26. Vohra Gautam (1990) Altering structures: Innovative Experiments at the grassroots, Mumbai: Tata Institute of Social Sciences.
27. Warren Roland (1970) Studying Your Community, New York: A Free Press.

Recommended Journals:

1. Community Development Journal: An Alternative Forum, UK, Oxford University Press.
2. Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
3. Social Action, A Quarterly Review of Social Trends and Social Action Trust, Delhi Seminar, New Delhi.

MSW Part 1

SEM 2, Paper 3 Mandatory

Course Code: MSW2T03

Total Credits: 4

Sociology for Social Work

Learning Objectives:

- This course enables learners to understand social structure and processes and its influence on individuals.
- This course introduces sociological perspectives which show how social system works and operate in a broader framework.
- This course intends to impart basic understanding of social change and development

- This course helps to understand social issues sociologically.

Learning Outcomes:

After studying this course learners will be able to

- Understand that the Individual action and behaviour is borne out of society and does not take place in isolation.
- Develop insight to critically understand the social reality.
- Learn theoretical aspect of change and development which may help to articulate strategies and planning for the same.
- Gain insights for effective and wholesome intervention to various social issues.

UNIT I: UNDERSTANDING SOCIETY

Basic concept: Individual, Society, Community, Institution, Social System, Social Action, Association, Role and Status; Social Structure, Social Processes, and Culture: Meaning, nature and characteristics; Social Groups: types and Characteristics; Social Institutions: Marriage, Family, Religion, Economy, Polity, Education; Social control: concept of social control, Social Disorganization, conformity and deviance; agencies of social control; Social Stratification and Inequality: Hierarchy, Stratification, Mobility, Caste, Class, Ethnicity, Gender; Socialization: meaning, process and agencies; Sociology for Social Work Practice: Relation between Sociology and Social work. Importance of sociological understanding for social work practice

UNIT II: SOCIOLOGICAL PERSPECTIVES

Functionalism; Marxism & Conflict Perspective; Feminism; Interactionism

UNIT III: SOCIAL CHANGE AND DEVELOPMENT

Social Change: Meaning, Factors, Agents, Processes, Modernization theory, Dependency theory, World systems theory; Development: introduction to Concept, Theories, Agencies; Role of Social movement in social change and development, social movements and collective action; Civil Society and Social work practice: meaning of civil society, civil society and social work practice, civil society and development, CSR and role of civil society; The role of social worker in promoting social change and social justice.

UNIT IV: SOCIAL PROBLEMS AND SOCIAL WORK INTERVENTION

Social Problems and Social Disorganization; Socio-cultural Issues: Domestic Violence, Dowry, Suicide, Disability, Orphanhood, Problems of Aged, Poverty, Ethnic and Communal Violence, etc.; Developmental Issues: Illiteracy, Unemployment, Beggary, child labour, Bonded Labour, Slum, Displacement, Ecological degradation and Environmental Pollution etc.; Issues of Deviance: Crime and Delinquency, White Collar Crime and Corruption, Drug Addiction, Prostitution and human trafficking etc.; Need and Importance of social work intervention for eradication of social problems.

Recommended Readings:

1. Bhushan, V. (1967). Introduction to Sociology. In Google Books. Kitab Mehal.
2. Rao, C. S. (2012). Sociology. In Google Books. S. Chand Publishing.
3. Bhushan, V., & Sachdeva, D. R. (2012). Fundamentals of Sociology. In Google Books. Pearson Education India.
4. Andersen, M. L., & Taylor, H. F. (2019). Sociology: The Essentials. Cengage Learning.
5. Griffiths, H., Cody-Rydzewski, S., & Strayer, E. (2017). Introduction to Sociology 2e. 12th Media Services.
6. Cree, V. E. (2012). Sociology for Social Workers and Probation Officers. Routledge.
7. Ingleby, E. (2017). Applied Sociology for Social Work. SAGE.
8. Payne, M. (2014). Modern Social Work Theory. Oxford University Press.
9. Ahuja, R. (2014). Social Problems in India. Rawat Publications.
10. Rao, C. S. (2017). Indian Social Problems. S. Chand Publishing.

MSW Part 1**SEM 2, Paper 4 Mandatory****Course Code: MSW2F04****Total Credits: 2****Social Work Practicum**

The second semester of the social work practicum provides students with important elements that enhance their fieldwork experience. These include concurrent field work practicum, skill laboratory workshops, a rural camp, and internal viva voce examinations. These activities offer students practical skills, real-world insights, and assessments that contribute to their overall growth and learning in the field of social work. The table below presents a detailed breakdown of the activities, including the allocated hours and marks for each.

S,N	Social Work Practicum -200 Hours	Hours	Marks
2	Skill Laboratory Workshops. Minimum two sessions (2 Hours each)	04	05
3	Concurrent Field Work Practicum-18 Days /Visits (2 days in a week) 12 Hours per week	130	60
3	Rural camp of 7 days duration	70	15
4	Internal viva voce	----	20
	Total		100

1. **Skill Laboratory Workshops:** In the skill laboratory workshops, students will participate in a series of two sessions, each lasting two hours. The workshops will focus on crucial

areas of social work practice to enhance students' professional skills and competencies.

The topics covered include:

Interviewing Skills: Developing effective interview skills for assessments, case management, and client engagement.

Teamwork and Collaboration: Enhancing skills for effective teamwork, collaboration, and conflict resolution.

Expected Activities in Skill Laboratory Workshops:

Interviewing Skills:

- Engage in role-playing exercises to practice effective interviewing techniques for assessments, case management, and client engagement.
- Receive feedback and guidance from instructors and peers on interview performance.
- Analyze case scenarios and discuss appropriate approaches to gather relevant information and build rapport with clients.

Teamwork and Collaboration:

- Participate in group activities and projects to enhance teamwork and collaboration skills.
- Engage in team-building exercises to improve communication, trust, and cooperation among team members.
- Practice conflict resolution strategies through simulated scenarios and group discussions.

These activities provide students with hands-on experiences, opportunities for self-reflection, and collaborative learning. Through active participation and engagement, students will develop practical skills, gain insights, and deepen their understanding of the topics covered in the skill laboratory workshops.

Expected Output:

- Submit observations and reflection notes on the interviewing techniques used.
- Analyzing case scenarios and documenting the approaches taken to gather information and build rapport with clients.
- summary report on the outcomes, challenges, and collaborative efforts of group activities and projects.
- Documenting strategies and techniques employed to address conflicts within a team setting. submission of the report of each skill lab session highlighting the process, outcome, and impact

2. **Concurrent Field Work Practicum-18 Days /Visits (2 days in a week) 12 Hours per week:** In the concurrent fieldwork practicum, students will be placed with organizations in Nagpur city, serving urban, semi-urban, or rural communities. This practicum entails 18 days or visits, with 2 days per week and a total of 12 hours per week. Under the guidance of their field work supervisor, students will actively participate in practice learning

activities, gaining practical experience in working with individuals, groups, and understanding community dynamics while applying social work principles and skills.

S.N	EXPECTED ACTIVITY	EXPECTED OUTPUT
1	<p>Development of agency profile: (if agency change)</p> <p>Students are tasked with creating a detailed profile of the agency by, gathering information, and documenting the agency's activity and output. This entails exploring the agency's mission, objectives, programs, target population, and the services it delivers.</p>	<ul style="list-style-type: none"> Detailed profile of the agency based on the format provided
2	<p>Community profile:</p> <p>Students will conduct on-site observations, administer short surveys with power analysis, and utilize participatory rural appraisal (PRA) techniques to develop a comprehensive community profile. Visiting relevant departments will provide additional insights into community issues, allowing students to understand the community's dynamics, challenges, and emerging trends.</p>	<ul style="list-style-type: none"> Community Profile Report Observation Notes Survey Results Power Analysis Report Participatory Rural Appraisal (PRA) Report Departmental Consultation Summaries
3	<p>Casework: (can continue the same case for strong intervention)</p> <p>In this case work assignment, students will select two cases and develop a face sheet or case profile for each. They will conduct a minimum of four interviews with the individuals, along with one home visit and one collateral contact. Through interviews, students will provide counselling, guidance, support, and encouragement, while also intervening in the immediate environment and addressing any physical needs that are feasible.</p>	<ul style="list-style-type: none"> Two face sheets or case profiles developed for the selected cases Eight interviews conducted with each client to gather information and provide counselling, guidance, support, and encouragement One interview conducted with family members to understand their perspective and involvement One interview conducted with the support group of the client to assess available community resources and support systems

		<ul style="list-style-type: none"> • Case work summary report prepared, highlighting key findings, interventions, progress, and recommendations
4	<p>Groupwork can continue the same group for strengthening the intervention)</p> <p>Through the process of group work, students aim to create and facilitate a group setting, such as educational, recreational, therapeutic, or supportive, to foster positive change and growth among individuals. Group work methods in social work involve collaborative and supportive environments where participants can share experiences, learn from one another, and develop new skills. These methods include group discussions, problem-solving exercises, role-plays, activities, and mutual support. The goal is to enhance social interaction, promote personal development, build relationships, empower individuals, and collectively address social issues</p>	<ul style="list-style-type: none"> • Formulated and established a functional group (educational, recreational, therapeutic, or supportive) with identified participants. • Facilitated group sessions and discussions, providing a collaborative and supportive environment. • Implemented various group work methods, such as problem-solving exercises, role-plays, and group activities, to promote learning and skill development. • Fostered mutual support and encouragement among group members. • Enhanced social interaction and built relationships among participants. • Addressed relevant social issues collectively through group discussions and action planning. • Developed a comprehensive report summarizing the activities, achievements, challenges, and recommendations of the group work.

4. Internal viva voce: The internal viva voce assessment carries a weightage of 20 marks and is a compulsory requirement for all students. During the viva voce, students are expected to present their work and documents, including the community profile, observation notes, survey results, power analysis report, PRA report, and departmental consultation summaries. These documents should be duly signed by the field work supervisor, providing evidence of the student's engagement and completion of the fieldwork tasks.

MSW Part 1
SEM 2, Paper 5 Elective
Course Code: MSW2E05
Total Credits: 4

G1P2: Medical Health Condition & Medical Social Work Intervention

Learning Objectives:

- To understand the changing concept of health as an aspect of social development
- To develop knowledge about the important concepts in health
- To understand various medical health conditions and scope of medical social work intervention
- To develop appropriate skills and attitudes required for the practice as medical social worker

Learning Outcomes:

- Understand the concepts of health and patient as a person
- Develop knowledge and gain expertise in professional medical social work
- Acquire knowledge and skills about health, various diseases and social medicine
- Learn the necessity of health literacy, challenges and need of the reforms in health sector

UNIT I: Concept of Health and Patient as a Person

Meaning, components, determinants of health; Indicators of health status of people in a community—MMR, IMR, Life expectancy; Concept of positive health; Concept of disease and wellness; Concept of patient as a person – as a whole; psycho somatic approach in medical social work; Psycho socio economic problems faced by the patient & his/her family; Medical and psychological factors involved in various diseases; Medical sociology and its relevance to Medical social work.

UNIT II: Medical Conditions Requiring Social Work Intervention

Symptoms, causes, treatment, and medical social work intervention (preventive, promotive and rehabilitative measures) of Chronic disease - Cancer; Degenerative disease - Alzheimer's and Parkinson's disease; Infectious diseases - Tuberculosis, HIV/AIDS; Genetic disease - Sickle cell and Thalassemia.

UNIT III: Health Care Services and Medical Social Work in Various Settings

Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions; Functions of medical social workers in- a) Hospital settings, b) Community health settings, c) Palliative care settings; d) Schools for the physically and mentally challenged; Concept of Hospitalization syndrome.

UNIT IV: Transforming Health care through Collaboration, Mobilization and Advocacy

AYUSH; Alternate medicine; Importance of curbing superstitions in health related issue; Major medical procedures and their implications –like amputations/removing an organ; Concept of Hospice, Palliative Care and Pain Management; Role of NGO and private sector in comprehensive health care; Case studies of People's Health Organization – Aanandwan, Lok Biradari Prakalpa, and Aamhi Aamchya Aarogyasathi; Health Activism and Health Tourism

Recommended Readings:

1. Baru, R.V. 1998 Private Health Care in India: Social Characteristics and Trends. New Delhi: Sage Publications.
2. Burman, P. & Khan, M.E. 1993 Paying for India's Health Care. New Delhi: Sage Publications.
3. Dalal Ajit, Shubha Roy. 2005 Social dimension of Health, Rawat publications.
4. Dasgupta, M. & Lincoln, C. C. 1996 Health, Poverty and Development in India. New Delhi: Oxford University Press.
5. Dhillon, H.S. & Philip, L. 1994 Health Promotion and Community Action for Health in Developing Countries. Geneva: WHO.
6. Oak, T.M. (Ed.) 1991 Sociology of Health in India. Jaipur: Rawat Publications.
7. Park, K. 2005 Textbook of Prevention and Social Medicine (18th edition). Jabalpur: Banarsidas Bhanot.
8. Phillips, D. R. & Verhasselt, Y. 1994 Health and Development. London: Routledge.
9. WHO 1978 Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care. Alma Ata: USSR.
10. Yesudian, C.A.K (ed.) 1991 Primary Health Care. Mumbai: Tata Institute of Social Sciences.
11. Hiramani, A.B. 1996 Health Education: An Indian Perspective. New Delhi: B. R. Publishing Corporation.
12. Macdonald, G. & Peterson, J. L. (Eds.) 1992 Health Promotion: Disciplines and Diversities. London: Routledge.
13. McLeod, E., & Bywaters, P. 2000 Social Work, Health and Equality. London: Routledge.
14. Nadkarni, V.V. 1985 Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work. Bombay: Tata Institute of Social Sciences.
15. Rammurthy V, 2000, Global patterns of HIV/AIDS transmission
16. Rao, M. (Ed.) 1999 Disinvesting in Health: The World Bank's Prescriptions for Health. New Delhi: Sage Publications.

17. Sundaram, T. 1996 Reaching Health to the Poor, Sourcebook on District Health Management. New Delhi: VHAI.
18. Voluntary Health Association of India 1995 Reproductive Health and Reproductive Rights. New Delhi: VHAI.
19. Voluntary Health Association of India 1997 Report of the Independent Commission on Health in India. New Delhi: VHAI.
20. Voluntary Health Association of India 1992 State of India's Health. New Delhi: Voluntary Health Association of India
21. Hiramani, A.B. 1996 Health Education: An Indian Perspective. New Delhi: B. R. Publishing Corporation.
22. Macdonald, G. & Peterson, J. L. (Eds.) 1992 Health Promotion: Disciplines and Diversities. London: Routledge.
23. Baru, R.V. 1998 Private Health Care in India: Social Characteristics and Trends. New Delhi: Sage Publications.
24. Burman, P. & Khan, M.E. 1993 Paying for India's Health Care. New Delhi: Sage Publications.
25. Dasgupta, M. & Lincoln, C. C. 1996 Health, Poverty and Development in India. New Delhi: Oxford University Press.
26. Dhillon, H.S. & Philip, L. 1994 Health Promotion and Community Action for Health in Developing Countries. Geneva: WHO.
27. Drinka, T. J. K. & Clark, P.G. 2000 Health Care Teamwork: Interdisciplinary Practice and Teaching. Westport, CT: Auburn House.
28. Germain, C.B. 1993 Social Work Practice in Health Care: An Ecological Perspective. New York: The Free Press.
29. Katja, J. (Ed.) 1996 Health Policy and Systems Development. Geneva: WHO.
30. Oak, T.M. (Ed.) 1991 Sociology of Health in India. Jaipur: Rawat Publications.
31. Park, K. 2011 Textbook of Prevention and Social Medicine (21st edition). Jabalpur: Banarsidas Bhanot.

Total Credits: 4

G2P2: Organisational Behavioural Management

Learning Objectives:

- To introduce the students to concepts of management
- To give them knowledge about managing human behavior in organization
- To give them knowledge about motivation and counseling people

Learning Outcomes:

- Students will be able to explain the concept of Organisation Design and determine the factors that affect Organization Design.
- Students will be able to identify the components of Individual Behaviour and apply the concept of Learning, Perception, Attitudes and values.
- The student will be able to distinguish between the various theories of motivation and their application in organizations and also be able to apply these theories to practical problems in organizations.
- The students will be able to justify how organizational change and conflict affect working relationships within organizations and demonstrate how to apply relevant theories to solve problems of change and conflict within organizations.

UNIT I: Organizational Behaviour: An Introduction

Meaning, definition, Nature and Role of organization Behaviour, functions of organization Behaviour, Importance of organization behaviour, organization structure, Theoretical Frameworks of organizational behaviour (Cognitive, Behavioural, Social Learning); Concept of Industrial Psychology, Nature, scope, objective & Role of Industrial Psychology Practical application of Psychology in Industrial setting.

UNIT II: Functions of organization structure

Centralization and decentralization; Organizational culture-Definition, types, creating a ethical Organizational culture – Organizational values, Organizational Climate Organizational Citizenship Behaviour. Group structure, group decision making, teamwork – Communication - Concept, process, types and effectiveness; Leadership Theories.

UNIT III: Motivation & Employee Counselling

Concept of motivation, Hierarchy Theory of Human Needs; Positive and Negative motivation, motivation and Performances, concept of Employee counselling, objective, need, techniques of Employee counselling, functions and Type of Employee counselling, Role of social worker /HR manager in counselling; Performance Management: Concepts of performance, performance

appraisal; Difference between performance and potential appraisal; Performance appraisal process, Performance appraisal methods; Factors that distort appraisals.

UNIT IV: Managing Stress and Organizational Conflict

Concept of occupational stress, causes and coping strategies, impact of stress on employees and employer, modern work culture, job-demands and stress, stress management, concept of organizational conflict, Types of organizational conflict, conflict Resolution strategies; Managing stress – Quality of work life – Work Life Balance – Employee Engagement; Managerial ethics: Individual ethics, ethical dilemmas in management ethical practices of Indian managers.

Recommended Readings:

1. Bhattacharyya Dipik Kumar. (2014). Organizational behaviour. New Delhi; Oxford University Press.
2. Gupta, Ananda Das. (2014). Organizational behaviour design, structure and culture. Delhi: Biztantra.
3. King, D., & Lawley, S. (2012). Organizational behaviour. Oxford: Oxford University Press. Luthans, F. (2011). Organizational behaviour (12th ed.). New York: McGraw-Hill International.
4. Robbins, Judge and Vohra (2012). Organizational behaviour. New Delhi: Pearson.
5. Robbins, S. P., Judge, T.A. & Vohra, N. (2012). Organizational behaviour, Pearson.
6. Luthans (2011). Organizational behaviour. 12/e, McGraw Hill International
7. Raisa Arvinen-Muondo. (2013). Organizational behaviour: People, process, work and human resource management. London: Kogan Page.
8. Schermerhorn, J. R & Osborn, R. N. (2012). Organizational behaviour (12th ed.). New Delhi Wiley.
9. Seijts, Gerard H. (2006). [Cases in Organizational behaviour](#). New Delhi: Sage.
10. Singh, Kavita. (2010). Organizational behaviour: Text and cases. New Delhi: Pearson Publication.
11. [Thomas Kalliath](#), [Paula Brough](#), [Michael O'Driscoll](#), [Manimala](#) & [Oi-Ling Siu](#) (2011). Organizational behaviour: A psychological perspective. Australia: McGraw-Hill.
12. Weber, Emma, Phillips, Patricia Pulliam & Phillips, Jack J. (2016). Making change work: How to create behavioural change in organizations to drive impact and ROI. London: Kogan Page.

MSW Part 1

SEM 2, Paper 7 Elective

Course Code: MSW2E07

Total Credits: 4

G3P2: Urban Community Development: Strategies and Trends

Learning Objectives:

- To understand the current issues, approaches, strategies and programmes for development of urban communities.
- To understand the relevance and Problems of urban communities.
- To be equipped with theoretical framework to analyze urban community development programmes

Learning Outcomes:

- Acquire a theoretical frame work and have a conceptual clarity of urban community development in order to identify and analyze the urban issues.
- Get acquainted with various agencies engaged in working for the urban community development.
- Deepen the knowledge regarding the structure, functions and the administration of community development institutions.
- Improve the skills of addressing new social phenomena in the urban social settings.

UNIT I: Perspective of Urban Community Development

Origin and growth of cities - Ancient, medieval, modern Indian cities Characteristics of town, cities, metropolises, suburbs, satellite towns, ecological patterns of cities; City development and Development Authorities; Concepts of urbanism, urbanization, Characteristics of urban communities, social aspects of urban life, urban social institutions, urban community development - meaning, objectives, philosophy, principles, and Theories of urban development; Barriers to urban community Development.

UNIT II: Problems in Urban Community Urban Development and Social problems:

Overcrowding, urban disorganization and maladjustments, urban migration, Poverty and unemployment in urban areas Crime and juvenile delinquency, Urban housing and slums; Migration: Nature and Causes of migration from rural area to urban area; Housing & Affordable Housing, Population Pressure; Urban Sanitation and Clean Cities Index, Pollution, Urban Plantation, Urban Transportation, Traffic Scenario, Waste Management and recycling.

UNIT III: Urban Development Policy and Programme

Urban local self-government: Urban Governance – Governing cities, 74th Constitutional Amendment – Scope and processes, Structure and functions of local bodies; Governing Urban Development – Institutions, policies and schemes for urban development and urban renewal, Town Planning; Five-year plans and urban development, welfare programmes for urban poor; Models of urban development in India; Programmes of Ministry of Urban; Development at national and state

levels. Urban Renewal Mission in India (JNNURM); Role of HUDCO, MHADA, Slum Rehabilitation Agency.

UNIT IV: Strategies for urban Development in India

Voluntary action in urban settings, Umbrella Organizations, Mother Organizations, Nodal Agencies, Contemporary social Action groups, Role of Citizen Forum's, Public Private Partnership Model for Urban Development; Voluntary agencies and Urban Community Development NGOs intervention in urban problems and urban community development Role of civil society organizations (Resident associations and citizen clubs) in urban community development; Intervention of Corporate in urban problems: Case studies of Corporate Social Responsibilities (CSR) for urban community development. Public private partnership (PPP) for urban development (eg.Baroda urban development Project).

Recommended Readings:

1. Kalam Abdul A.P.J. & Singh Srijan Pal, Advantage India from Challenge to Opportunity; 2015,
2. Bhowmik, Debesh(2007) Economics of Poverty, New Delhi : Deep & Deep Publications.
3. Dutta,RudarS.,(1985) Indian Economy,NewDelhi : S. Chand&Company
4. Hajela,T.N.CYearcooperation Principles Problems andPractice(6thEdition),Delhi :Konark Publishers.
5. Higgott,RichardA.(1982) PoliticalDevelopment Theory:The Contemporary Debates Taylor& Francis Group.
6. Jhunjhunwala , Bharat. Globalization and Indian Economy, New Delhi :Gyan Book Pvt. Ltd.
7. Joshi, Deepali Pant (2006) Poverty and sustainable Development, New Delhi : GyanBooks.
8. Mishra & Puri (1995) Indian Economy, Mumbai: Himalaya Publication House.
9. Petras, James & Veltmeyer, Henry (2001) Globalization Unmasked- Imperialisminthe 21st Century,NewDelhi: Madhyam Books.
10. Pillai, G.M(Ed.) (1999) Challengesof Agricultureinthe21st Century, Pune: Maharashtra Councilof AgriculturalEducation andResearch.
11. Simon David,Narman Anders (1999) Developmentas Theory and Practice– Current Perspectiveson Development,Longman– UK.
12. Banerjee, Rahul. (2008). Reconciling displacement and rehabilitation. Social Action, 58 (3), 246-253.
13. Batley R., (2001). Public- Private Partnerships for Urban Services. In Freire M. and Stren R. (Eds.) Challenge of Urban Government: Policies and Practices, The World Bank.

14. Chakrabarti, Anjan., & Dhar, Anup. (2010). Dislocation and resettlement in development: From third world to the world of the third. UK: Rutledge. 4. Cherunilam, Francis., & Heggade, Odeyar. (1987). Housing in India. Delhi: Himalaya Publishing House. pp. 61.
15. Coelho, Karen., Venkat, T., & Chandrika, R. (2012). The Spatial Reproduction of Urban Poverty: Labour and Livelihoods in a Slum Resettlement Colony. *Economic & Political Weekly (Review of Urban Affairs)*, 48 (47- 48), 53-63.
16. Coelho, Karen., & Nithya Raman. (2010). Salvaging and Scape goating: Slum Eviction on Chennai's Waterways. *Economic & Political Weekly*, 45 (21), 19-23.
17. Dilip Diwakar G & Vanessa Peter (2016). Resettlement of Urban Poor in Chennai, Tamil Nadu: Concerns in R&R Policy and Urban Housing Programme, *Journal of Land and Rural Studies*, Sage, 4 (1), 97-110.
18. Diwakar, G. Dilip. (2012). Is eviction of Urban poor a way for Inclusive Development?. In Verma R.B.S., Singh R.K., & Pooja Verma (eds). *Shades of Inclusion and Exclusion in India* (pp. 170-190). Lucknow: New Royal Book Company
19. Dorairaj, S. (2009, May 9-22). On the Margins. *Frontline*, 26 (10)
20. Fernandes, W & Chatterji S. (1995). A critique of the draft national policy. *Lokayan Bulletin*, 11(5), 29-40.
21. Government of India, Planning Commission, "Five year plans". Downloaded from <http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>
22. I S A Baud and J de Wit (ed.) (2008). *New Forms of Urban Governance in India: Shifts, Models, Networks and Contestations*. New Delhi: Sage
23. Jacob Z. Thudipara (2007). *Urban Community Development* (2nd Ed.), Jaipur: Rawat Publication 14. Kundu A., (2003). Urbanisation and Urban Governance. *Economic and Political Weekly*, 38(29), July 19 - July 25.
24. National Commission for Enterprises in the Unorganised Sector. (2007). Report on Conditions of Work and Promotion of Livelihoods in the Unorganised Sector.

MSW Part 1
SEM 2, Paper Elective (OJT/FP)
Course Code: MSW2P08
Total Credits: 4

Field Project FP (Thematic)

Directions:

1. To Develop Understanding of Social Work Research, Methodology and Theory with field interaction/Induction (Practical assignment)

2. Field Project/OJT must be of 4 credits (120 hours: 2 days orientation before field induction, 16 days field engagement (6 hours per-day), Report writing, Presentation, and subject viva-voce)
3. Selection of topic – Student should discuss with supervisor and finalize the topic and field area/setting.
4. Orientation about field project/OJT – Department/institution should provide orientation workshop for field work, its procedure, report writing, documentations (written, audio-visual, etc.), field-diary, certification, etc.
5. Field work – Field work should be in any community, or with any NGO/GO/CBO, or with any Institution.
OJT should be with any GO, NGO, etc. for speculated time.
6. Report writing –
 - A. Daily Report writing: Objectives, Work done, Observation and daily reflection on field
 - B. Final Report writing: Field Project report (Introduction of FP, Methodology, Process, Discussion, Outcomes and Concluding remark, learning and critical reflection of sociological thoughts)
7. Field Dairy: It is must for assessment of the students. It should mention reporting time, date and day, write field Notes/points/memos during field interaction.
8. Attendance and Certification (for 100 hours field engagement): Student should submit the certificate from authority where he/she/they complete his/her/their field-work, viz. Formal head (Sarpanch/Member of Municipal Corporation etc.) of Community or authority of NGO/GO/CBO, or Institution regarding his/her/their attendance and field work in field setting.
9. Scheme of Evaluation :

Sr. No.	Topics to cover	Periods allotted	Distribution of Marks
1	Orientation of OJT/FP	10	--
2	Field Work / OJT	100	--
3	Daily Diary	--	20
4	Report writing	10	40
5	Presentation	--	20
6	Internal Viva voce	--	20

Semester III

PROGRAM: MASTER IN SOCIAL WORK (AUTONOMOUS)
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.

Second Year: Semester III

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (50%) (Average 50 marks for Passing)	Total		
						Internal Evaluation	End SEM Exam				
6.5	M A J O R	M A N D A T O R Y	MSW3T01	Core Domain: Professional Development for Social Workers	4	40	60	B/6	100		
			MSW3T02	Method Course V: Social Welfare Administration.	4	40	60	B/6	100		
			MSW3T03	Social Legislation & Social Advocacy	4	40	60	B/6	100		
			MSW3F04	Social Work Practicum (Thematic Field work)	2	40	60	B/6	100		
		E L E C T I V E	MSW3E05	G1P3: Mental Health and Psychiatric Social Work Intervention.	4	40	60	B/6	100		
			MSW3E06	G2P3: Labour Legislations and Welfare							
			MSW3E07	G3P3: Rural Community Development: Institution and Governance							
		RP		MSW3P08	Research Project	4	100		B/6	100	
		Cumulative Credit/ Marks					22				600

MSW Part 2
SEM 3, Paper 1 MANDATORY
Course Code: MSW3T01
Total Credits: 4

Core Domain: Professional Development for Social Workers

Learning Objectives:

- To understand the process of self-awareness and relevance of self-awareness for personal and professional development
- To develop practice based skills and positive life skills for competence in personal life and professional practice
- To develop soft skills for professional practice and managerial skills for effective performance in professional life
- To understand and uphold professional values and ethics

Learning Outcomes:

- Understand about their self and improve their personal qualities and skills
- Manage themselves effectively for better performance in the professional life
- Develop professional skills to work with individuals, groups, and communities at large
- Sharpen their professional skills including team work, report writing, documentation skills

UNIT I - Self and Self Awareness

Meaning of self: self-concept, self-esteem, self-image, self-acceptance, and self-control; Significance of understanding self; Concept, process, need and importance of self-development; Importance of achievement orientation and striving behavior; Reactions of self to various life situations: achievements, frustration, failures, crisis; Techniques for understanding intra and interpersonal self: Transactional Analysis; SWOT analysis; Jo-Hari window, Six Thinking Hats.

UNIT II - Communication for Effective Functioning

Concept, definition and principles of communication; Elements of communication; Types of communication; Developing skills for effective interpersonal Communication: Active Listening, Observation, Evaluation, use of appropriate language, facilitation, etc.; Concept, process, need and importance of Public speaking for social worker.

UNIT III - Attributes of Professional Personality

Concept of Professional attributes; Qualities, Values, Attitudes, Creativity, Habits, Professional knowledge in professional personality; Professional commitment; Development of professional personality: i. Concept of professional personality; ii. Professional values and value conflict; iii. Professional ethics and ethical dilemmas.

UNIT IV - Development of Professional Self

Honesty, Integrity, Lifelong learning, Critical thinking, Ethical decision making, Acceptance of professional self and others, Soft Skills: Concept and Importance; Work Life balance; Report Writing, Documentation and Presentation skills; Team work: Problem analysis and Decision making; Stress and burnout: Causes and impact of stress; Stress management; Causes and impact of burnout; Prevention of stress and coping with burnout.

Recommended Readings:

1. Alvia A Goldberg, Carl Lason (1975) Group Communication: Discussion Process and Application, New Jersey: Prentice Hall, Inc, Eaglewood Cliffs.
2. Anne M. Geroski, 2016. Skills for Helping Professionals
3. Beryl, Williams (1977) Communicating Effectively, New Delhi: Sterling Publications.
4. Chopra, BS. KS. (1987) Leadership for Indian Manager, Pune: Times Research Foundation.
5. Christine Stogdon, Robin Kiteley, 2010, Study Skills for Social Workers
6. Crispin Cross P. (1974) Interviewing and Communication, Bostan : Routledge and Kegen Paul
7. Datar S. & others 2010 - Skill Training for Social Workers – A Manual, SAGE Publication.
8. Davas, Rustam (1993) Creative Leadership, New Delhi: UBS Publishers.
9. Davis, Martin (Ed.) (2002) Companion to Social Work, USA: Blackwell Publishers Ltd.
10. D'Souza, Anthony (1989) Leadership Vol. I, Mumbai: Better Yourself Books.
11. Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co.
12. Joyce, Lishman (1994) Communication in Social Work, New York: Palgrave.
13. Juliet Koprowska, 2014, Communication and Interpersonal Skills in Social Work
14. Khwaja, Ali (2000 Ed.) Booklets on Counseling, Bangalore: Banjara Academy.
15. Lynne Rutter, Keith Brown, September, 2015, Critical Thinking and Professional Judgment for Social Work.
16. Mark, Doel and Shardlow, Steven M. (2005) Modern Social Work Practice, England :Ashgate Publishing Ltd.
17. Patil, Jayant (2002) Mind, Body and Soul Management Handbook, 21st Century Life style, Pune: International Institute of Management Research and Applied Techniques.
18. Philip Priestley, Jasmes McGuire (1983) Learning to Help, London: Tavistock Publication Ltd.
19. Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication.

MSW Part 2
SEM 3, Paper 2 MANDATORY
Course Code: MSW3T02
Total Credits: 4

Method Course V: Social Welfare Administration

Learning Objectives:

- To develop an understanding of social welfare administration as a method of the social work profession
- To understand various components of social welfare administration
- To develop the welfare administration's perspective, skills, and attitude

Learning Outcomes:

- Students will know the welfare administration as a Method of SWP
- Students will get knowledge about various components and acquire the required different skills and attitudes for the same
- Students will know the importance of Social work administration in professional Social work practice and intervention

UNIT I: Social Welfare Administration:

Concept, Nature, history, process and scope Process; Models of social welfare; Concept, Purpose, Principles and Significance of social welfare administration as a method of social work.

UNIT II: Management of Human Service/Welfare Organisations

Significance of Welfare Organizations, welfare programmes; Formation of Organisation, Relevant Legislation (Societies Registration Act 1860, Bombay Public Trust Act, 1950, Section 8 of the Companies Act, 2013); Organizational Structure and Management; Project Proposal (Funding Project, Research Project).

UNIT III: Components of Administration

Planning and Organizing; Staff Recruitment, training and development; Direction, Coordination and Supervision; Recording and Documentation; Budgeting.

UNIT IV: Strategies and Mechanism of Administration

Resource Raising (Building of Human and Institutional resources); Mobilization and Management; Public Relations and Networking; Project planning, Monitoring and Evaluation; Transparency and Accountability; Capacity Building and Sustainability.

Internal Assessment

- Workshop on Preparation & Presentation of Research project and funding project

- Field visit to understand the functions and roles of the GO and NGO, CSR initiatives
- Assignment, Presentation and Internal Viva-voce

Recommended Readings:

1. Bhattacharya, S. (2006). Social work administration & development. New Delhi: Rawat Publications
2. Bryson, J. M. (2004). Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement.
3. Choudhari, D. Paul (1983) Social Welfare Administration, Delhi: Atma Ram and Sons.
4. Chandra, S. (2001). Non-governmental organizations: structure, relevance and function. New Delhi: Kanishka Publishers
5. Dadrawala, N. H. (2004). The art of successful fund raising. New Delhi: CAP
6. Goel, S. L. And Jain, R. K. (1988) Social Welfare Administration: Theory and Practice, Vol.I and II, New Delhi: Deep and Deep Publications.
7. Government of India: Evaluation of Social Welfare Programmes, Encyclopaedia of Social Work. Vol. 1, 297 -310.
8. Jossey-Bass. 5. Yuen, F. K.O., & Terao, K. L. (2002). Practical grant writing and program evaluation. Wadsworth Publishing
9. Kaushik, A. (2013). Welfare and development administration in India. New Delhi: Global Vision Publishing House
10. Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Designing and managing programs: an effectiveness based approach (5th Edn). Sage
11. Kapoor, K. K. (1986) Directory of Funding Organizations, Delhi: Information and News Network.
12. Lauffer, A. (1977) Getting The Resources You Need, New Delhi: Sage Publications.
13. Lauffer, A. (1977) Understanding Your Social Agency, London: Sage Publications.
14. Luthans, Fred.(1990) Organizational Behavior, Boston, Irwin McGrawHill.
15. Lewis, J. A., Lewis, M. D., & Others (2000). Management of human service programs. Pacific Grove, CA.: Books/Coles.
16. Norton. M., & Culshaw, M. (2000). Getting started in fund raising. New Delhi: Sage Publications
17. Pynes, J. E. (2004.) Human resources management for public and nonprofit organizations. Jossey-Bass.
18. PRIA. (1990) A Manual On Financial Management - An Accounts Keeping For Voluntary Organizations, New Delhi: Society For Participatory Research InAsia
19. Sachdeva, D. R. (1998) Social Welfare Administration in India, Allahabad, Kitab Mahal.
20. Skidmore, R. A. (1994). Social work administration: dynamic management and human relationships. Pearson Education.

MSW Part 2
SEM 3, Paper 3 MANDATORY
Course Code: MSW3T03
Total Credits: 4

Social Legislation & Social Advocacy

Learning Objectives:

- To get an overview of the significance of social legislation in India.
- To gain functional knowledge about Acts those are relevant to social work practice.
- To acquire skills for using legal measures in social work intervention.

Learning Outcomes:

- From this course students will learn the fundamental principles of social justice.
- Course enables students to grasp the need and importance of social legislations.
- This course helpful to understand the meaning and necessity of social work advocacy.
- Students will be acquainted with some of skills required for advocacy practice.

UNIT I: Constitution and Social Justice

Social Inequality: concept and forms of inequality; Social Justice: Meaning and Concept, Principals; Human Rights; Social Justice and Constitutional Provisions; Fundamental Rights (Article 14-35): Right to Equality, Right to freedom, Right against exploitation, Right to freedom of Religion, Cultural and Educational Rights and Right to constitutional Remedies; Directive Principals of State Policy (Article 36-51); Other Constitutional Provisions: related to SC, ST, OBC, Women etc.

UNIT II: Social Policy and Social Legislation

Social Policy: Concept, Social Policy in India: Need and importance; Social Legislation: Concept, Needs and Objectives, Social Legislation as instrument of Social Change and Justice; Historical context of social legislation in India; Overview of social legislation related to marginalized population: 1) Marginalized Sections: Women, Children, SC, ST, Disabled Persons, LGBTQIA+, 2) Family, 3) Labour, 4) Environment etc.; Social Legislation and Social Work; Introduction to policy analysis and its relevance in social work.

UNIT III: Social work/service advocacy

Meaning of Advocacy in Social Work; Types of Advocacies in Social Work: Case, Systemic, Legislative, Policy Advocacy; Importance of Advocacy in Social Work; Understanding the role of advocacy in social work practice; Role of Social Service advocate in Social Work; Ethics and Values in Social Work and challenges of social work advocacy; Case studies highlighting successful social advocacy initiatives in India.

UNIT IV: Legal Aid and practice of advocacy

Principles and methods of policy analysis in the context of social work; Legal Aid: Concept, Legal Service Authority (LSA); Strategies for effective policy advocacy in social work; Developing effective advocacy strategies and campaigns; Engaging with stakeholders, Building coalitions and partnerships for social change, Techniques for lobbying and influencing policy decisions; Mobilizing communities for social change.

Recommended Readings:

- 1) Weiss, M. (2017). Social justice advocacy in practice: New approaches to the delivery of social services. Routledge.
- 2) Popple, P. R., & Leighninger, L. (2019). The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers (7th ed.). Pearson.
- 3) Jansson, B. S. (2018). Becoming an Effective Policy Advocate: From Policy Practice to Social Justice (8th ed.). Cengage Learning.
- 4) Grant, R. (Ed.). (2020). The Handbook of Social Work and Social Development Practice (2nd ed.). Routledge.
- 5) Rafferty, J., & Russell, S. (Eds.). (2018). Social work and social policy: An introduction. SAGE Publications.
- 6) Hall, N., & Davis, D. (Eds.). (2017). Social work practice and activism in the era of neoliberalism: Rising to the challenge. Routledge.
- 7) Ife, J. (2016). Human rights and social work: Towards rights-based practice. Cambridge University Press.
- 8) Tandon, R. (2014). Advocacy and Social Work Practice. SAGE Publications.
- 9) Jansson, B. S. (2018). Becoming an effective policy advocate: From policy practice to social justice. Cengage Learning.
- 10) Dolgoff, R., Harrington, D., & Loewenberg, F. M. (2017). Ethical decisions for social work practice. Cengage Learning.
- 11) Agarwal, A., & Venkat, A. (Eds.). (2016). Social Work and Social Justice: Concepts, Challenges, and Strategies. Rawat Publications.
- 12) Alagh, Y. K., & Hati, B. (Eds.). (2012). Social Work in India: Contexts and Practices. Oxford University Press.
- 13) Vyasulu, V. (2011). Social Action and Legal Change in India: A Lawyer's Perspective. Orient BlackSwan.
- 14) Shah, G. H., & Shah, P. R. (Eds.). (2016). Social Policy and Social Work: Critical Dialogues on the Indian Experience. Routledge.
- 15) Dhawan, N. (2013). Law and Social Transformation in India. Oxford University Press.
- 16) Social Work and Social Advocacy: Advancing Social Justice through Practice" by S. Wernet
- 17) Policy Practice for Social Workers: New Strategies for a New Era" by L. Jansson

- 18) An Introduction to Policy Analysis: Concepts and Practice" by E. S. Weimer and A. R. Vining
- 19) Social Policy for Effective Practice: A Strengths Approach" by R. E. Dewees
- 20) Advocacy Practice for Social Justice" by R. Netting, K. O'Connor, and M. L. Fauri
- 21) Advocacy and Social Work Practice" by M. E. Pritzker

MSW Part 2

SEM 3, Paper 4 MANDATORY

Course Code: MSW3F04

Total Credits: 2

Social Work Practicum (Thematic Field Work)

The third semester of the social work practicum offers specialized fieldwork experiences aligned with students' chosen specializations, providing targeted opportunities for skill development, real-world insights, and assessments. Activities include observation visits, concurrent fieldwork practicum, skill laboratory workshops, and internal viva voce examinations. The table below provides details of allocated hours and marks for each activity.

S.N.	Social Work Practicum - 120 Hours	Hours	Marks
1	Observational visits based on Specialization Minimum Three Visits	08	15
2	Skill Laboratory Workshops. Minimum two sessions (2 Hours each)	04	05
3	Concurrent Field Work Practicum-18 Days /Visits (2 days in a week) 12 Hours per week	108	60
4	Internal viva voce	----	20
	Total		100

- 2. Skill Laboratory Workshops:** In the skill laboratory workshops, students will participate in a series of two sessions, each lasting two hours. The workshops will focus on crucial areas of social work practice to enhance students' professional skills and competencies.

The topics covered include:

Strategic Planning Exercise: Engage students in a hands-on activity where they work in teams to develop strategic plans for hypothetical or real NGOs. They can analyze the organization's mission, set goals, devise strategies, and create action plans.

Resource Mobilization Simulation: Create a simulation exercise where students experience the challenges and dynamics of fundraising and resource mobilization for NGOs. They can

engage in role-playing scenarios, such as donor meetings, grant applications, and crowd funding campaigns.

Expected Activities in Skill Laboratory Workshops:

Strategic Planning Exercise:

- **Mission Analysis and Goal Setting:** Students analyze the mission of a hypothetical or real NGO, identify strengths and weaknesses, and set SMART goals.
- **Stakeholder Mapping and Engagement:** Students identify key stakeholders of their chosen NGO and develop strategies for effective engagement.
- **Environmental Scan and Trends Analysis:** Students analyze reports and data on the NGO sector and specific issues to identify trends, challenges, and opportunities.
- **Strategy Formulation and Action Planning:** Teams develop strategies and action plans, present them to the class, and receive feedback.
- **Reflection and Adaptation:** Students reflect on the presented strategies, discuss strengths and weaknesses, and identify areas for improvement...

Resource Mobilization Simulation:

- **Mock Donor Meetings:** Students role-play as NGO representatives in simulated donor meetings to practice pitching their organization's mission and projects.
- **Grant Application Exercise:** Students prepare a mock grant proposal, including a project description, budget, and monitoring plan.
- **Crowd funding Campaign Simulation:** Teams set fundraising goals and implement a simulated crowd funding campaign, utilizing online platforms and social media outreach.
- **Budgeting and Financial Planning Activity:** Students develop a budget and financial plan for an NGO using a provided case study.
- **Donor Compliance Workshop:** Workshop covering legal and ethical considerations related to donor compliance and transparency.

Partnership and Collaboration Exercise: Students research and propose potential partnerships for their NGOs, exploring mutual benefits and collaboration opportunities. These activities provide students with hands-on experiences, opportunities for self-reflection, and collaborative learning. Through active participation and engagement, students will develop practical skills, gain insights, and deepen their understanding of the topics covered in the skill laboratory workshops.

Expected Output:

- Teams developed strategic plans for hypothetical or real NGOs
- Analysis of the organization's mission, SWOT analysis, and SMART goal setting
- Action plans and strategies created for achieving the set goals
- Mock donor meeting observations and reflections
- Grant proposal preparation, including project description, budget, and monitoring plan
- Implementation and evaluation of a simulated crowd funding campaign
- Budgeting and financial plan for an NGO based on a provided case study

- 3. Concurrent Field Work Practicum-18 Days /Visits (2 days in a week) 12 Hours per week:** In the concurrent fieldwork practicum, students will be placed with organizations in Nagpur city, catering to urban, semi-urban, or rural communities. These placements will be based on the students' specialization. For MPSW specialization students, placements will be in medical settings such as hospitals or community health settings. Students specializing in URTCD will be placed in urban, rural, or tribal NGO settings, while HRM students will be placed in relevant companies.

This practicum consists of 18 days or visits, with 2 days per week and a total of 12 hours per week. Throughout their fieldwork, students will actively engage in practice learning activities under the guidance of their fieldwork supervisors. They will gain practical experience in working with individuals, groups, and understanding community dynamics while applying social work principles and skills. These placements provide students with invaluable opportunities to apply their specialized knowledge and contribute to their professional growth in their respective fields of social work.

S.N	EXPECTED ACTIVITY	EXPECTED OUTPUT
1	Development of agency profile: Students are tasked with creating a detailed profile of the agency by, gathering information, and documenting the agency's activity and output. This entails exploring the agency's mission, objectives, programs, target population, and the services it delivers.	<ul style="list-style-type: none"> Detailed profile of the agency based on the format provided
2	Community profile: Students will conduct on-site observations, administer short surveys with power analysis, and utilize participatory rural appraisal (PRA) techniques to develop a comprehensive community profile. Visiting relevant departments will provide additional insights into community issues, allowing students to understand the community's dynamics, challenges, and emerging trends.	<ul style="list-style-type: none"> Community Profile Report Observation Notes Survey Results Power Analysis Report Participatory Rural Appraisal (PRA) Report Departmental Consultation Summaries
3	Casework: In this case work assignment, students will select two cases and develop a face sheet or case profile for each. They will conduct a minimum of four interviews with the individuals, along with one home visit and	<ul style="list-style-type: none"> Two face sheets or case profiles developed for the selected cases Eight interviews conducted with each client to gather information and provide counselling, guidance, support, and encouragement

	<p>one collateral contact. Through interviews, students will provide counselling, guidance, support, and encouragement, while also intervening in the immediate environment and addressing any physical needs that are feasible.</p>	<ul style="list-style-type: none"> • One interview conducted with family members to understand their perspective and involvement • One interview conducted with the support group of the client to assess available community resources and support systems • Case work summary report prepared, highlighting key findings, interventions, progress, and recommendations
4	<p>Group work: Through the process of group work, students aim to create and facilitate a group setting, such as educational, recreational, therapeutic, or supportive, to foster positive change and growth among individuals. Group work methods in social work involve collaborative and supportive environments where participants can share experiences, learn from one another, and develop new skills. These methods include group discussions, problem-solving exercises, role-plays, activities, and mutual support. The goal is to enhance social interaction, promote personal development, build relationships, empower individuals, and collectively address social issues</p>	<ul style="list-style-type: none"> • Formulated and established a functional group (educational, recreational, therapeutic, or supportive) with identified participants. • Facilitated group sessions and discussions, providing a collaborative and supportive environment. • Implemented various group work methods, such as problem-solving exercises, role-plays, and group activities, to promote learning and skill development. • Fostered mutual support and encouragement among group members. • Enhanced social interaction and built relationships among participants. • Addressed relevant social issues collectively through group discussions and action planning. • Developed a comprehensive report summarizing the activities, achievements, challenges, and recommendations of the group work.
5	<p>Issues-based intervention:</p> <ul style="list-style-type: none"> • Issue Selection: Students choose a pressing issue aligned with their 	<ul style="list-style-type: none"> • Students select a pressing community issue aligned with their specialization and interests.

	<p>specialization and interests (e.g., poverty, unemployment, substance abuse, domestic violence, environmental degradation).</p> <ul style="list-style-type: none"> • Issue Analysis: Students conduct a thorough analysis, examining causes, impacts, and underlying factors. They gather data, research literature, and engage with community members and stakeholders. • Intervention Design: Students design an effective intervention plan with specific goals, objectives, strategies, and activities tailored to the community's unique needs and context. • Implementation and Evaluation: Students implement the intervention plan, actively engaging with community members and stakeholders. They monitor and evaluate effectiveness, making adjustments as needed. • Reflection and Documentation: Students reflect on the intervention experience, documenting the process, challenges, lessons learned, and impact. This documentation contributes to the collective knowledge in social work. 	<ul style="list-style-type: none"> • Thorough analysis of the chosen issue is conducted, including causes, impacts, and underlying factors. • An intervention plan is designed with specific goals, objectives, strategies, and tailored activities. • Students implement the intervention plan, actively engaging with community members and stakeholders. • Continuous monitoring and evaluation of the intervention's effectiveness are carried out, with adjustments made as necessary. • Reflection on the intervention experience is documented, including challenges, lessons learned, and the impact of the intervention. • The documentation serves as a valuable resource for future interventions and contributes to the collective knowledge in the field of social work.
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4. Internal viva voce: The internal viva voce assessment carries a weightage of 20 marks and is a compulsory requirement for all students. During the viva voce, students are expected to present their work and documents, including the community profile, observation notes, survey results, power analysis report, PRA report, and departmental consultation summaries. These documents should be duly signed by the field work supervisor, providing evidence of the student's engagement and completion of the fieldwork tasks.

MSW Part 2
SEM 3, Paper 5 ELECTIVE
Course Code: MSW3E05
Total Credits: 4

G1P3: Mental Health and Psychiatric Social Work Intervention

Learning Objectives:

- To gain knowledge about the concept of Mental Health as an important attribute of life
- To develop skills required for working as a psychiatric social worker
- To understand the relevance, nature and types of social work interventions in mental health
- To develop appropriate skills and attitudes required for the practice of mental health social work
- To develop a critical perspectives of healthcare services, programmes and policies in the context of health scenario in the country

Learning Outcomes:

- Understand and acquire the programmes and various policies in health care
- Gain the different kind of changing trends in the field of health policy and planning in India
- Learn and understand the development about critical perspectives of mental healthcare services, programme, and policies in the context of mental health scenario in India
- Learn and understand the various treatment methods and intervention in psychiatric social work

UNIT I: Concept of Mental Health and Mental Health Care Services

Definitions, perspectives, and components of mental health; Understanding normal and abnormal behavior; Classification of mental and behavioral disorders; Use of classification and its importance; Etiology of mental and behavioral disorders: socio cultural factors specific to India like gender, caste, age discrimination

UNIT II: Psychiatric Conditions Requiring Social Work Intervention

Symptoms, causes, treatment, and social work intervention of: Major (Psychotic) psychiatric disorders - Schizophrenia, Mood disorders; Minor (Neurotic) psychiatric disorders - Anxiety disorder, Obsessive compulsive disorder, Post traumatic stress disorder; Personality disorder; Psychosomatic disorders; Childhood Psychiatric Disorders - Mental retardation, Developmental disorders including ADHD and Autism Spectrum Disorder

UNIT III: Mental Health Care Services, Policy and Programme

Mental health care scenario in India; District and National mental health programme; Law and mental health; Innovative approaches to mental health care like Alcoholic Anonymous, Narcotic Anonymous, support groups, etc. Principles and concepts of community organization in mental health, preventive, and promotive approaches.

UNIT IV: Psychosocial Intervention

Family Interventions: Psycho-educational and supportive interventions; Social skills training: Activities of daily living and vocational skills training; Therapeutic community; Psychiatric

rehabilitation: day care and half way homes; Concept of Psycho-education and psycho social rehabilitation.

Recommended Readings:

1. Batchelor, Ivor (1969): Text book of Psychiatry for Students and Parishioners.
2. Desai, Arvind (1988) : Psychiatric and Modern Life, New Delhi : Sterling Publishers Pvt. Ltd.
3. Faulk, Malcom (1988) : Basic Forensic Psychiatry, London : Blackwell Scientific Publications
4. Henderson & Gilespie's Revised edition, London : Oxford University Press
5. Hillard, James Randolph, (1992) : Manual of Clinical Emergency Psychiatry, New Delhi : Jaypee Brothers.
6. Coleman, James & Broen, William (1970): Abnormal Psychology and Modern Life. Bombay: D.B. Tarporewala Sons & Co.
7. Gelder, Michael Gath, et al (1996) : Oxford Textbook of Psychiatry, Delhi, Oxford University Press.
8. Kaplan and Saddock, Wippincott, Williams and Wilkins with edition (1998) Synopsis of Psychiatry, New York, Lippincott.
9. Kolbe & Brodie (1982): Modern Clinical Psychiatry, London: W.B. Saunders Co.
10. Lois Meredith French (1948) : Psychiatric Social Work. New York : Commonwealth Fund.
11. Patel, Vikram (2002): Where there is No Psychiatrist, New Delhi : Voluntary Health Association of India.
12. Priest, Robert & Woolfson, Gerald (1986) : Handbook of Psychiatry. Delhi: CBS.
13. Sarason, Irwin & Sarason, (1998) : Barbara Abnormal Psychology, New Delhi : Prentice Hall of India Pvt. Ltd.
14. Shah, L. P. & Shah, Hema (1988) : A Handbook of Psychiatry, Mumbai : UCB Pvt. Ltd.
15. Slater, Eliot & Roth, Martin (1992) : Clinical Psychiatry, New Delhi : All India Traveler Book Seller.
16. Stafford, David, Clark (1964) : Psychiatry for Students, London : George Allen & Unwin Ltd.
17. Verma, Ratna (1991) : Psychiatric Social Work in India, New Delhi : Sage Publications.
18. Vyas & Ahuja (1992) : Postgraduate Psychiatry, Delhi: B.I. Publications
19. Bentley, K.J. 2001 Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing.
20. Callicutt, J. W., & Lecca, P.J. (eds.) 1983 Social Work and Mental Health. New York: The Free Press.

21. Carson R.C., Butcher, J.N. & Mineka, S. 2000 Abnormal Psychology and Modern Life. Singapore: Pearson Education.
22. Dhanda, A. 2000 Legal Order and Mental Disorder. New Delhi: Sage Publications.
23. French, L.M. 1940 Psychiatric Social Work. New York: The Commonwealth Fund.
24. Horwitz, A.V., & Scheid, T.L. (eds.) 1999 A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems. Cambridge: Cambridge University Press.
25. Mane, P., & Gandevia, K.Y. (eds.) 1993 Mental Health In India: Issues and Concerns. Bombay: Tata Institute of Social Sciences.
26. Mguire, L. 2002 Clinical Social Work: Beyond Generalist Practice with Individuals, Groups and Families. CA: Brooks/Cole.
27. Murthy, R.S. 1992 Mental Health, In A. Mukhopadhyay, (Ed.) State of India's Health (pp. 401-4). New Delhi: VHA.
28. Gottlieb, B.H. 1983 Social Support Strategies: Guidelines for Mental Health Practice. New Delhi: Sage Publications.
29. Sahni, A. 1999 Mental Health Care in India: Diagnosis, Treatment and Rehabilitation. Bangalore: Indian Society of Health Administrators.
30. Sheppard, M. 1991 Mental Health Work in the Community: Theory and Practice in Social Work and Community Psychiatric Nursing. New York: The Falmer Press.
31. Sutherland, J.D. (ed) 2003 Towards Community Mental Health. London: Routledge.
32. World Health Organization 1990: The Introduction of a Mental Health Component into Primary Health Care. Geneva.
33. World Health Organization 2002: The ICD-10 Classification of Mental and Behavioural Disorders. Geneva.

MSW Part 2
SEM 3, Paper 6 ELECTIVE
Course Code: MSW3E06
Total Credits: 4

G2P3: LABOUR LEGISLATIONS AND WELFARE

Learning Objectives:

- To review the salient features of labour legislations
- To inculcate knowledge on employee welfare
- To understand the scope of social work practice in industry

Learning Outcomes:

- Student should be able to understand the labour law.
- Student should be able to summarize the important provisions of Social Security Legislations in reference to the Employee State Insurance Act-1948, The Employee provident fund and miscellaneous provisions Act-1952 etc.
- Student should be able to summarize the important provisions of Wage Legislations, in reference to Payment of Wages Act 1936, Minimum Wages Act 1948 & Payment of Bonus Act 1965.

UNIT I: Introduction to labour law

Historical development of labour legislation in India, labour in Indian constitution, Judicial set up and administration of labour legislation in India, origin of labour, Legislation of India.

UNIT II: Salient features of the Labour legislations

The Factories Act-1948, The Industrial Disputes Act-1947, The payment of Wages Act-1936, The Minimum Wages Act-1948, Payment of Bonus Act-1965. The Employee State Insurance Act-1948, The Employee provident fund and miscellaneous provisions Act-1952, Contract Labor (Regulation & Abolition) Act-1970, The Bombay Shops and Commercial establishment Act-1948, Industrial Employment (Standing Orders) Act-1946. The Mathadi Workers Act - 1969

UNIT III: Employee Welfare and Social Security

Employee Welfare Concept, philosophy, principles and scope of Labour Welfare in India, Labour Welfare statutory and non-statutory programmes, Labour Welfare Fund; Labour Welfare Officer-roles, duties and Functions, Workmen's Compensation Act 1923, Maternity Benefits Act 1961, The Payment of Gratuity Act-1972, Family Pension Scheme.

UNIT IV: Compensation and Benefits Management

Basics of Compensation and Benefits Management, Its Policy, and Importance; Factors Influencing Pay Rates; Minimum Wages: Meaning. Deciding Factors, and Impact on Compensation; Designing Compensation Structure, Fixation Methodology; Variable Incentive Schemes, and Production Incentive Schemes, Basics of Taxation; Benefits on Employee Retention.

Recommended Readings:

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
2. Dessler, Gary and Varkley, B. (2011). Human Resource Management (12e). Pearson, New Delhi.
3. Fisher, Cynthia, D., Schvenfeldt, Lyle F., & Shaw, James, B. (2008). Human Resource Management (6e). Bizantra, New Delhi.

4. Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
5. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.
6. Noe, Raymond and Kodwani, A.D. (2012). Employee Training and Development (5e), McGraw Hill Education (India) Private Ltd, New Delhi.

MSW Part 2
SEM 3, Paper 7 ELECTIVE
Course Code: MSW3E07
Total Credits: 4

G3P3: Rural Community Development: Institution and Governance

Learning Objectives:

- To develop the knowledge base of agencies and institutions of Rural community Development.
- Develop sensitivity, commitment and skills to influence critical issues in rural communities.
- To Develop critical understanding of community development approaches and interventions
- Acquire skills related to participatory programme planning, evaluation and community organising with rural communities

Learning Outcomes:

- To understand the origin and evolution of village life and village people
- To improve the skills of addressing new social phenomena by understanding the strategies followed for Rural Development in India.
- To prepare the social workers to work in Developmental settings like local self-governments, co-operatives, ICDS scheme and in NRHM.
- To deepen the knowledge regarding the emerging trends in rural community development.

UNIT I: Rural Community Development: Approaches and Rural Livelihood

Evolution of village communities and patterns of rural settlement in India Origin of villages and their constitution-Village government; Rural People and Patterns of Rural Settlement: Characteristics of Rural Society and Rural Life - Different Patterns of Rural Settlements; Rural Community Development: Concept, nature and scope of Rural Community Development, Introduction to Community Development programme 1952 and Different models of Rural Community Development (Sevagram Centre, Firka Development Scheme, Gandhian model of rural reconstruction etc. Experiment); Approaches for Rural Development (Livelihood Approach:

Indigenous community development approach), sustainable rural community development; Understanding Diversity in Rural Livelihoods and Employment; Rural Poverty: Causes and its Dimensions.

UNIT II: Rural Development Policies and Programmes

Rural Policies and Programmes: MGNAREGA, Direct Benefit Transfer Scheme, Sansad Adarsh Gram Yojana, NRLM, National Social Assistance Programme of poverty alleviation; Rural Development in SDG and Macro-Economic Policy Contexts; Land Reforms and Land acquisition (LAAR Act): Overview and Contemporary Concerns; Ownership of Resources: Agriculture, Movable and immovable property, 7/12 document, house ownership, concept of assets in rural community, Gender and ownership on resources.

UNIT III: Institutions and Rural Governance

Panchayati Raj and Rural Development in India .Balwant Rai Mehta Committee and Democratic Decentralisation – Decentralisation Attempts and the Introduction of Panchayats in India and Maharashtra – 73rd Constitutional Amendment and its Characteristics – Maharashtra Panchayati Raj Act 1958, Its Amendments and Characteristics; Three Tier Panchayats at Village, Block, and District level, Powers and Duties of Panchayats-Role of Gramasabha; Revenue Administration; Panchayat Extension to Scheduled Areas – Context of their Enactment and major provisions; Institutions for Rural Development: CAPART, NIRD, NABARD, DRDA, KVIC, Rural Cooperatives, ATMA.

UNIT IV: Social Work Intervention and Voluntary Actions with Rural Community Development

Social work with rural community; Social Audit, PRA, Social Advocacy, Monitoring and Evaluation, Lobbying, Rapid Need Assessment FGD, Project Development and Writing Funding Proposals; Citizen participation and community mobilization for accountable and transparent governance; Voluntary Actions in Rural Development: Developing and strengthening of community-based organizations; Farmers' organizations, associations and movements. Innovative projects of agriculture development, Rural Development Projects regional experiences- Mendha Lekha experiment, Amhi Amchya Arogyasathi, SEARCH, Lokbiradari Prakalp, Sampoorana Bamboo Kendra, Mahan, Nayi Talim, Center of Science for Villages, some initiatives of CSR.

Recommended Readings:

1. Mishra, S.N., Shweta Mishra & Chaitali Pal, Decentralised Planning and Panchayati Raj. New Delhi: Mittal Publications, 2000.
2. Sinha, H.K.(Ed.). Challenges in Rural Development. New Delhi: Discovery Publishing House, 1998.
3. Maheshwari, Shriram. Rural Development in India A Public Policy Approach. New Delhi: Sage Publications, 1985.

4. Singh, Hoshiar. Administration of Rural Development in India. New Delhi: Sterling Publishers Pvt. Ltd., 1995.
5. Mohanan, B. Decentralised Governance and Participatory Development Issues, Constraints, and Prospects. New Delhi: Concept Publishing Company, 2005.
6. Biju, M.R. Politics of Democracy and Decentralisation in India. New Delhi: Atlantic Publishers and Distributors, 1997.
7. Madan G.R. Changing Pattern of Indian Villages. Delhi: S. Chand and Co., 1964.
8. Chitambar, J.B. Introductory Rural Sociology. New Delhi: Wiley Eastern Ltd. 1990.
9. Doshi, S.L. and P.C. Jain. Rural Sociology. Jaipur: Rawat Publications, 1999.
10. Desai, A.R. Rural Sociology in India.
11. Dube S.C. India's Changing Villages
12. Gangrade K.D. Community Organisation in India
13. Arthur Dunham. Community Organisation in Action
14. Kalam, Abdul A.P.J. and Srijan Pal Singh Target 3 Billion PURA: Innovative Solutions towards Sustainable Development. New Delhi: Penguin Books, 2011.
15. Schouten, T., & Moriaty, P. 2003 Community Water, Community Management. London: ITDG Publishing.
16. Janvary, A., Redan, S. et al, (Eds.) 1995 State, Market and Civil Organisation: New Theories, New Practices and Their Implication for Rural Development. London: Macmillan Publishers.
17. Etienne G. 1995 Rural Change in South Asia. New Delhi: Vikas Publishing House Pvt. Ltd.
18. . Harisswhite, B., & Janakrajan, S. 2004 Rural India. Facing the 21st Century. London: Anthem Press
19. Epstein, T. S. Suryanaraya, A. P., & Thimmegowda, T. 1998 Village Voices. Forty Years of Rural Transformation in South India. New Delhi: Sage Publications.
20. Radhakrishna, R., Sharma, A. N. (Ed) 1998 Empowering Rural Labour in India Market, State and Mobilisation. New Delhi : Institute for Human Development.
21. Shiva, V., & Bedi, G. (Eds) 2002 Sustainable Agriculture and Food Security: the Impact of Globalisation. New Delhi: sage Publications
22. Habibullah, W. & Ahuja, M. 2005 Land Reforms in India: Computerization of Land Records Vol. X. New Delhi: Sage Publications.

23. Kumar, S. 2002 Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Vistaar Publications.
24. Reddy, G.R., & Subrahmanyam, P. 2003 Dynamics of Sustainable Rural Development. New Delhi: Serials Publication.
25. Desai, V. 1998 Rural Development (Vol1to4). Bombay: Himalaya Publishing House.
26. Misra, R. P. 1985 Rural Development (Vol1to5). New Delhi: Concept Publishing Company.
27. Mehta, B.C. 1993 Rural Poverty in India. New Delhi: Concept Publishing Company.
28. Documentaries on Mendha Lekha, Tapasya, Mahan, Search, Lokbiradari

MSW Part 2

SEM 3, Paper 8 RESEARCH PROJECT

Course Code: MSW3P08

Total Credits: 4

Research Project

The research project is a crucial component of the MSW program, carrying a weightage of 50 marks. This project encompasses a significant aspect of the program, allowing students to select an issue of importance and conduct in-depth research. The objective is to propose a social work intervention that addresses the identified issue effectively. Students engage in various research activities, including literature review, data collection, data analysis, and drawing meaningful conclusions. Through this project, students develop valuable research skills, critical thinking abilities, and a deeper understanding of social work practice. The research project enables students to contribute to the field by proposing interventions that aim to create positive change and improve the well-being of individuals, families, groups, and communities.

S.N.	Components	Hours Marks	Marks
1	Research Dissertation based on Specialization	116	50
2	Classroom presentation in III semester	02	10
3	Diary Writing and maintaining field visit records	02	10
4	Internal viva voce	--	10
5	External viva-voce: Research project	--	20

MSW3P08: Research Project

In the third semester, each student is assigned a research guide who provides guidance throughout the process.

1. **Research Topic Selection and Proposal Development:** Under the supervision of their research guide, students select a research topic aligned with their interests and develop a research proposal. The proposal outlines the objectives, methodology, and expected outcomes of the research study.
2. **Research Proposal Presentation and Submission:** Once the research proposal is finalized, students present and submit it for evaluation. This presentation allows students to communicate their research ideas, justify their chosen topic, and receive feedback from faculty and peers.
3. **Development of Research Tools:** After the proposal is approved, students proceed with developing research tools such as questionnaires, interview guides, or observation protocols. These tools are designed to collect relevant data for the research study.
4. **Pilot Study Conduct:** Students conduct a pilot study to test the effectiveness and feasibility of their research tools. This involves collecting data from a small sample and analyzing the results to refine the research methodology.
5. **Presentation of Pilot Study Findings and Tool Validation:** Students present the findings of their pilot study, highlighting any modifications made to the research tools based on the feedback received. The validation process ensures that the research tools are reliable and suitable for the main research study.

Throughout this initial and planning phase, students will gain essential skills in research design, proposal development, and tool creation. The pilot study serves as a crucial step in refining their research approach, ensuring its feasibility and validity. This phase sets the foundation for the subsequent stages of the research project.

MSW4P08: Research Project:

In the fourth semester, students will undertake the data collection, analysis, report preparation, and submission phase of their research projects. This phase involves the following key steps:

Data Collection: Students will gather the necessary data based on their research design and methodology. This may involve conducting surveys, interviews, observations, or analyzing existing data sources. Rigorous data collection practices will ensure the availability of reliable and relevant information.

Data Analysis: Once the data is collected, students will employ appropriate analysis techniques to interpret and make sense of the gathered information. This may include quantitative analysis using statistical tools or qualitative analysis involving thematic coding and interpretation.

Report Preparation: Students will synthesize their findings and insights into a comprehensive research report. The report will present the research objectives, methodology, data analysis, and

key findings. It will also include an in-depth discussion and interpretation of the results, supported by appropriate references and citations.

Submission of Research Project: Students are required to prepare two copies of the research project. One copy will be submitted to the university as per their guidelines, and the other will be kept as the student's personal copy. Additionally, students must submit the abstract of their research project. Both the research project and abstract should be submitted in both hard copy and soft copy formats.

By following these steps, students demonstrate their ability to effectively collect, analyze, and present research data. The submission of the research project and abstract in multiple formats ensures compliance with university requirements and facilitates easy access and reference to the research findings.

Semester IV

PROGRAM: MASTER IN SOCIAL WORK (AUTONOMOUS)

Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2023-24.

Second Year: Semester IV

Le vel	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (50%) *	Total	
						Internal Evaluation	End SEM Exam			
6.5	M A J O R	M A N D A T O R Y	MSW4T01	Marginal Groups and Social Work Intervention.	4	40	60	B/6	100	
			MSW4T02	Social Policy, Planning and Development	4	40	60	B/6	100	
			MSW4T03	NGO management and Corporate Social Responsibility	4	40	60	B/6	100	
			MSW4F04	Social Work Practicum (Thematic Field Work)	2	40	40	B/6	100	
		E L E C T I V E	MSW4E05	G1P4: Counselling in Medical and Psychiatric setting	4	40	60	B/6	100	
			MSW4E06	G2P4: Industrial Relations and Trade Unionism						
			MSW4E07	G3P4: Tribal Community Development: Institution and Governance						
		RP	MSW4P08	Research Project	4	150		B/6	100	
	Cumulative Credits/ Marks					22				600
		Cumulative Credit for 2-year PG degree					88			

Note: For **Elective**, this program offers **3 Groups or Specialisations**. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.

RM: Research Methodology OJT: On Job Training: Internship/Apprenticeship FP: Field Project RP: Research Project ‘*’ - 50% (as per university direction No. 15 of 2023)

MSW Part 2
SEM 4, Paper 1 MANDATORY

Course Code: MSW4T01

Total Credits: 4

Marginal Groups and Social Work Intervention

Learning Objectives:

- To develop an understanding of Marginal Groups and Marginality
- To Introduce Marginality of Disables, Genders and Children in India
- To develop an understanding of social work intervention and strategies

Learning Outcomes:

- Students will able to reflect on different bases of Marginality in society
- Students will develop an understanding of Marginality and issues about special groups
- Students will get knowledge and skills of social work intervention for working with marginal groups

UNIT I: Understanding Marginal groups and Marginality

The concept, meaning and definitions of marginal groups and marginalities; Bases of Marginalization: Social, cultural, economic, and political; Marginality and Need of social work intervention.

UNIT II: Disabled (दिव्यांग), Marginality and Intervention

Concept and forms of Disability (दिव्यांगता) and their Marginalization; Socio-cultural Issues of Disabled and Disability creating from marginalization; Constitutional Provisions, Safe-guard/Support system and Relevant legislation (The Person with Disabilities Act, 1995; Multiple Disabilities Act, 1999, The Rehabilitation Council of India Act, 1992); Social Work Intervention and strategy: Integrity of Disabled in policy and program of GOs/NOGs etc. (Composite Regional Centre, the Ministry of Social Justice & Empowerment, Government of India - Department of empowerment of person with disabilities (Divyangjan), The Association of People with disability , Vatsalya Manav Vikas Sanstha, Youth for Job etc.)

UNIT III: Gender, Marginality and Intervention

Concept and Types of Gender, Patriarchy and their Marginalization; Social Issues of Women and LGBTQ+ regarding their Health, Human Rights and security, Economic and Polity; Constitutional Provisions and Laws (Protection of women from Domestic violence act, 2005, the sexual Harassment of Women at Workplace Act 2013, etc.) Safe-guard, Support System for Women and Other Genders; Social Work Intervention and strategy: Integrity of Gender in policy

and program of GOs/NOGs etc.; Adopting a feminist practice framework, Addressing violence (ex- National Commission for women/ Associations/Movements).

UNIT IV: Child, Marginality and Intervention

Social and Constitutional Concept of Childhood and Socio-cultural Marginalization of children in various communities; Forms of Social Issues of Marginalized children with respect to diverse group; Constitutional Provisions and Relevant Legislation/ Law (Protection of children From Sexual Offences Act (POSCO) 2012, Juvenile justice Act 2015, etc.), Safe-guard, Support System for children; Social Work Intervention and strategy : Integrity of Child (Age as a vulnerable category) in policy and program of GOs/NOGs etc. (ex. Ministry of women and Child Development, SOS, UNICEF).

Internal Assessment:

1. Exposer visits to GO/NGOs
2. Sensitization Workshops
3. Interaction with experts
4. Presentation, Assignment and Internal viva-voca

Recommended Readings:

1. Kanbur, Ravi. (2007), Conceptualizing Economic Marginalization, (Key-notes for the Living at the Margins Conference Cape Town, March 26, 2007), www.people.cornell.edu/pages
2. Chandrima Chatterjee and Gunjan Sheoran, (2007): "Vulnerable groups in India" The Centre for Enquiry into Health and Allied Themes (CEHAT), Mumbai, pp. (i), 1-21.
3. Leonard, P. (1984): Personality and ideology: Towards a materialist understanding of the individual. London: Macmillan, p.181.
4. Lal Dena, (2014): Historical Perspectives of the process of Marginalization: A Study of the hill people's experience in Manipur
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11. Mohanty, Manoranjan (2001): "On the Concept of Empowerment", in Debal K. Singha Roy (ed.), *Social Development and the Empowerment of Marginalized groups: Perspectives and Strategies*, Sage Publications, New Delhi, p. 23
12. Andre Beteille, (1999): "Empowerment", *Economic and Political Weekly*, 6-13 March, p. 590
13. Bhattacharyya, A., Basu, S. (2018). Situating Marginalities in India: An Introduction. In: Bhattacharyya, A., Basu, S. (eds) *Marginalities in India*. Springer, Singapore. https://doi.org/10.1007/978-981-10-5215-6_1
14. Peters, S. J. (2009). Review of marginalization of people with disabilities in Lebanon, Syria, and Jordan. Background paper prepared for the Education for All Global Monitoring Report 2010, *Reaching the Marginalized*.
15. Buckingham, J. (2011). Writing histories of disability in India: strategies of inclusion. *Disability & Society*, 26(4), 419-431
16. Yeo R. *Chronic poverty and disability*. Somerset: Action on disability and development; 2001
17. World Health Organization (WHO)/World Bank, *World Report on Disabilities*, Geneva, WHO, 2011, Retrieved February 2016
18. *Persons with Disabilities (Divyangjan) in India -A Statistical Profile: 2021*, Ministry of Statistics and Programme Implementation, Government of India.
19. Kumar, S. G., Roy, G., & Kar, S. S. (2012). Disability and rehabilitation services in India: Issues and challenges. *Journal of Family Medicine and Primary Care*, 1(1), 69
20. Siddiqui, S. *RIGHTS OF PERSONS WITH DISABILITIES ACT-2016 SALIENT FEATURES OF NEW ACT FOR PwD*
21. Ministry of Social Justice and Empowerment. (2013). *Empowerment of persons with disabilities—About the division*
22. Vinod, M. J., & Kumar, S. S. (Eds.). (2021). *Empowering Marginalized Communities in India: The Impact of Higher Education*. SAGE Publishing India
23. Taylor & Francis Group *Marginalized children: methodological and ethical issues in the history of education and childhood*. *History of Education*, 2016 Vol. 45, no. 4, 403-410 <http://dx.doi.org/10.1080/0046760X.2016.1177609>

MSW Part 2
SEM 4, Paper 2 MANDATORY

Course Code: MSW4T02

Total Credits: 4

Social Policy, Planning and Development

Learning Objectives:

- To understand the foundational concepts, scope, and evolution of social policy, planning, and development in the context of India.
- To analyze the interplay between social policy, planning, and development and their roles in addressing socio-economic challenges and promoting welfare in India.
- To explore the policy formulation and implementation processes, including policy analysis, evaluation, and their impact on social well-being.
- To examine the historical evolution and significance of social planning in India, its objectives, and successful initiatives in various sectors.
- To comprehend the concept of social development, its key dimensions and indicators, and the linkages between social development and sustainable development goals.

Learning Outcomes:

By the end of the course, students will be able to:

- Apply theoretical knowledge to analyze social policies, planning processes, and their impacts on welfare in India.
- Evaluate the role of social planning in addressing socio-economic challenges and designing effective interventions.
- Recognize the importance of social development for overall well-being and sustainable development and apply different approaches in practice.
- Analyze the interplay between social policy, planning, and development using MGNREGA and NRLM as models.
- Communicate effectively to present findings, policies, and recommendations related to social policy, planning, and development.

UNIT I: Social Policy:

Definition and Scope of social policy, evolution of social policy, Key concepts, and Principles in social policy, Policy formulation (five stages of the Public Policy Cycle) and implementation, Policy-Making Mechanisms in India at the Union, State, and Local Levels; Policy analysis frameworks and approaches, Policy evaluation methods and tools; Assessing the impact and effectiveness of social policies; Contemporary Debates and Challenges in social policy, social policy responses to emerging social issues.

UNIT II: Social Planning

Definition and significance of social planning, Historical context and evolution of social planning in India, Role of social planning in addressing socio-economic Challenges, Objectives of Social Planning in India, Strategies for involving diverse stakeholders, including communities, NGOs, and government bodies, in social planning in India, Linking social planning to sustainable development goals, Successful social planning initiatives in various sectors (e.g., education, healthcare, rural development).

UNIT III: Social Development

Definition and concept of social development, Key dimensions, and indicators of social development, Types of Development Indicators; Economic indicators: GDP, GINI coefficient, poverty rates, Social indicators: literacy rates, life expectancy, gender equality index. Challenges and Strategies for Social Development in India, Importance of social development for overall well-being and sustainable development, Social Development Approaches (Human development approach, Capability approach, Participatory development approach), Social Development and Sustainable Development Goals (SDGs).

UNIT IV: Integration of Social Policy, Planning, and Development for Welfare in India

Overview of Social Welfare in India, The Role of social policy, planning, and Development in addressing welfare needs, Constitutional provisions, and legal framework for Social welfare in India, Role of government agencies, ministries, and Departments in planning development policies for the welfare of citizen, Overview of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and National Rural Livelihood Mission (NRLM) as a model of Interplay between Social Policy, Planning, and Development.

Recommended Readings:

1. Social Policy and Development in India" by Virginius Xaxa, Routledge, ISBN: 9781138598851
2. Social Policy in India: New Perspectives on Equity and Sustainability" edited by Rajesh K. Pillania, Springer, ISBN: 9789811360306
3. Social Planning in Developing Countries: A Handbook for Planners and Policy Makers" by M. K. Agarwal, Rawat Publications, ISBN: 9788131605110
4. Social Development in India: Critical Perspectives" edited by Arjun Kumar, Oxford University Press, ISBN: 9780198098869
5. Social Development in Independent India: Challenges and Policies" by Rajaram Dasgupta, Sage Publications India Pvt Ltd, ISBN: 9789351505496
6. Social Policy and Development: The Indian Experience" by A. S. Oberai and Alakh N. Sharma. Oxford University Press, ISBN: 9780195696952
7. Planning and Social Development: Essays on the Planning Process in India" by M. S. Gore, Popular Prakashan, ISBN: 9788171545362
8. Social Welfare Administration: Development and Prospects in India" by R. K. Sapru, Deep & Deep Publications, 9788176293133

9. Social Planning and Development: Theory, Research, and Practice" by Pradeep Nair, Oxford University Press, ISBN: 9780199463325

MSW Part 2

SEM 4, Paper 3 MANDATORY

Course Code: MSW4T03

Total Credits: 4

NGO management and Corporate Social Responsibility

Learning Objectives:

- To provide a comprehensive understanding of NGO management and Corporate Social Responsibility (CSR) concepts, principles, and practices.
- To familiarize students with the legal framework and governance structures for NGOs, including registration processes and organizational structures.
- To equip students with the knowledge and skills necessary for strategic planning, program development, financial management, and resource mobilization in NGO management.
- To enable students to understand the roles and responsibilities of CSR departments within organizations and develop strategies for integrating CSR into organizational culture and operations.
- To emphasize the importance of collaboration and partnership building between NGOs and corporations for effective CSR initiatives and sustainable community ventures.

Learning Outcomes:

At the end of this course, students will be able to:

- Define, classify, and understand the legal framework and governance structures for NGOs.
- Develop strategic plans, implement programs, and manage finances and resources effectively in NGO management.
- Comprehend the principles, evolution, and trends of CSR and its linkages with NGOs.
- Create CSR strategies aligned with goals, assess impacts, and monitor and evaluate initiatives.
- Build collaborative partnerships, leverage resources, and overcome challenges for sustainable community ventures.
- Recognize the importance of learning and adaptability for long-term sustainability in NGO management and CSR practices.

UNIT I: Introduction to NGO Management and CSR

Understanding NGOs; Definition and Characteristics of NGOs, Nomenclature and Classification of NGOs Roles and Functions of NGOs in Society; Legal Framework and Governance for NGOs; Registration Process for NGOs, Types of legal entities for NGOs (e.g., non-profit organizations,

trusts, societies), Organizational Structure and Governance model, Roles and responsibilities of board members and staff; Introduction to Corporate Social Responsibility (CSR); Evolution and trends in CSR practices, the concept Meaning and Principle of CSR, Carroll's model of CSR (Pyramid of CSR), Companies Act, 2013, Linkages between NGOs and CSR.

UNIT II: NGO Management and Operations

Strategic Planning and Program Development, project cycle management, Defining mission, vision, and goals, Program development and implementation); Financial Management and Resource Mobilization (Budgeting, financial planning, Fundraising strategies and diversification of funding sources, Grant writing, donor management, and partnership development); Human Resource Management and Volunteer Engagement (Staff recruitment, training, and performance evaluation, Volunteer management and engagement strategies, Building effective teams, and fostering a positive organizational culture).

UNIT III: Corporate Social Responsibility Practices

Structural and Functional Setups of CSR Department and its roles and responsibilities, Developing CSR strategies aligned with organizational goals, Integrating CSR into organizational culture and Operations; Social and Environmental Impact Assessment, Developing CSR policy and program for corporates, Monitoring, and Evaluation of CSR Initiatives. Reporting and communicating CSR outcomes to stakeholders; Collaboration and Partnership Building; Engaging with corporate partners for CSR initiatives, Establishing effective partnerships and leveraging resources, Navigating ethical considerations in NGO-corporate collaborations.

UNIT IV: Sustainable Community Ventures: Integrating NGO Management and CSR

Collaborative Partnerships between NGOs and CSR, Models for sustainable community ventures, Leveraging Financial Resources (Grants, corporate funding, and expertise) for strengthening sustainable impact, Utilizing CSR resources to strengthen NGO initiatives., and Innovative Models, Overcoming Challenges: Addressing obstacles in partnerships and resource sharing, Ensuring Sustainability through learning and adaptability.

Recommended Readings:

1. NGO Management: Concepts and Cases" by Arbind Sinha, Himalaya Publishing House, ISBN: 9789352441666
2. NGO Management: Concepts and Practice" by Surendra Kumar, Oxford University Press, ISBN: 9780198089225
3. Managing Non-Governmental Organizations: Culture, Power, and Resistance" by Arvind Sivaramakrishnan and Ajay Dandekar, Oxford University Press, ISBN : 9780198092188
4. Handbook of NGO Governance" by Harsh J. Bhanwala and Sanjay Patro, SAGE Publications India Pvt Ltd, ISBN 9789353882711
5. Management of Nonprofit Organizations: Concepts and Practices" by Harsh J. Bhanwala and Sanjay Patro, Sage Publications India Pvt Ltd, ISBN 9789353289930

6. NGOs and Development: Perspectives from India" edited by Arvind Sivaramakrishnan, SAGE Publications Pvt Ltd, ISBN 9789352806379
7. NGO Management: A Comprehensive Manual for NGOs, NPOs, and Foundations in India" by Dr. Piyush Sharma, Viva Books, ISBN 9789381588341
8. Corporate Social Responsibility: An Indian Perspective" by Debabrata Chatterjee, Pearson India. ISBN 9788131730757
9. "Corporate Social Responsibility: Approaches, Initiatives, and Strategies in Indian Context" by N. Balasubramanian, Excel Books, ISBN 9788174468744
10. Corporate Social Responsibility in India: Cases and Practices" by Aparna Rajagopal, Sage Publications India Pvt Ltd, ISBN: 9789352808649
11. Corporate Social Responsibility in India: Cases and Developments After the Legal Mandate" by Bidyut Chakrabarty and Sushanta Kumar Sarma, Springer, ISBN: 9789811017277
12. CSR in India: A Strategic Approach" by Ravi Kanbur and Geeta Sethi, Sage Publications India Pvt Ltd, ISBN 9789353282863

MSW Part 2

SEM 4, Paper 4 MANDATORY

Course Code: MSW4F04

Total Credits: 2

Social Work Practicum (Thematic Field Work)

The fourth semester of the social work practicum offers specialized fieldwork experiences aligned with students' chosen specializations, providing targeted opportunities for skill development, real-world insights, and assessments. Activities include observation visits, concurrent fieldwork practicum, skill laboratory workshops, and internal viva voce examinations. The table below provides details of allocated hours and marks for each activity.

S,N	Social Work Practicum -290 Hours	Hours	Marks
1	Concurrent Field Work Practicum-18 Days /Visits (2 days in a week) 12 Hours per week	115	50
2	Educational Tour	5	10
3	Internal viva voce	---	20
4	External viva voce	----	20
	Total		100

1. Concurrent Field Work Practicum-18 Days /Visits (2 days in a week) 12 Hours per week:

In the concurrent fieldwork practicum, students will be placed with organizations in Nagpur city, catering to urban, semi-urban, or rural communities. These placements will be based on the student's specialization. For MPSW specialization students, placements will be in psychiatric

settings such as hospitals or deaddiction settings. Students specializing in URTCD will be placed in urban, rural, or tribal NGO settings, while HRM students will be placed in relevant companies.

This practicum consists of 18 days or visits, with 2 days per week and a total of 12 hours per week. Throughout their fieldwork, students will actively engage in practice learning activities under the guidance of their fieldwork supervisors. They will gain practical experience in working with individuals, groups, and understanding community dynamics while applying social work principles and skills. These placements provide students with invaluable opportunities to apply their specialized knowledge and contribute to their professional growth in their respective fields of social work

S.N	EXPECTED ACTIVITY	EXPECTED OUTPUT
1	Development of agency profile: (if Agency change) Students are tasked with creating a detailed profile of the agency by, gathering information, and documenting the agency's activity and output. This entails exploring the agency's mission, objectives, programs, target population, and the services it delivers.	<ul style="list-style-type: none"> Detailed profile of the agency based on the format provided
2	Community profile (If community changes) Students will conduct on-site observations, administer short surveys with power analysis, and utilize participatory rural appraisal (PRA) techniques to develop a comprehensive community profile. Visiting relevant departments will provide additional insights into community issues, allowing students to understand the community's dynamics, challenges, and emerging trends.	<ul style="list-style-type: none"> Community Profile Report Observation Notes Survey Results Power Analysis Report Participatory Rural Appraisal (PRA) Report Departmental Consultation Summaries
3	Casework: (can continue the same case of 3rd semester) In this case work assignment, students will select two cases and develop a face sheet or case profile for each. They will conduct a minimum of four interviews	<ul style="list-style-type: none"> Two face sheets or case profiles developed for the selected cases Eight interviews conducted with each client to gather information and provide counselling, guidance, support, and encouragement

	<p>with the individuals, along with one home visit and one collateral contact. Through interviews, students will provide counselling, guidance, support, and encouragement, while also intervening in the immediate environment and addressing any physical needs that are feasible.</p>	<ul style="list-style-type: none"> • One interview conducted with family members to understand their perspective and involvement • One interview conducted with the support group of the client to assess available community resources and support systems • Case work summary report prepared, highlighting key findings, interventions, progress, and recommendations
4	<p>Group work (can continue the same group of semester III)</p> <p>Through the process of group work, students aim to create and facilitate a group setting, such as educational, recreational, therapeutic, or supportive, to foster positive change and growth among individuals. Group work methods in social work involve collaborative and supportive environments where participants can share experiences, learn from one another, and develop new skills. These methods include group discussions, problem-solving exercises, role-plays, activities, and mutual support. The goal is to enhance social interaction, promote personal development, build relationships, empower individuals, and collectively address social issues</p>	<ul style="list-style-type: none"> • Formulated and established a functional group (educational, recreational, therapeutic, or supportive) with identified participants. • Facilitated group sessions and discussions, providing a collaborative and supportive environment. • Implemented various group work methods, such as problem-solving exercises, role-plays, and group activities, to promote learning and skill development. • Fostered mutual support and encouragement among group members. • Enhanced social interaction and built relationships among participants. • Addressed relevant social issues collectively through group discussions and action planning. • Developed a comprehensive report summarizing the activities, achievements, challenges, and recommendations of the group work.

5	<p>Issues-based intervention(can continue the same issues or take new issues)</p> <ul style="list-style-type: none"> • Issue Selection: Students choose a pressing issue aligned with their specialization and interests (e.g., poverty, unemployment, substance abuse, domestic violence, environmental degradation). • Issue Analysis: Students conduct a thorough analysis, examining causes, impacts, and underlying factors. They gather data, research literature, and engage with community members and stakeholders. • Intervention Design: Students design an effective intervention plan with specific goals, objectives, strategies, and activities tailored to the community's unique needs and context. • Implementation and Evaluation: Students implement the intervention plan, actively engaging with community members and stakeholders. They monitor and evaluate effectiveness, making adjustments as needed. • Reflection and Documentation: Students reflect on the intervention experience, documenting the process, challenges, lessons learned, and impact. This documentation contributes to the collective knowledge in social work. 	<ul style="list-style-type: none"> • Students select a pressing community issue aligned with their specialization and interests. • Thorough analysis of the chosen issue is conducted, including causes, impacts, and underlying factors. • An intervention plan is designed with specific goals, objectives, strategies, and tailored activities. • Students implement the intervention plan, actively engaging with community members and stakeholders. • Continuous monitoring and evaluation of the intervention's effectiveness are carried out, with adjustments made as necessary. • Reflection on the intervention experience is documented, including challenges, lessons learned, and the impact of the intervention. • The documentation serves as a valuable resource for future interventions and contributes to the collective knowledge in the field of social work.
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2. Educational Tour: The 4th semester will feature a 5-day educational tour spanning 50 hours. This student-led event will include visits to a minimum of 5 organizations, with 3 aligned to their

specialization for focused insights and 2 offering a broader perspective. The tour aims to enhance students' comprehension of diverse organizational contexts. Each day will include reflection sessions, and students will submit a study tour report upon completion. The process concludes with a final feedback session. This study tour provides valuable practical exposure and fosters professional growth

Internal viva voce: The internal viva voce assessment carries a weightage of 20 marks and is a compulsory requirement for all students. During the viva voce, students are expected to present their work and documents, including the community profile, observation notes, survey results, power analysis report, PRA report, and departmental consultation summaries. These documents should be duly signed by the field work supervisor, providing evidence of the student's engagement and completion of the fieldwork tasks.

External Viva-voce: The external viva voce assessment, conducted by a supervisor appointed by the university, holds a weightage of 20 marks and is mandatory for all students. During the external viva voce, students present their work and relevant documents, including the community profile, observation notes, survey results, power analysis report, PRA report, and departmental consultation summaries. These documents, signed by the fieldwork supervisor, serve as evidence of the student's engagement and completion of the fieldwork tasks. The external examiner evaluates the student's performance and provides feedback on their work.

MSW Part 2

SEM 4, Paper 5 ELECTIVE

Course Code: MSW4E05

Total Credits: 4

G4P1: Counselling in Medical and Psychiatric setting

Learning Objectives:

- To understand the concept, goals, and principles of counselling
- To develop and understanding of the key elements involved in the counselling process
- To gain knowledge about theory of different approaches in counselling
- To acquire skills in counselling practice and qualities of counsellor
- To develop counselling competencies for working in various specialized set-ups

Learning Outcomes:

- Identify and appreciate use of interpersonal and basic counselling skills ethically and safely
- Gain insight into various approaches to counselling
- Learn the theoretical frameworks, principles and counselling techniques that enable to understand the processes involved in structuring counselling sessions

UNIT I: Introduction to Counselling

Meaning, concept, and definition of counselling; Principles and ethics in counselling; Goals and stages of counselling; qualities of effective counsellors; factors affecting counselling – gender, age, intelligence, area of residence like (urban/rural) of the counselee; Clinical sensitivity; Transference and counter transference; Theories of Personality and their significance for counseling; Erikson, Maslow, Freud, Adler.

UNIT II: Assessment and Diagnosis in Counselling

Nature and meaning of assessment and testing in counselling; Methods of effectively preparing for and conducting initial assessment meetings; Psychometric Assessment Techniques (Standardized tests and rating scales, Observation techniques, Diagnostic interviewing techniques, Psychometric techniques, Client participation techniques); Procedures for assessing the risk of aggression or danger to others; Self-inflicted harm; Procedures for identifying trauma and abuse and for reporting abuse; Use of assessments for diagnostic and intervention planning purposes; Ethical considerations in counselling.

UNIT III: Special Areas of Counselling in Medical and Psychiatric Settings

Counselling in – HIV/AIDS : Pre and Post Test Counselling; Adherence counselling; Counselling in medical termination of pregnancy, abortion cases, infertility; Counselling in adoption and foster care; Pre-Marital and Marital counselling; Counselling in health Problems of industrial workers; Counselling in substance abuse and alcoholism; Adolescent counselling; Crisis intervention and trauma counselling in disaster and pandemic situation; Grief counselling and Death Counselling; Counselling for organ donation.

UNIT IV: Treatment and Psycho Therapeutic Approaches in Counselling

Helplines and crisis intervention; Telephonic counselling for suicide prevention; Working with the families in case of physical and mental handicap and genetic counselling; Rational emotive therapy; Client centered therapy; Behaviour modification therapy; Family therapy; Play therapy and child guidance; Yoga and meditation.

Recommended Readings:

1. Bayne, Rowan Nicolson, Paula Horton, Ian (2000) Counselling & Communication Skills for Medical & Health Practitioners, Hyderabad, University Book Stall.
2. Felham, Colin (1997) What is counseling, London, Sage Publications.
3. Brubaker, Timothy H. (1990): Family relationships in later life, New Delhi : Sage Pub.
4. Fonseca, Mabel : Counselling for Marital Happiness.
5. Hackney, Harold Cormier, L. Sherilyn (1979): Counselling Strategies & Objectives, Edinburg. Churchill Livingstone.
6. Janet, Moursund (1993) : The Process of Counselling, Pub. Place Prentice Hall.

7. Lakshmi, K. S. (2000) Encyclopedia of Guidance & Counselling. Vol. 1 & 4. Delhi, Mittal Publications.
8. Megranahan, Michael (1989) Counselling, Institute of Personnel Management.
9. Miller, David (1987) : Living with AIDS & HIV. London, Macmillan Education Publications.
10. Pandey, V. C. (2004) : Child Counselling & Education. Vol. I, II, Delhi, Isha Books.
11. Patri, Vasanta (2001) : Counseling Psychology, New Delhi, Authors Press.
12. Paul, Gillert (2004) : Counselling for Depression New Delhi: Sage Publications.
13. Rao, D. B. (2000): HIV/AIDS Issues & Challenges Discovery Publishing House Part I, II, III. Pub.
14. Sher, Lorraine (1991) : HIV & AIDS in Mothers & Babies, London, Blackwell Scientific Publications.
15. Wicks, Robert J. (1979) : Helping others, Pennsylvania : Chilton Book Company

MSW Part 2

SEM 4, Paper 6 ELECTIVE

Course Code: MSW4E06

Total Credits: 4

G4P2: INDUSTRIAL RELATIONS AND TRADE UNIONISM

Learning Objectives:

- To know the meaning, scope, actors and approaches of industrial relations.
- To acquire knowledge on legal provisions relating to industrial disputes, disciplinary procedures and trade unions.
- To appreciate the skills, ethical principles and values required by industrial relations professional.
- To understand the roles and functions of trade unions in industrial relations and the importance of collective bargaining and workers' participation in management in achieving industrial peace.

Learning Outcomes:

- Students should able to elaborate the concept of Industrial Relations.

- The students should be able to illustrate the role of trade union in the industrial setup.
- Students should be able to outline the important causes & impact of industrial disputes.
- Students should be able to elaborate Industrial Dispute settlement procedures.

UNIT I: Industrial Relations

Meaning, objectives and scope; Industrial relation policy in India: Its evolution, Industrial relation policy till 1991, Industrial relation strategy in post liberalization era. Recommendations of Second National Commission on labour 2002; Industrial relations in public sector, multi-nationals, and co-operative sector; Plant level Industrial relations:- standing orders and grievance procedure; Work and role of labour welfare officer.

UNIT II: Industrial conflicts

Meaning causes and impact; Strike: Meaning, Types & Legal aspects; Concept of lockout; Measures for prevention and settlement of industrial conflicts- (a) Conciliation (b) Mediation (c) Arbitration (d) Adjudication. Collective bargaining: concept, principles and importance. Collective bargaining in India; Workers participation in management- Meaning, Types with reference to India.

UNIT III: Trade unionism

Meaning, Scope, Significance and Objectives; Theories of trade unionism (Hoxie, Webbs, Karl Marx, Mahatma Gandhi); History of trade unions in India; Structure of trade unions in India; Functions of trade unions, Problems of trade unions- Multiplicity, Inter and intra-union rivalry, political intervention, technological advancement; Major Trade Unions in India. Case studies on trade unions in India (maruti Suzuki case, Mahindra and Mahindra case).

UNIT IV: Registration and administration of trade union

Impact of recession and globalization on trade unions in India; Problems of employees and need of trade unions in Information and Communication Industry; ILO- Objectives, principles and organs; Impact of ILO on Indian trade union movement.

Recommended Readings:

1. Myers C.A. & Kannappan S. (1970), 'Industrial Relation in India', Asia publishing House, India.
2. Singh, J.K. (1988), 'Labour Economics. Principles Problem and Practices', Deep and Deep Publication Pvt. Ltd. New Delhi.
3. Karnik V.B. (1974), 'Indian labour, Problems and prospects', Minewal Associations.
4. Joshi C.K (1967), 'Unionism in Developing Economy', Asia Publication House, Bombay.
5. Mamoria C.B. & Mamoria S. (1992), 'Dynamics of Industrial Relation in India', Himalaya Publishing House.
6. Sahani, Dr, N.K. (2009) 'Industrial Relations' Kalyani Pub. Ludhiyana.

7. Tripathi, P.C. (2009) 'Personal Management and Ind. Relations' – Sultan Chand and Sons, New Delhi.
8. Memoria&Memoria- 'Ind. Relations' Himalaya Pub. House, Mumbai.
9. A.M. Sharma- 'Ind. Relations' - Himalaya Pub. House, Mumbai.
10. G. Ramanugan- The Honey bee to words a new culture in Ind, Relations- Sterling Pub. Pvt. Ltd.

MSW Part 2

SEM 4, Paper 7 ELECTIVE

Course Code: MSW4E07

Total Credits: 4

G4P3: Tribal Community Development: Institution and Governance

Learning Objectives:

- To understand tribal identity, including meaning, characteristics, and perspectives.
- To explore components of tribal culture: beliefs, art, music, language, and customs.
- To examine socio-cultural, economic, and political issues faced by tribal communities.
- To analyze constitutional safeguards, government's role, and development schemes.
- To familiarize with administrative structure, institutions for tribal development, and key roles.

Learning Outcomes:

- Gain insights into the essence of tribal identity from multiple perspectives, understanding its meaning and characteristics.
- Appreciate the significance of various components of tribal culture and their impact on tribal communities.
- Develop an understanding of the socio-cultural, economic, and political challenges faced by tribal communities.
- Evaluate the effectiveness of constitutional safeguards and government policies in promoting the development of scheduled tribes.
- Acquire knowledge of the administrative structure and institutions involved in tribal development, recognizing their roles and functions in empowering tribal communities.

UNIT I: Understanding the Essence of Tribal Identity

Tribal Identity: Meaning, definition, and characteristics of the tribe; The tribe from various perspectives (British perspective, Indian perspective, indigenous perspective), Constitutional Meaning of the tribe, and PVTGS; Components of Tribal Culture: Beliefs and Spirituality, Art, Music, and Dance, Language and Communication, Relationship with Nature and Environment,

custom and rituals; Tribal Institutions: Family, Marriage, and Kinship, Economic Organizations: Concept, Forms, Functions, and Changing Nature. Political Organizations: Tribal Council, Customary Laws, and Practices.

UNIT II: Contemporary Tribal Issues

Socio-cultural issues; Social Exclusion: Cultural assimilation and identity crisis, Migration, Trafficking & Bonded labour Economic issues; poverty, unemployment, livelihood challenge; Land Rights & Land Alienation, Poverty, Health Disparities; Education and Literacy Gap; Political Issues; Development and displacement, Tribal in Protected areas, Conflicting Laws and Jurisdictions between traditional and constitutional provisions.

UNIT III: Tribal Development and Role of Government

Constitutional Safeguards for Scheduled Tribes; Five-Year Plans and Tribal Development, Policies, and Programmes for Tribal Development, Important Schemes for Tribal Welfare, Forest Right Act, The Panchayat (Extension to the Scheduled Area) Act 1997 (PESA).

UNIT IV: Tribal: Administrative Structure and Institution for Tribal Development

Structure and functions of tribal development Administration at Central, State level-Role & functions; Tribal Sub Plan; Integrated Tribal Development Project (ITDP), Modified Area Development Approach and Mini MADA; Scheduled & Tribal Area; Institution; National Commission for Scheduled Tribes(NCST), Tribal Research & Training Institute(TRTI)-, Tribal Cooperative Marketing Development Federation of India, Cast Verification and validity Committee, Tribal Development Corporation.

Recommended Readings:

1. Tribes of India: The Struggle for Survival" by Christoph von Fürer-Haimendorf: Oxford University Press, ISBN: 9780195655293
2. Understanding Tribal Cultures and Literature" by Surinder Kuma, Atlantic Publishers and Distributors
3. Tribal Identity and Cultural Heritage" by Biswamoy Pati, Concept Publishing Company, ISBN: 9788180691623
4. Tribal Identity in India: Through the Lens of Post-colonial Anthropology" edited by G. N. Devy and Geoffrey V. Davis, Sage Publications India Pvt Ltd, 9788178298381
5. Tribal Development in India: The Contemporary Debate" edited by Virginius Xaxa:Sage Publications India Pvt Ltd, ISBN: 9780761935738
6. Scheduled Tribes in India: Development, Deprivation, and Discontent" by Surinder S. Jodhka: Publisher: Cambridge University Press, ISBN: 9781107038730
7. Tribal Development in India: Issues and Perspectives" by Laxminarayan Nayak; Concept Publishing Company. ISBN: 9788170228996
8. Tribal Development Administration: Challenges and Strategies" by Gyanendra Nath Nanda, Rawat Publications ISBN: 9788131606216

9. Tribal Development in India: A Critical Analysis" by P. C. Sinha, Mittal Publications ISBN: 9788170999030
10. Administrative Reforms and Tribal Development in India" by Rajesh Kumar Srivastava Mittal Publications ISBN: 9788170999467

MSW Part 2

SEM 4, Paper 8 RESEARCH PROJECT (Continue from semester 3)

Course Code: MSW4P08

Total Credits: 4

Research Project

The research project is a crucial component of the MSW program, carrying a weightage of 50 marks. This project encompasses a significant aspect of the program, allowing students to select an issue of importance and conduct in-depth research. The objective is to propose a social work intervention that addresses the identified issue effectively. Students engage in various research activities, including literature review, data collection, data analysis, and drawing meaningful conclusions. Through this project, students develop valuable research skills, critical thinking abilities, and a deeper understanding of social work practice. The research project enables students to contribute to the field by proposing interventions that aim to create positive change and improve the well-being of individuals, families, groups, and communities.

S.N.	Components	Hours Marks	Marks
1	Research Dissertation based on Specialization	116	50
2	Diary Writing and Maintaining of field work records	02	10
3	Classroom presentation in IV semester	02	10
4	Internal viva voce	--	10
5	External viva-voce: Research project	--	20

MSW4P08: Research Project:

In the fourth semester, students will undertake the data collection, analysis, report preparation, and submission phase of their research projects. This phase involves the following key steps:

Data Collection: Students will gather the necessary data based on their research design and methodology. This may involve conducting surveys, interviews, observations, or analyzing existing data sources. Rigorous data collection practices will ensure the availability of reliable and relevant information.

Data Analysis: Once the data is collected, students will employ appropriate analysis techniques to interpret and make sense of the gathered information. This may include quantitative analysis using statistical tools or qualitative analysis involving thematic coding and interpretation.

Report Preparation: Students will synthesize their findings and insights into a comprehensive research report. The report will present the research objectives, methodology, data analysis, and key findings. It will also include an in-depth discussion and interpretation of the results, supported by appropriate references and citations.

Submission of Research Project: Students are required to prepare two copies of the research project. One copy will be submitted to the university as per their guidelines, and the other will be kept as the student's personal copy. Additionally, students must submit the abstract of their research project. Both the research project and abstract should be submitted in both hard copy and soft copy formats.

By following these steps, students demonstrate their ability to effectively collect, analyze, and present research data. The submission of the research project and abstract in multiple formats ensures compliance with university requirements and facilitates easy access and reference to the research findings.

The End