



Pt Ravishankar Shukla University Raipur

Curriculum & Syllabus (Based on CBCS & LOCF)

MASTER OF SOCIAL WORK-MSW Semester System

Session: 25-27 & onwards

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| Approved by | Board of Studies | Academic Council |
| Date | 15.05.2025 | |

MSW

The Master of Social Work program is a two-year, four-semester program designed to provide students with a comprehensive understanding of advanced Social Work principles and their practical implications through a balanced curriculum covering diverse areas, students establish a strong foundational knowledge during the initial semesters. As the program progresses, students have the flexibility to tailor their learning by choosing specialized electives that align with their interests and career goals. Upon completion of the program, students will be well-prepared for diverse career paths, including academia, and research sectors.

Program Outcomes:

Upon successful completion of the Master of Social Science in MSW program, students will be able to:

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| PO-1 | Knowledge: Demonstrate a deep understanding of advanced Social Work Concepts, theories, and techniques in various Allied Subjects. |
| PO-2 | Critical Thinking and Reasoning: Exhibit advanced critical thinking skills by analyzing and evaluating Social Work Programmes with proper developments of plans making reasoning about concepts and their implications with modern society. |

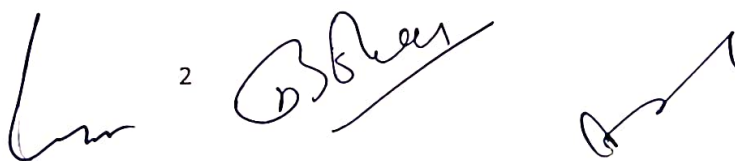
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| PO-3 | Problem Solving: Demonstrate mastery in constructing tools for various Social Problems for empirical studies. |
| PO-4 | Advanced knowledge and Analytical Skills: Possess advanced skills in Social work analysis and including proficiency in using Statistical software packages-SPSS |
| PO-5 | Effective Communication: Communicate complex social work ideas and Results effectively to governments for planning through written reports, presentations. |
| PO-6 | Social/Interdisciplinary Interaction: Integrate concepts and Teachings in to interdisciplinary contexts, collaborating effectively with professionals from other fields to address complex social problems. |
| PO-7 | Self-directed and Life-long Learning: Recognize the importance of ongoing professional development and lifelong learning in the rapidly evolving field of social work and will exhibit the ability to continue learning independently. |
| PO-8 | Effective Citizenship: Leadership and Innovation: Various contexts and references contributing to advancements in the field and applying insight to solve social problems. |
| PO-9 | Ethics: Demonstrate ethical and responsible conduct in sociological Research, teaching, and collaboration, adhering to professional standards and best practices. |
| PO-10 | Further Education or Employment: Academic pursuits, in Social Work and social issues related fields for employment in academic, research institutions, industry, government, and other sectors. |
| PO-11 | Global Perspective: Recognize the global nature of social work research And its impact, on various social issues and governmental policies. |

PROGRAMME SPECIFIC OUTCOMES (PSOs): At the end of the program, the student will be able to:

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| PSO1 | Understand the nature of social work and explore the concepts in further details. |
| PSO2 | Applying the knowledge of social work concepts in interdisciplinary fields and draw the inferences by finding appropriate social solutions for various problems |
| PSO3 | Pursue empirical research in challenging areas of social work |
| PSO4 | Employ knowledge for various social problems and their scientific investigations. |
| PSO5 | Qualifying various eligibility tests like SET,SLET/ UGC-NET/JRF, GATE etc. |

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MSW

| Specification of Course | Semester | No. of Courses | Credits |
|--|----------|----------------|---------|
| Core | I-IV | 14 | 70 |
| Elective | III-IV | 06 | 30 |
| Total | | 20 | 100 |
| Additional Courses (Qualifying in nature, for Student admitted in School Of Studies only) | | | |
| Generic Elective | II-III | 02 | 06 |
| Skill Enhancement (Value Added Courses) | III | 02 | 02 |
| IKS | I | 02 | 02 |

| SEM EST ER | COURS E NATUR E | COUR SE CODE | COURSE TITLE | Course Type(T/ P) | Hrs/Wee k | Credit | Marks | | |
|------------------|--------------------------|--------------------|--|-------------------------|--------------|--------|---------|---------|-------|
| | | | | | | | CI A | ES E | Total |
| SEMESTER -I | CORE | msw-110 | Social work History and Ideology- Indian Perspective | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-120 | Population and Environment | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-130 | Working with Groups / Group Work | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-140 | Social work Research – Qualitative Method | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-150 | Human Growth and Development | T | 5 | 5 | 30 | 70 | 100 |
| SEMESTER -II | CORE | msw-210 | Social work History and Ideology- Western Perspective | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-220 | Political Economy of Development | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-230 | Process and Evaluation of Group Formation | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-240 | Social work Research – Quantitative Method | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-250 | Social Work Practicum | P | 06 | 03 | 30 | 70 | 100 |

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|---------------|--------------------------------|----------|---|---|----|----|----|----|-----|
| | CORE | SOC-260 | Internship * | P | * | 02 | 30 | 70 | 100 |
| SEMESTER -III | CORE | msw-310 | Social Policy in India | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-320, | Legal System in India | T | 5 | 5 | 30 | 70 | 100 |
| | Elective -I(select any one) | msw-331 | Sociology for Social Work in India | T | 5 | 5 | 30 | 70 | 100 |
| | | msw-332 | Disaster management | T | 5 | 5 | 30 | 70 | 100 |
| | | msw-333 | Community organization | T | 5 | 5 | 30 | 70 | 100 |
| | Elective - II(select any one) | msw -341 | Social Welfare Administration | T | 5 | 5 | 30 | 70 | 100 |
| | | msw-342 | Social Work Personal, Training and Development | T | 5 | 5 | 30 | 70 | 100 |
| | Elective - III(select any one) | msw-351 | Basics of Counseling | T | 5 | 5 | 30 | 70 | 100 |
| | | msw-352 | Family Social Work | T | 5 | 5 | 30 | 70 | 100 |
| | | msw-353 | Corporate Social Responsibility | T | 5 | 5 | 30 | 70 | 100 |
| SEMESTER -IV | CORE | msw-410 | Social Planning in India | T | 5 | 5 | 30 | 70 | 100 |
| | CORE | msw-420 | Research Project with Block Placement and Field Work Report | P | 10 | 5 | 30 | 70 | 100 |
| | Elective - IV(select any one) | msw-431 | Social Control and Change in India | T | 5 | 5 | 30 | 70 | 100 |
| | | msw-432 | Entrepreneurship and Rural Development | T | 5 | 5 | 30 | 70 | 100 |
| | | msw-433 | Tribal Community Development | T | 5 | 5 | 30 | 70 | 100 |
| | Elective - | msw-441 | Rural Development & Legislation | T | 5 | 5 | 30 | 70 | 100 |

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| V(select any one) | msw-442 | Social Development | T | 5 | 5 | 30 | 70 | 100 |
| Elective - VI(select any one) | msw-451 | Indian Constitution, Social Justice And Human Rights | T | 5 | 5 | 30 | 70 | 100 |
| | msw-452 | Integrated Social Work Practice | T | 5 | 5 | 30 | 70 | 100 |
| | msw-453 | Fields Of Counseling | T | 5 | 5 | 30 | 70 | 100 |

Note: * Internship-For UTD/ SoS only.

- In place of Elective Course Student can choose paper(s) from MOOC Courses (Swayam Portal) subject to the following conditions:
 - The chosen paper will be other than the papers offered in the current course structure.
 - The paper will be PG level with a minimum of 12 weeks' duration.
 - The list of courses on SWAYAM keeps changing; the departmental committee will finalize the list of MOOC courses for each semester.
 - The paper(s) may be chosen from Swayam Portal on the recommendation of Head of the Department.
- The candidates who have joined the PG Programme in School of Studies (University Teaching Department), shall undergo Generic Elective Courses (only qualifying in nature) offered by other departments/SoS in Semester II and Semester III.
- The candidates, who have joined the PG Programme in School of Studies (University Teaching Department), shall undergo Skill Enhancement Course/Value Added Course (only qualifying in nature) in Semester I and Semester II.
- * Total 60 Hrs during summer vacation

Generic Elective Courses: (Offered to PG students of other Departments/ of SoS only)

| Semester | Course Code | Course Title | Course Type (T/P) | Hrs/Week | Credits | Marks | | |
|----------|-------------|----------------------------|-------------------|----------|---------|-------|-----|-------|
| | | | | | | CIA | ESE | Total |
| II | MSW-510 | Basic Concept of Sociology | T | 2 | 2 | 30 | 70 | 100 |
| III | MSW-520 | Indian Village | T | 2 | 2 | 30 | 70 | 100 |

Skill Enhancement/Value Added Courses: (Offered to the PG students of SoS in Sociology and social work)

| Semester | Course Code | Course Title | Course Type (I/P) | Hrs/Week | Credits | Marks | | |
|----------|-------------|--------------|-------------------|----------|---------|-------|-----|-------|
| | | | | | | CIA | ESE | Total |
| III | MSW-610 | SPSS | P | 4 | 2 | 30 | 70 | 100 |

Indian Knowledge System: (Offered to the PG students of SoS in Sociology and social work)

| Semester | Course Code | Course Title | Course Type (T/P) | Hrs/Week | Credits | Marks | | |
|----------|-------------|---|-------------------|----------|---------|-------|-----|-------|
| | | | | | | CIA | ESE | Total |
| I | MSW-620 | Ancient Religious Ideology of Social work | T | 4 | 2 | 30 | 70 | 100 |

MSW FIRST SEMESTER SYLLABUS FOR CORE PAPERS

| Paper/ Course Code | Title of the Paper | I | T | Total |
|--------------------|--|----|----|-------|
| VI/ MSW101 | Social work History and Ideology- Indian Perspective | 30 | 70 | 100 |
| VII/ MSW102 | Population and Environment | 30 | 70 | 100 |
| VIII/ MSW103 | Working with Groups / Group Work | 30 | 70 | 100 |
| IX/ MSW104 | Social work Research – Qualitative Method | 30 | 70 | 100 |

Paper I/MSW-110 Social work History and Ideology- Indian Perspective

Course Outcomes: At the end of the Course the Students are expected:

1. Understand the concept, history, and evolution of social work education in India, including its welfare and development-oriented approaches.
2. Analyze the professionalization of social work in terms of core values, knowledge systems, and the role of professional associations in India.
3. Identify the goals, values, and roles of social work practice and differentiate between voluntary and professional social work initiatives.
4. Examine the historical context of social change in India, tracing its development from ancient to modern periods, and understand the causes and theoretical perspectives on social transformation.
5. Explore key ideologies influencing social change in India, including **Gandhian** philosophy, Sarvodaya, nationalism, constitutional ideals, and the contributions of **voluntary organizations and NGOs** in promoting social justice and development.

UNIT -I Indian History of Social Work Education

- Concept of Social work education
- Beginning of Social work education: History
- Welfare orientation in social work
- Development orientation in Social Work.

UNIT-II Professionalization of: -

- Social work values
- Social work Education
- Social work Knowledge
- Professional Association of social work in India.

UNIT-III Social Work

- Goals and values of social work
- function/ role of social work
- process of social work
- interface between professional and voluntary social work

UNIT-IV Indian history of Ideology for social change

- Social change: Concept Causes and theory
- Social Change in Ancient period.
- Social Change in medieval period
- Social Change in modern Period

UNIT-V Ideology of Social Change

- Gandhian ideology and Sarvodaya movement
- Nationalism and Social Change
- Ideology of Indian Constitution and Social Change
- Ideology of Voluntary organization and voluntary action, NGO -structural concept

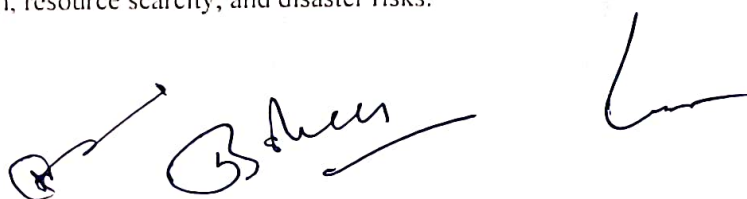
REFERENCES: -

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- 2 Chatterjee, P. 1996 Approaches to the welfare State, Washington D.C: National Association of Social workers
- 3 Desai M, 2000 Curriculum development on history of ideologies for Social Change and Social work, Mumbai: Social work education and Practice Cell
- 4 Diwakar, V.d (Ed) 1991 Social Reform Movement in India: A historical Perspective, Bombay Popular Prakashan.
- 5 Feibleman, J.K. 1986 Understanding Philosophy: A popular history of ideas, New York Souvenir Press
- 6 Ganguli, B.N 1973 Gandhi's Social Philosophy, Delhi: Vilas Publishing House.
- 7 Gore, M.S. 1993 The Social Context of Ideology: Ambedkar's social and political Thought, New-Delhi: Sage.
- 8 Kappen, S. 1994 Tradition Modernity Counter culture: An Asian Perspective, Bangalore: Visthar.
- 9 Panikkar, K/N. 1995 A History of Indian People, London: Methuen.
- 10 University Grants Commission 1980, 1990 Review of Social work education in India: Retrospective and Prospect, New Delhi: UGC, Curriculum development Centre Reports New-Delhi, UGC.
- 11 Woodroffe, K. 1962 From Charity to Social work, London: Routledge and Kegan Paul
- 12 Borgatta; E.F (Ed) 1992 Encyclopedia of Sociology, New-York: Macmillan
- 13 The Cultural Heritage.... The Cultural Heritage of India (Vol 1-6), Calcutta: The Ramkrishna Mission
- 14 Encyclopedia of Social Work 1987 Encyclopedia of Social Work in India, New delhi: Ministry of welfare.
- 15 Economic and Political weekly Human scape, The Indian Journal of Social work, Lokayan

Paper II/MSW120 Population and Environment

Course Outcomes: At the end of the Course the Students are expected:

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| 1. Understand the characteristics and determinants of population growth, family size, and family planning methods, along with the implications of population policies. |
| 2. Analyze the global and local environmental challenges caused by population pressures, including environmental degradation, resource scarcity, and disaster risks. |



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| 3. Examine the role of governmental and non-governmental organizations, international treaties, and Indian legislation in promoting environmental protection and sustainability. |
| 4. Explore the importance of biodiversity, ecology, and the conservation and management of natural resources such as forests, land, air, water, and energy. |
| 5. Evaluate key environmental laws in India related to water, land, forest, air, and noise, while critically assessing the impact of unplanned urbanization on society and the environment. |

UNIT-I Characteristics of Population & population Policy

- Population growth, Determinants of population growth
- Population policy, Family size, Family Planning, Family Planning methods
- World Action plan, Population policy and programme implementation.

UNIT-II Population & Environment: A Global Challenge

- Human population and its impact on environment
- Concept of Environment: Social and Physical environment
- Lifestyle, degradation. Environment management and maintaining life style.
- Current issues of environment and Disaster Management

UNIT-III Organizations & Their roles

- Role of Govt and NGO for environmental protection.
- International treaties and agreements legislation in India.
- Environment movement in India.

UNIT-IV Natural resources, bio diversity and ecology

- Forest, Land, Water, Air, energy and human resources.
- Treatment and Prevention of natural resources
- Waste material- Recycling and Renewal.
- Waste material –disposal technique and methods.

UNIT-V Population and Environment protection Laws

- Environment Protection laws: water, land, forest, noise, air
- Unplanned urbanization and its impact on society.

REFERENCES

- | | | |
|---|-------------------------------|---|
| 1 | Kaplan P S 1988 | The Human Odyssey: life Span development , St . Paul West publishing Company. |
| 2 | Kapur M 1955 | Mental Health of Indian Children, Delhi : Sage Publication. |
| 3 | Le. Francois G.R 1990 | The Life Span 3 rd EDS. University of Alberta. |
| 4 | Magnesson D and Allen VC 1983 | Human development : An International Perspectives, New-York, Academic Press. |

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| 5 | Maier HW 1965 | Three Theories of child development, N.Y Haper & Row |
| 6 | Misra G 1990 | Social Psychology in India . N.D Sage Publication. |
| 7 | Rapoport Rhona 1980 | Growing through Life , Life cycle book , N.Y Haper & Row |
| 8 | Rogers D 1977 | Child Psychology, Monterey C.A Brooks / Cole Publishing Co. |
| 9 | Schiamberg L.B 1985 | Human development , N.Y I mac Millian Publishing |
| 10 | Seifert K Hoffnung R.J 2000 | Life Span Development (2 nd Eds) N.Y Houghton Mifflin Co. |
| 11 | Sharma N 1999 | Adolescent Girl Child in India , News Bulletin of the Indian Council of Child welfare. |
| 12 | Sheehy G 1976 | Passages : Predictable Crises of Adult Child Life, New-York Bantam Books. |
| 13 | Sigelman C.K and Shaffer, | Life Span human development 2 nd ed. Pacific grove, CA Brooks / Cole Publishing Co. |

Paper III /MSW130 Working with Groups/ Group Work

Course Outcomes: At the end of the Course the Students are expected:

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| 1. Understand the concept, characteristics, and purpose of social groups and group work in the context of social work practice. |
| 2. Examine the historical development and theoretical foundations of group work, with emphasis on relevant models and their application in Indian society. |
| 3. Identify different types of groups and group memberships, including self-help groups (SHGs), and analyze group processes and their significance. |
| 4. Apply key principles, values, and factors involved in group formation, goal setting, and identifying problems for effective intervention. |
| 5. Explore the initial phases of group work, including group structure, planning models, and the characteristics of pre-group and initial group phases for successful engagement and facilitation. |

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| UNIT-I | Introduction of Social Group <ul style="list-style-type: none"> • understanding of groups • Characteristics & Significance of Groups • Definition of Social Group work d) Purpose of Social Group work |
| Unit-II | Theories of Social Group <ul style="list-style-type: none"> • Historical Evolution of social group with special emphasis on the Indian context • Theories applicable to group work • Models in group work |
| UNIT-III | Types , Characteristics of Group/ group work <ul style="list-style-type: none"> • Types, objectives and purpose of group work. • Type of membership in SHG • Analysis of group process |
| UNIT-IV | Principles of Group/ group work |

- Principles in group work
- Values in Social Group work
- Factors of group formation
- Formulation of goals.
- Identification of problem for work

Unit- V Initial phase of group work

- Planning Model
- Characteristics of pre-Group Phase
- Characteristics of Initial Phase
- Group Structure

REFERENCES:-

- 1 Alissi, A.S. 1980 Perspectives on social group work practice; A book of reading, New York: The free press.
- 2 Balgopal, P.R. and Vassil 1983 Groups in social work- An ecological perspectives, New T.V. York: Macmillan Publishing Co. Inc.
- 3 Bradler, S and Roman C.P 1991 Group work Skills and strategies for effective Interventions New York: The Howorth Press.
- 4 Garland, J.A (Ed) 1992 Group work reaching out: people, places and power , New York: The Howorth Press
- 5 Garwin, C. 1987 Contemporary group work, New York: Prentice- Hall inc.
- 6 Kemp C.G: 1970 Perspectives of the group process, Boston: Houghton Mifflin C.
- 7 Klein, A.F. 1970 Social Group work : A helping process , Prentice Hall Inc
- 8 Konopka, G. 1963 Social Group work : A helping process, School of social welfare- Albany: State University of New -York.
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- 11 Northern, H. 1969 Social work with group, New-York: The Howorth Press
- 12 Pepell, C.P and Rothman, Social work with group, New-York:: Columbia University
- 13 Toselane, R.W. 1984 An Introduction to group work Practice, New-York: MacMillan Publication Co.
14. Treker, Harleigh b 1990 Social Group Work: Principles and Practice, New-York: Association Press
- 15 Wilson, G. Ryland G 1949 Social Group Work Practice, Boston: Houghton Mifflin .Co.

Paper IV/MSW140

Social work Research – Qualitative Method

Course Outcomes: At the end of the Course the Students are expected:

1. Understand the meaning, assumptions, and significance of scientific inquiry, and differentiate between scientific and common-sense approaches in studying social phenomena.

2. Analyze the role of hypotheses and theories in research, including the development of sound hypotheses and the application of inductive and deductive reasoning.

3. Gain knowledge of the concepts, scope, and purposes of social work research, with a focus on the unique characteristics and relevance of qualitative methods.

4. Develop skills in applying qualitative research techniques such as case studies and content analysis to real-life social issues.

5. Understand the purpose and types of research design and sampling techniques, and recognize their significance in ensuring the credibility and rigor of research findings

Unit-I Scientific Inquiry

- Scientific meaning and assumption. Scientific approach to inquiry in
- Comparisons to the native or common sense approach : Science and the study of social phenomena

UNIT-II Hypotheses and theories.

- Hypothesis: Meaning , attributes of a sound hypothesis, role in explanatory research.
- Theory –Meaning: Inductive and deductive theory, construction.

UNIT-III Social work research- meaning, purpose, the research process, scope and importance

- Qualitative research- General characteristics, use of Qualitative methods in inquiry, Case study and content analysis.

UNIT-IV Research design:

- Meaning.
- process
- types and significance.

UNIT V Sampling Technique

- Sampling: Meaning, types, Characteristics and utility; General coordination in the determination of sample size.

REFERENCES: -

- | | | |
|---|---|---|
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| 2 | Anderson J1970 | Thesis and Assignment writing, New-Delhi: Wiley Eastern limited. |
| 3 | Bailey, Kenneth ,D 1987 | Methods of social Research, New-York, The free Press. |
| 4 | Blaikie, Norman, 1993 | Approaches in social enquiry, Cambridge: Policy Press |
| 5 | Blalock, H.M and Blalock A.M.(Eds) 1968 | Methodology in social research, New-York, McGraw Hill |
| 6 | Collidge, Frederick L 2000 | Statistics: A gentle introduction, New-delhi: Sage Publications. |



- 7 Crabtree, B.F and Miller Doing Qualitative Research, New-Delhi: Sage W.L.(EDS) 2000 Publications.
- 8 Cranstein A and Understanding Social research An Introduction, Boston: Allwyn and Phillips W.R 1978 Bacon.
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- 15 Shaw, Lan and Lisman Joyce (eds) 1999 Evaluation and social work Practice, New-Delhi Sage Publication.
- 16 Silver David (eds) 1997 Qualitative research , New-Delhi: Sage publication
- 17 Society for Participatory Participatory research: an Introduction, Participatory research research in Asia 1995. Network Series No.3 New-Delhi PRIA.
- 18 Stewart, Alex 1998 The ethnographer's Method, New-Delhi: sage Publication
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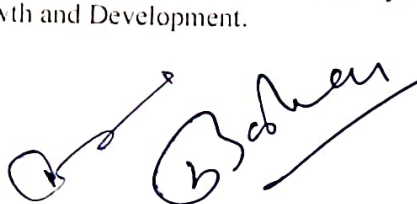

Paper-V /MSW150 Human Growth and Development

Course Outcomes: At the end of the Course the Students are expected:

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| 1. Understand the stages of the human life span, and the role of heredity and environment in shaping human development. |
| 2. Analyze major developmental theories including those of Freud, Erikson, Piaget, Maslow, and others, alongside critical perspectives on their relevance. |
| 3. Examine the Indian perspective on human development, especially regarding childhood, adolescence, and the challenges faced by Indian youth. |
| 4. Explore the developmental tasks and adjustments associated with adulthood and aging, including physical, emotional, vocational, and social aspects. |
| 5. Apply developmental knowledge to social work practice, using appropriate methods of assessment, counseling techniques, and approaches for working with individuals across life stages, including those with disabilities. |

UNIT-I Life Span Heredity and environment

- Stages of Life Span, life span perspectives and the systems approach.
- Principles of Growth and Development.

UNIT-II Theories of Human Development.

- A critical look at the theories of Human development like those of Freud's Psycho-sexual theory, Erikson's Psycho-Social theory, Learning Theories and Piaget's Theory Maslow.

UNIT-III A) Indian Concept:

- Prenatal stage and genetic factors, infancy and adjustment to immediate world.
- Early child hood, growth Play, adolescence, relationship with family .
- Indian Youth and Hazards life -style effects.

UNIT-IV a) Adulthood: -growth, personal and social adjustment, health, sexuality

- Vocational and mental adjustment.
- Aging: - Aging Characteristics, Adjustment to physical and mental health, and aging problems.

UNIT-V Relevance to social work Practice

- across the stages of development,
- and Method of assessment. Counseling process and methods, studies of
- Disables.

REFERENCES:-

- 1 Baltes, P.B 1978 Life Span development and Behaviour, New-york: Academic Press Inc.
- 2 Bronfenbrenner, U 1979 The ecology Human Development, Cambridge, Harward University Press.
- 3 Chowdary D.P 1992 Aging and the Aged, New-Delhi: Inter-India Publication.
- 4 Clarke- Stewart, A FriedmanS and Koch J 1985 Child development: A topical Approach (for UNIT-I)
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- 11 Kakar S 1970 Conflict & choice-Indian Youth in a Changing Society, Bombay: Somaiya Publications
- 12 Kakar Sudhir 1978 Images of the life cycle and adulthood in Anthony E.J. & Colette C .The child in his Family , Wiley, 319-332
- 13 Kaplan P S 1988 The Human Odyssey: life Span development, St . Paul West publishing Company.
- 14 Kapur M 1955 Mental Health of Indian Children, Delhi : Sage Publication.
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 19 Rapoport Rhona 1980 Growing through Life , Life cycle book , N.Y Haper & Row
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 22 Seifert K Hoffnung R.J 2000 Life Span Development (2nd Eds) N.Y Houghton Mifflin Co.
 23 Sharma N 1999 Adolescent Girl Child in India , News Bulletin of the Indian Council of Child welfare.
 24 Sheehy G 1976 'Passages : Predictable Crises of Adult Child Life, New-York Bantam Books.
 25 Sigelman C.K and Shaffer, Life Span human development 2nd ed. Pacific grove, CA Brooks / Cole Publishing Co.

MSW (MASTER of SOCIAL WORK) II SEMESTER CORE PAPERS

| Paper/ Course Code | Title of the Paper | I | T | Total |
|--------------------|--|----|----|-------|
| VI/ MSW106 | Social work History and Ideology-Western Perspective | 30 | 70 | 100 |
| VII/ MSW107 | Political Economy of Development | 30 | 70 | 100 |
| VIII/ MSW 108 | Process and Evaluation of Group Formation | 30 | 70 | 100 |
| IX/ MSW109 | Social work Research –Quantitive Method | 30 | 70 | 100 |
| P I/MSW110 | Social Work Practicum | - | - | 100 |

Paper VI/MSW 210 Social work History and Ideology- Western Perspective

Course Outcomes: At the end of the Course the Students are expected:

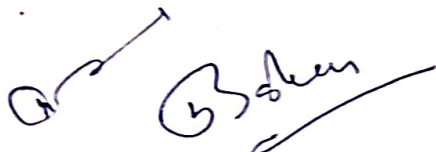
1. **Understand** the historical roots of social work education in Western countries, including the development of the Charity Organization Society and the emergence of clinical and ecological approaches.
2. **Examine** the key attributes of a profession and the process of professionalization in social work, including its goals, values, roles, and professional associations.
3. **Analyze** the historical development of the social work profession in the United States and England, and explore the influence of secular humanism and Protestant ethics.
4. **Explore** major ideological influences from the modern period—such as rationalism, liberalism, democracy, utilitarianism, social Darwinism, and socialism—and their impact on the theory and practice of social work.
5. **Critically evaluate** the role of human rights discourse in shaping contemporary social work, and relate Western ideological developments to global and comparative perspectives in social work education and

practice.

- UNIT-I Western history of Ideology for Social Change**
- Beginning of Social work education in Western Country
 - Charity Organization
 - Clinical social work
 - Ecological Social work
- UNIT-II Attributes of profession & Professionalization**
- Social work education , Knowledge and Professional association
 - Goals ,values, function/ role and process of Social work
- UNIT-III Western history of Social work Profession**
- History of social work in America
 - History of social work in England
 - Secular humanism and Protestantism
- UNIT-IV Modern period –I**
- Rationalism and welfarism
 - Liberalism and Democracy
- UNIT-V Modern period –II**
- Utilitarianism and social Darwinism
 - Socialism and human rights

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Paper VII/MSW220 Political Economy of Development

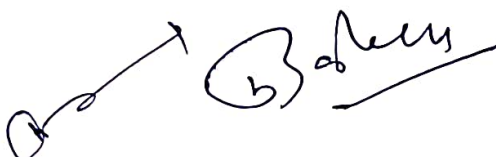
Course Outcomes: At the end of the Course the Students are expected:

| |
|--|
| 1. Understand the meaning, concepts, and significance of political economy and its role in analyzing development and underdevelopment. |
| 2. Examine development through a human rights lens by analyzing the social ideals of the Indian Constitution, fundamental rights, and the broader human rights framework. |
| 3. Compare major economic systems—capitalism, socialism, and mixed economy—evaluating their features, merits, and limitations in relation to development goals. |
| 4. Analyze poverty in India from a structural perspective, exploring its causes, consequences, and the entitlement approach as a method of understanding and addressing poverty. |
| 5. Critically evaluate diverse approaches to development, including modernization theory, capitalist and socialist models, and Gandhian perspectives, to foster an inclusive and sustainable understanding of development. |

- UNIT-I**
- Introduction to Political Economy
 - Meaning of Political Economy
 - Significance of the study of Political Economy
 - Meaning and Characteristics of development and under development
- UNIT-II**
- Development –A human Right Perspective
 - Social ideals of Indian Constitution
 - Fundamental rights
 - Human rights
- UNIT-III**
- Socio economic order and Comparative economic system,
 - Capitalism, Socialism and Mixed economy, their features, merits and demerits.
- UNIT-IV**
- Poverty in India – A Structural Problem its Causes , effects and implications.
 - Entitlement approach to understanding poverty.
- UNIT-V**
- Approaches to development
 - Modernization, Capitalist, Socialist and Gandhian approaches to development.

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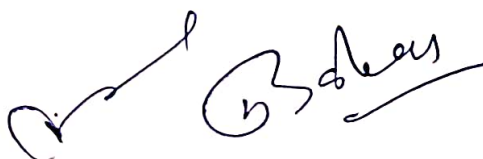
Paper –VIII/MSW 230 Process and Evaluation of Group Formation

Course Outcomes: At the end of the Course the Students are expected:

- | |
|---|
| 1. Understand the importance and nature of group processes across various group types, including the roles of members and workers. |
| 2. Analyze key elements of group functioning such as bonding, subgroup roles, leadership, communication, decision-making, conflict, and isolation. |
| 3. Explore the middle phase of group work, including group dynamics, structural features, and facilitation strategies across different phases. |
| 4. Develop skills in programme planning and implementation within group settings, including principles of group programming and recording. |
| 5. Evaluate group processes and outcomes through appropriate methods, and understand the types and importance of evaluation and termination in group work. |

UNIT-I Group Process-I

- Importance of group Process
- Typical pattern

- process in different types of group
- workers skills in identifying and understanding process

UNIT-II **Group Process-II**

- Bond, Subgroup Role
- Leadership
- Isolation
- Decision making
- Contagion
- Conflict
- Communication
- Relationship

Unit -III **Middle Phase**

- Characteristics of middle phase
- Group structure
- Group dynamics
- Role of group workers
- facilitation skills
- comparison across phases

UNIT-IV **Use of Programme**

- Concept and principle
- Programme Planning
- principle of recording
- type of recording

UNIT-V **Evaluation of Group/ Termination Phase**

- Method of Evaluation
- Importance and types of Evaluation
- Need of termination
- Type of termination and Characteristics of termination phase

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- 2 Balgopal, P.R. and Vassil 1983 Groups in social work- An ecological perspectives, New T.V. York: Macmillan Publishing Co. Inc.
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Paper IX /MSW 240 Social Work Research –Quantitative Methods

Course Outcomes: At the end of the Course the Students are expected:

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| 1. Data Collection and Methodology: Understand various sources and methods of data collection, including primary and secondary data, and develop skills in conducting structured interviews and observations. |
| 2. Quantitative Research and Analysis: Apply quantitative tools like surveys, standardized scales (e.g., Likert, Thurstone, Bogardus), and statistical tests (e.g., Chi-square, T-test) for hypothesis testing and data analysis. |
| 3. Validity, Reliability, and Data Measurement: Develop competencies in data measurement, triangulation, and appraisal techniques to ensure validity and reliability in research. |
| 4. Data Processing and Report Writing: Gain proficiency in data processing and presentation using software, and learn to write effective research abstracts, proposals, and reports. |
| 5. Ethics and Social Work Research: Practice research ethics, emphasizing participatory and evaluative research approaches in social work settings, while utilizing statistical tools for analysis |

UNIT -I Data and its sources-

- Source of data: primary and secondary,
- Methods and instruments of Data collection.
- Qualitative and Quantitative observation; Participant observation life histories,
- Group Interview (Including telephonic interview)

UNIT-II Measurement

- Participatory and rapid Appraisal technique; triangulation ,
- measurement and its types.
- Hypothesis and chi -square test.

- Scales: Need for scales. Some prominent scaling procedures(Thrustone- type, Likert-type, Bogurdus –type. Semantic differentials

UNIT-III Data processing , presentation and research Report

- Graphical, tabular: Analysis and interpretation, use of computers.
- Participatory and Evaluatory Research.- Conducting participatory
- Research: Monitoring and research
- Research Report: writing research Abstracts, Research proposals
- Ethics- Ethics in research

UNIT-IV Statistical Tools and their use

- Use of statistical tools and techniques - Descriptive and inferential uses and limitations of statistics
- Proportion of Percentage, Ratio
- Measurement of central tendency:- Mean, Mode, Median

Unit -V Measures of dispersion
Range, Quartile Deviations, Mean Deviations
Standard Deviations.

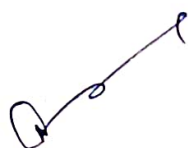
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| | Social work Practicum | Comprises of Maximum Marks (Internal) |
|-----|---|--|
| i. | Agency Placement (to develop the knowledge of Administration, Management, Training) | 15 |
| ii | Rural Camp | 05 |
| iii | Orientation Visits | 15 |
| iv. | Social work in Communities | 15 |
| | | Total: 50(internal) |
| * | Valuation of Complete Report & Viva- Voce | 50(external) |
| | | Total : 100 |

In social work practicum, each student must prepare a complete "Report" valuation of Social work practicum "Report" & Viva voice by External Examiner appointed by university.



Examination Scheme for Master of Social work
ACADEMIC SESSION (2024-2025)
MSW (MASTER of SOCIAL WORK) III SEMESTER

NOTE:- Third semester course includes two core papers and select one paper from one elective group

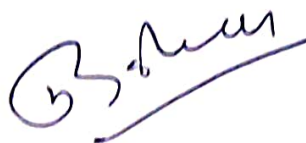
| Course nature | Paper/ CX | Title of the Paper | I | II | Total |
|---------------|---------------|--|----|----|-------|
| Core paper | XI/ MSW310 | Social Policy in India | 30 | 70 | 100 |
| Core paper | XII/ MSW320 | Legal System in India | 30 | 70 | 100 |
| Elective I | XIII/ MSW331 | Sociology for Social Work in India | 30 | 70 | 100 |
| | XIV/ MSW332 | Disaster management | 30 | 70 | 100 |
| | XV/ MSW333 | Community organization | 30 | 70 | 100 |
| Elective II | XVI/ MSW341 | Social Welfare Administration | 30 | 70 | 100 |
| | XVII/ MSW342 | Social Work Personal, Training and Development | 30 | 70 | 100 |
| Elective III | XVIII/ MSW351 | Basics Of Counselling | 30 | 70 | 100 |
| | XIX/ MSW352 | Family Social Work | 30 | 70 | 100 |
| | XX/ MSW353 | Corporate Social Responsibility | 30 | 70 | 100 |

Paper XI/MSW 310 Social Policy in India/ Core paper

Course Outcomes: At the end of the Course the Students are expected;

- 1. Social Policy and Its Evolution:** Understand the concept of social policy in India, its historical evolution, and its role in shaping social development.
- 2. Constitutional Foundations and Legal Frameworks:** Examine constitutional provisions related to social policy, including fundamental rights, directive principles, and human rights.
- 3. Policy Formulation and Approaches:** Analyze the process of policy formulation, including various approaches and models of social policy, and the role of research, interest groups, and conflict resolution.





- | |
|---|
| 4. Sectoral Policies in India: Study key sectoral policies in areas like education, health, welfare, and social justice, and evaluate their implementation and impact. |
| 5. Social Security, Marginalized Groups, and Policy Impact: Explore policies related to social security, housing, and development, and critically evaluate their impact on marginalized groups and challenges in policy implementation. |

UNIT-I Concept of social policy, sectoral policies and social services

- Evolution of social policy in India in a historical Perspective.
- Relationship between social policy & social development.

UNIT-II

- Social policy and planning on the constitutional provisions ie. The directive Principles of the state policy and Fundamental Rights and the Human Rights.

UNIT-III Policy formulation

- Approaches to social policy unified , integrated
- Different models of social policy and their applicability to the Indian situation.
- The process of social policy formulation, the contribution of research, the role of interest groups , the problem of conflict of interest and it's solution.

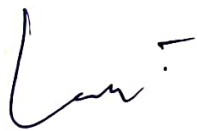
UNIT- IV Different Sectoral Policies -I

- Different sectoral policies and their implementation eg. Policies concerning education, health, social welfare, women, children , welfare of backward classes,

UNIT-V

- Different Sectoral Policies -II
- Social security, housing, youth, population an family welfare, environment and ecology,urban and rural development, tribal development and poverty alleviation.

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- 7 Huttman E.D 1981 Introduction to social policy , New-York, MacGraw Hill.
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- 11 Kahn A.E 1973 Social policy and social services, New-York, Random House.
- 12 Kulkarni P.D 1979 Social policy and development in India Madras Association of School of social work in India .

Paper –XII/ MSW320 Legal System in India/ Core paper

Course Outcomes: At the end of the Course the Students are expected:

- | |
|--|
| 1. Rights and Advocacy for Vulnerable Groups: Learn the concept of legal rights, focusing on the civil and legal rights of vulnerable groups, and the role of social workers in advocating for these rights. |
| 2. Duties and Legal Framework: Understand individuals' duties under Indian law, including criminal, civil, and procedural laws, with a focus on domestic issues like inheritance, divorce, and women's rights. |
| 3. Indian Criminal Justice System: Explore the structure and functioning of the Indian criminal justice system, including law enforcement, judiciary, and correctional institutions. |
| 4. Key Legal Components and Effectiveness: Study important components of the justice system, such as police powers, arrest procedures, and rehabilitation, while critically analyzing their effectiveness. |
| 5. Legal Aid, PIL, and Social Justice: Examine legal aid and public interest litigation (PIL), their development, importance for marginalized groups, and the role of legal knowledge in promoting social justice and effective social work interventions |

UNIT –I Rights and Role of Social workers

- Concept of rights, Legal rights, Civil rights
- Rights of children, women and Schedule Caste and Schedule Tribes.
- Role of Social worker, Social work interventions,

UNIT-II

- Defines the rights and duties of each individual, criminal code (Penal code)
- Procedure law; when a crime is committed , the procedure law is activated (Cr.Pc.Evidence Act etc)
- Civil Law (Private wrongs) like those for inheritance, divorce, juvenile justice laws, child abuse and problem related to women.

UNIT-III Criminal Justice System

- Criminal justice system in the country, police, prosecution, judiciary & correction.

- Courts: Structure and Functions District Court, Session Court, High Court, supreme Court.

UNIT-IV The components

- Police: Structure, reporting registration, investigation, arrest (how and what can be done) power of the police, bail and critique.
- Correction: structure, Functions, Treatments, Rehabilitation and critique.

UNIT-V Legal Aid , Public Interest Litigation

- History of legal Aid, concept of legal aid, need for legal aid, who needs legal aid schemes and problems.
- History of public interest litigation with special reference to India, meaning and concept of public interest litigation process & problems of public interest litigation

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- 1 Aranha, T Social Advocacy –perspective of Social work, Bombay , college of social work
- 2 Buxi, U 1982 Alternatives in development; Law the crises of the Indian legal System, New-Delhi: Vikas Publishing house.
- 3 Bayley D.M 1969 The police and political development in India , New-Jersey Prienceton.
- 4 Curry, J.C. 1977 The Indian police, New-Delhi: Manu Publications.
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- 14 Peak, K.J 1988 Justice Administration- Police, Courts and Correction, New-Jersey: Prentice Hall
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- 17 Government of Gujrata : 1971: Report of the Legal Aid Committee.

Paper XIII/MSW331 /ELECTIVE I Sociology for Social Work in India

Course Outcomes: At the end of the Course the Students are expected:

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|--|
| 1. Foundations of Sociology and Social Work: Understand the key concepts of sociology, its scope, and its relevance to social work and other social sciences. |
| 2. Structure of Indian Society and Culture: Explore Indian society and culture, including social status, roles, traditions, norms, and values. |
| 3. Diversity and Social Composition: Analyze the diversity of social groups in India, including tribal, rural, and urban populations, and the dynamics of unity in diversity. |
| 4. Social Stratification and Inequality: Examine caste, class, and gender in India, and their impact on social inequality and social work practice. |
| 5. Social Institutions and Issues: Understand the role of institutions like marriage, family, religion, and law, and develop strategies for addressing social justice, inequality, and community development. |

UNIT –I

- Meaning, Scope and significance
- Sociology- its relationship to other disciplines such as history, Economics, Political science, psychology, anthropology and social work

UNIT-II

Society and Culture:-

- Society-meaning, Characteristic, society as a system of relationship
- Social status and role: meaning and importance.
- Culture – Meaning and content: Traditions, Customs, norms Folk-ways and mores
- Socialization- Meaning, Process and agencies

UNIT-III

Indian Society

- Composition of Indian society
- The Concept of unity in Diversity
- Social Classification in India- tribal, rural and Urban Division

UNIT-IV

Social Group

- Social Stratification in India- Meaning and bases of stratification Caste, Class and gender.
- Meaning characteristics and types of primary and Secondary groups.

Unit-V

Institution



- Concept of Institution: Characteristics, functions, significance.
- Type of Social Institution: Marriage, Family, religion, state and Law.

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- 2 Bharadwaj, A.N. 1979 Problems of SC/ST in India, New-Delhi Light and Life publication.
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Publishers
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Anthropology) Delhi: Oxford University Press
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Paper XIV/MSW332 /ELECTIVE I Disaster Management

Course Outcomes: At the end of the course, the students are expected to:

1. Understand key concepts and definitions related to disaster, risk, hazard, vulnerability, and resilience; differentiate between natural and man-made disasters; and analyze the multi-dimensional impacts of disasters, especially on vulnerable populations.



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| 2. Demonstrate knowledge of the disaster management cycle, governance frameworks, and integration of disaster management into development planning; and evaluate global, national, and institutional policies and initiatives such as the Sendai Framework and India's Disaster Management Act. |
| 3. Acquire skills in community-based disaster preparedness and risk reduction, including participatory planning, mitigation, relief coordination, evacuation, health management, and socio-economic rehabilitation in post-disaster contexts. |
| 4. Analyze the psychosocial consequences of disasters and apply principles and techniques of psychosocial support, trauma care, and grief counseling for vulnerable groups including women, children, elderly, and persons with disabilities. |

Unit 1. Conceptual Framework: Disaster, Vulnerability and Risk

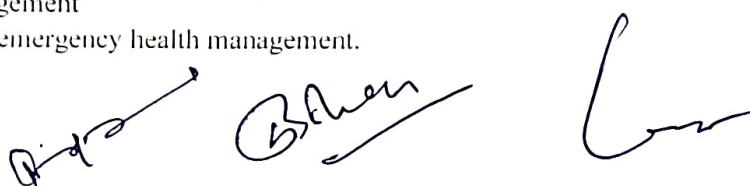
- Disaster related concepts and definitions: Hazard, Risk, Vulnerability, Resilience, Disaster; different forms of Natural and Manmade Disasters
- Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; Role of social work
- Vulnerability: Factors enhancing vulnerability to natural and man-made disasters; regional vulnerability; climate vulnerability, vulnerable groups and communities (women, children, elderly, marginalized, persons with disability).
- Hazard, Risk and Vulnerability assessment with special emphasis on participatory tools and techniques.

Unit 2. Disaster Governance

- Disaster Management Cycle and its components; paradigmatic shift in disaster management; Integration of disaster management and development planning
- Global initiatives in disaster management: from Kobe (2005) to Sendai Framework (2015-2030); UNISDR Strategic Framework 2016-2021.
- National Disaster Management Policy, Disaster Management Act; National Disaster Management Framework, National Guidelines and Programmes on various aspects of disaster.
- Administrative and institutional structure for disaster management; Techno-legal framework.

Unit 3. Community-based Interventions (Preparedness and Response)

- Community Based Disaster Preparedness (CBDP) and Management (CBDM): Components; preparation of CBDP plan, community-based risk management and response plans; using media and participatory geo-technology in disaster planning.
- Disaster Risk Reduction (DRR); mitigation and preparedness in developmental planning; disaster and the built environment
- Post Disaster Interventions: coordinating search and rescue; relief mobilization and management; evacuation and camp management
- Public health concerns and emergency health management.



- Restoration and rehabilitation interventions, livelihood security and social justice concerns in disaster recovery and reconstruction.

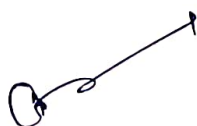
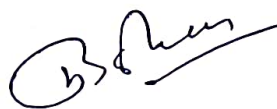
Unit 4. Psychosocial Care of Survivors

- Mental health consequences of disaster; grief reactions, post-traumatic stress disorders
- Principles and techniques of psychosocial care in post disaster situations
- Specific psychosocial needs of vulnerable groups like children, women, older persons and persons with disability
- Post trauma care and counseling including grief counseling with survivors, Mass catharsis Management and caring of careers
- Social care of orphans, disabled and those facing destitution

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3. Parasuraman, S., & Krishnan, U. (Eds.) (2013). *India disasters report II redefining disasters*. Oxford University Press.
4. Shaw, R. (2012). *Community-based disaster risk reduction*. Emerald Books.
5. Pal, I., & Shaw, R. (Eds.) (2017). *Disaster risk governance in India and cross cutting issues*. Springer.
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7. Bankoff, G., Frerks, G., & Hilhorst, D. (Eds.) (2004). *Mapping vulnerability: Disasters, development and people*. Earthscan.
8. Dass-Brailsford, P. (2009). *Crisis and disaster counseling: Lessons learned from Hurricane Katrina and other disasters*. Sage Publishing.
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11. Huong Ha, R., Lalitha, S., Fernando, & Mahmood, A. (Eds.) (2015). *Strategic disaster risk management in Asia*. Springer.
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13. Boon, H. J., Cottrell, A., & King, K. (2018). *Disasters and social resilience: A bioecological approach*. Routledge.
14. Forino, G., Bonati, S., & Calandra, L. M. (Eds.) (2018). *Governance of risk, hazards and disasters: Trends in theory and practice*. Routledge.
15. Marsh, G., Ahmed, I., Mulligan, M., Donovan, J., & Barton S. (Eds.) (2018). *Community engagement in post-disaster recovery*. Routledge.

Paper XV/MSW333 /ELECTIVE I Community Organization


Course Outcomes: At the end of the course, the students are expected to:

| |
|---|
| 1. Understand the concept, definition, scope, and importance of community organization along with its principles, theories, and Indian case studies; and explore key terms like community mobilization and community chest. |
| 2. Analyze the structure, power dynamics, values, ethics, and functions of community organization, and apply participatory tools like Participatory Rural Appraisal (PRA) from a practitioner's perspective. |
| 3. Demonstrate understanding of various models of community organization, the role of the community organizer, and distinguish between community development and community organization in the Indian context. |
| 4. Develop skills in planning and executing community work using different methods such as surveys, studies, public relations, and proper documentation in community-based interventions. |
| 5. Evaluate community organization programs by identifying contemporary challenges and issues related to gender, caste, class, leadership, religion, and literacy; and assess the role of decentralization and Panchayati Raj institutions in effective community organization. |

Unit 1

- Concept, definition, characteristics, scope and importance of community organization
- Studies and experiences in community organization in Indian context
- Theories of community organization
- Different principles of community organization
- Community Mobilization, Community chest

Unit 2

- Structure of community organization, power structures
- Functions of community organization
- Values and ethics of community organization
- Practitioners' perspective of community organization
- Participatory Rural Appraisal (PRA)-Tools

Unit 3

- Models of community organization
- Role of community organizer
- Community Development- Definition and Community Development Projects in India
- Difference between Community Development and Community Organization

Unit 4

- Methods of community organization
- Use of community organization in social work
- Planning for community organization
- Survey, study, planning community work and public relation execution
- Recording in community organization

Unit 5

- Evaluation of community organization programme
- Current issues in community organization – gender, class, caste, leadership, religion and illiteracy



- Working in different settings, problem and challenges faced in community organization
- Panchayati Raj and Decentralization

NOTE:- Different perspectives on Organizing communities for change • Ambedkar – Mahad Talao Satyagrah, Kalaram Temple Satyagrah • Gandhi – Champaran, Dandi March, Naukhal, Swadeshi Movement, Quit India movement, Rural Development Model • Phule – Work with child widows, work on farmers' issues, Starting schools for girls in the community.

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1. Bhattacharya, Sanjay-Social Work an Integrated Approach, Deep & Deep Publications, New Delhi.
2. Brager G. and Spectit H- community Organisation-New York, Columbia University, Press.
3. Desai V- Rural Development (Vol.-1) Mumbai, Himalaya Publishing University, Press.
4. Gangrade K.D. – community Organization in India, Bombay Popular Prakashan.
5. Government of India-Five-Year Plan documents.
6. Jacob K.K.-social Development Perspectives.
7. Joshi P.C.-Land Reforms in India
8. Mc Miller W-Community Organisation for Welfare- Chicoga, University of Chicago Press.
9. Rao D.B.- World Summit for Social Development.
10. Ross Hurry G.-Community Organization, Theory Principles and practice, New York, Harper and Road
11. Siddiqui H.Y-Working with communities: An Introduction to Community work, New Delhi, Hira Publications.
12. UNDP-Human Development Reports, Oxford University Press.
13. Joseph and Dash- Community Organization in Social Work; Discovery Publications
14. Thomas, Gracious- Contemporary Methods in Social Work, Shipra Publications, New Delhi

Paper XVI/MSW341 /ELECTIVE II Social Welfare Administration

Course Outcomes: At the end of the course, the students are expected to:

- | |
|--|
| 1. Understand the concept, nature, and historical development of social welfare administration, distinguish among various types of administration, and analyze the roles of different service providers including government, NGOs, corporate, and cooperatives. |
| 2. Develop knowledge of core administrative components such as planning, staff recruitment, coordination, documentation, budgeting, and their application in welfare and development organizations. |
| 3. Analyze the importance of communication in administration, including intra-organizational dynamics, behavioral impacts, use of technology in e-governance, and strategic tools like social marketing and behavior change communication. |





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|--|
| 4. Demonstrate the ability to apply strategies and mechanisms such as resource mobilization, networking, public relations, transparency, monitoring, and capacity building for efficient welfare administration. |
| 5. Acquire practical skills in managing human service organizations, including legal formation, organizational structure, project management, and development of human and institutional resources. |

UNIT I: Welfare and Development Administration

- Social welfare administration: concept, nature, history and scope
- Types of administration: public, social welfare, social security, etc. and merging boundaries
- Actors in administration: Nature, types and functions of various service providers (GO, NGO, Corporate, Cooperatives)
- Factors influencing administration: cultural values, economic systems, international policies and declarations

UNIT II: Components of Administration

- Planning and organizing
- Staff recruitment, training and development
- Direction, coordination and supervision
- Recording and documentation
- Budgeting

UNIT III: Communication in administration

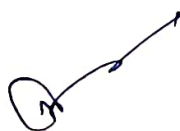
- Intra-organizational communication: decision-making, conflict resolution
- Organizational communication and impact on human behaviour
- Technology in communication: models of e-governance
- Strategies in communication: Behaviour change communication, social marketing

UNIT IV: Strategies and mechanisms of administration

- Resource raising, mobilization and management
- Public relations and networking
- Monitoring and evaluation
- Transparency and accountability
- Capacity building and sustainability

UNIT V: Management of Human Service Organisations

- Formation of organization, relevant legislations
- Organizational structure and management
- Project planning, monitoring and evaluation
- Building of human and institutional resources



References:-

1. Abha, Vijay and Prakash. (2000). Voluntary Organizations and Social Welfare. ABD Publishers
2. Bhattacharya Sanjay. (2006) Social Work Administration and Development. New Delhi, Rawat.
3. Bulsaralal F (1984). Perspectives on Social Welfare in India, New Delhi: Chand Company Ltd.
4. Chhabra.T.N.(1999). Principles and Practice of Management. New Delhi: Dhanpat Rai & Co
5. Chowdhary D.Paul. (1992). Social Welfare Administration. New Delhi: Atma Ram
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9. Kohli A.S., Sharma S.R. (1996). Encyclopaedia of Social Welfare and Administration Vol. 1-7, New Delhi: Anmol Pub. Pvt. Ltd.
10. Lawani B.T. (1999). NGOs in Development. Jaipur: Rawat Publication.
11. Leech Corinne. (2004) Successful Project Management Open Learning Programme. Oxford, Elsevier.
12. Lewis Judith A., (1991), Management of Human Services, Programs. Brooks Cole Publishing Co.
13. Nurius Paula S., Human Services: Practice, Evaluation and Computers: a practical guide for today and beyond.
14. Pasad.L.M. (2000). Principles and Practice of Management. New Delhi: Sultan Chand & Sons.
15. Ralph Brody. (2005). Effectively Managing Human Service Organizations (Third Edition). New Delhi: Sage Publications
16. Rao, V. (1987). Social Welfare Administration. Bombay: Tata Institute of Social Sciences.
17. Sachdeva D R. (2007) Social Welfare Administration in India. Allahabad, Kitab Mahal.
18. Sidmore Rex A. (1990). Social Work Administration: Dynamic Management and Human Relationships. New Jersey: Prentice Hall.

Paper XVII/MSW342 /ELECTIVE II

Social Work Personnel- Training and Development

Course Outcomes: At the end of the Course the Students are expected:



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| 1. Training in Social Work: Understand the concept of training, its significance, and the role of social work educational curricula in responding to societal changes and personnel needs. |
| 2. Levels of Training: Examine the various levels of social work and corresponding training, understanding how these prepare social workers to meet societal needs effectively. |
| 3. Adult Learning Principles: Explore the principles of learning for adult learners and address the unique challenges and approaches to training adult learners in social work practice. |
| 4. Curriculum Design and Educational Technology: Develop an understanding of curriculum design, focusing on principles, processes, and educational technology for creating effective training programs for social workers. |
| 5. Training Program Implementation and Staff Development: Learn to design, implement, and evaluate training programs, focusing on enhancing trainer effectiveness and supporting staff development through motivation and growth techniques |

UNIT-I

Training for Personnel Training- meaning and concept

- Need for personnel training
- Social work educational curriculum ,Role of Social Work- educational curriculum in changing society.
- Levels of Social work ,and levels of Training, Role of training for Social Workers.

UNIT-II

Principles of learning

- Concept of learning and adult learner
- The adult learner and principles of adult learning.
- Practice learning: Instructional Process, educational and supportive aspects:
- Orientation: Role of Orientation for adult learner.

UNIT-III

Curriculum Designing

- Concept of Curriculum Designing
- Principles and process of Curriculum Designing
- Education Technology: Methods and tools
- Social work practice learning instruction

UNIT-IV

Training Programme Design and Training Effectiveness.

- Training Designing- Concept and steps.
- Implementing and evaluating training programmes for social work personnel.
- Training and its Characteristics.
- Enhancing trainer, Effectiveness: Facilitation Skills.
- Assessment of Training- Tool, method and technique.

UNIT-V

Staff Development

- Staff development –concepts and needs

- Process of staff development, Short term services .
- Technique and methods of Staff development, Role of motivation for staff development.

References:-

- 1 Asian and Pacific Association for social work education (APASWE 1994) : Social work profession: reflection and future directions, Mumbai TISS.
- 2 Baldwin, J and Williams H 1988 Active learning: A trainers Guide, England: Blackwell Education.
- 3 Barer- Stein T, Draper J 1988 The craft of teaching Adults.
- 4 Bercher H 1988 Staff development in Human Service Organization. New Jersey, Prentice Hall Inc.
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- 6 Cafarella, 1988: Programme Development and evaluation resource book for Trainers, New York : John Willy and Sons
- 7 Draper, J Adult education : A focus for the social sciences.
- 8 Elkins D 1978 Teaching people to love themselves. New York: Growth Associates.
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- 1 Jacob, K 1994 Social work education in India retrospect and prospect, Delhi, Himanshu Publication.
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- 1 Kadushim 1976 Supervision in Social workNew-York Columbia University.
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- 1 Knowles m 1973 The Adult Learner, A neglected Species.
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- 1 Kroehnert G 1995 Basic Training for Trainers: A Hand book for New Trainers New-York: MacGraw Hill Book Co.
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- 1 Martin R 1983 Skills and Strategies , Hand Book for working with people. Engle wood Cliffs: Prentice Hall Inc.
- 5
- 1 Nandurbar : trace Team : TRACE (Training Animators in Conscientization and Education) Nandurbar:
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- 1 Percival F & Ellington H 1985 Hand Book of educational Technology, London Kogan Paul.
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- 1 Rigby B 1978 Short Tern Training for Social Development , New-York: International Association of Schools of Social work.
- 8
- 1 Siberman M 1990 Active Training ; A handbook of techniques, design Cade ex, New-York.
- 9
- 2 Society for Participatory Research in Asia (PRIA) 1987 Training for Trainers : A Manual for participatory
- 0 training methodology in Development, New-Delhi: Society for Participatory Research

Paper XVIII/MSW351/ELECTIVE III Basics of Counselling

Course Outcomes: At the end of the course, the students are expected to:

1. Understand the fundamentals of counselling, including its concept, essential elements, and practices, and develop knowledge about the required qualities and skills of an effective counselor.
2. Analyze the historical, ethical, and legal dimensions of counselling, explore current trends, and understand models like the 3-D model and the role of career guidance in counselling.
3. Demonstrate understanding of various counselling theories such as supportive psychotherapy and cognitive behavioral therapy, including their theoretical and practical applications in marital and family counselling.
4. Examine major models and approaches of counselling including psychoanalytic, Adlerian, affective, and behavioral frameworks, and assess their relevance in practice.
5. Acquire practical knowledge of the counselling process, its stages, tools, and types of counselling therapies to effectively apply them in real-world situations.

Unit I Basics of Counselling

- Basics of Counselling
- Introduction of counselling
- coessential and practice of counselling
- qualities and skills of a counsellor

Unit II Historical, ethical and legal aspect of counselling

- Context and trends of counselling.
- Career guidance in counselling
- 3-D model of counselling.
- Current trends in counselling

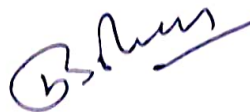
Unit III Theories of counselling

- Definition and aim of supportive psychotherapy
- Components and technique of supportive psychotherapy
- Cognitive behavior therapy
 1. Theoretical basis
 2. Practical basis
- a. Marital therapy--- family therapy and process of marriage and family counselling

Unit iv Models of counselling

- Psychoanalytic approach of counselling
- Adlerian counselling
- Affective approaches of counselling
- Behaviouring approaches.

Unit V counselling process



- Introduction of counseling process.
- Stages of counseling process
- Tools of counseling
- Counseling therapy.

References:-

- Dingman, R. L. & Weaver, J. D. (Eds.) (2009). Days in the lives of counselors (Reprint Ed.). British Columbia, Canada: 1A Books. [ISBN: 8189617796]
- Hill, M. (2004). Diary of a country therapist. New York: The Haworth Press. [ISBN: 0-7890-2116-1]
- Kottler, J. A. (Ed.) (2001). Counselors finding their way. Alexandria, VA: American Counseling Association. [ISBN: 1556201923]
- Kottler, J. A. (Ed.) (1996). Finding your way as a counselor. Alexandria, VA: American Counseling Association. [ISBN: 1556201613]
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- Kottler, J. A. & Carlson, J. (2008). Their finest hour: Master therapists share their greatest success stories. Bethel, CT: Crown House. [ISBN: 184590088X]
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- Skovholt, T. M. (2010). The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals (2nd ed.). New York, NY: Taylor & Francis. [ISBN: 0415989396]
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- West, J. D.; Osborn, C. J.; & Bubenzer, D. L. (Eds.) (2003). Leaders and legacies: Contributions to the profession of counseling. New York: Brunner-Routledge. [ISBN: 0415944589]
- Graduate Student References
- Clawson, T. W.; Henderson, D. A.; Schweiger, W. K.; Collins, D. R. (Eds.) (2004). Counselor preparation: Programs, faculty, trends. (11th Ed.). New York: Brunner-Routledge. [ISBN: 0415935539]
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- Studer, J. R. (2004). The professional school counselor: An advocate for students. Independence, KY: Cengage Learning. [ISBN: 0534607772]

Paper- XIX/MSW352/ ELECTIVE III Family Social Work

Course Outcomes: At the end of the Course the Students are expected:

| |
|---|
| 1. Theoretical Frameworks and Family Dynamics: Understand the theoretical frameworks for studying family dynamics, marriage, and their evolution, along with family rights, responsibilities, and heritage. |
| 2. Family Functions and Social Change: Examine the normative functions and structures of families, the influence of ethnicity and socio-economic background, and how social change affects family dynamics and marriage. |
| 3. Alternative Family and Marriage Patterns: Study alternative family structures (e.g., dual-earner, single-parent, female-headed, and childless families) and their implications for family roles and responsibilities. |
| 4. Family Socialization and Child Development: Learn about family socialization processes, child development within the family, and the theories that guide these practices. |
| 5. Family Assessment and Development: Develop skills in assessing family needs and challenges, promoting family development through education, awareness-building, and practical methods like workshops and seminars. |

UNIT-I **Theoretical and conceptual frame work to study family.**

- Concept and Characteristics of Family
- Concept and objective of Marriage.
- Origin and evolution of family and marriages.
- Ideology of family rights and responsibilities and heritage

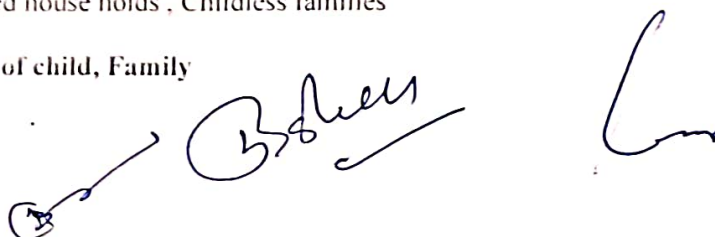
UNIT-II **Normative Family Functions , Structure, And Changes**

- Normative Family Functions and structure, ethnicity and socio-economic background.
- Social change , changes in functions and structure of family and marriage and its challenges.
- Implications for the family and its members.

UNIT-III **Alternative family and Marriage patterns and structure.**

- Dual earner/ Career families , Single parent Families
- Female headed house holds , Childless families

UNIT-IV **Family socialization of child, Family**

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- Socialization- Concept, Characteristics ,Stages, Agencies and theories
- Family Interactions
- Family development/ Family life Cycle.

UNIT-V Family assessment and creating public awareness for promoting family rights and Responsibility

- Some methods and its implications
- Modes of awareness building- workshop, seminar, value education in school.

References :-

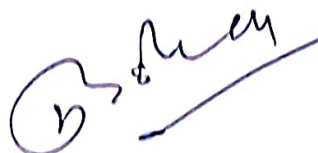
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- 2 Engels F 1944 Origin of the Family, Private Property and the state, Bombay, People's Publishing House.
- 3 Hartman A and Laird J 1983 Family Centered Social Work Practice, New-York, The free press.
- 4 Horchschild A 1989 The second shift; working parents and revolution at Home, New-York.
- 5 India: Ministry of welfare 1994; India's Commitment of Family well being, An overview of the report of the national seminars on the International year of the family, 1994, Bombay: Tata Institute of Social Sciences
- 6 Khasgiwala A 1993 Family Dynamics: Social work Perspectives, New -Delhi Anmol.
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- 8 LLM Monographs International 1992-94 - Raju M.L and Krishna G.R (eds) 1996; Future of Indian Family Challenges for Social work education Tirupati, Sri Padmavati Mahil Visvavidyalayam.
- 9 Tata Institute of Social Sciences 1993; Special issues of the Indian Journal of Social work on FAMILY DEVELOPMENT 54(1) Mumbai , Tata Institute of Social Sciences
- 10 Tata Institute of Social Sciences 1993; Special issues of the Indian Journal of Social work on FAMILY 56(2) Mumbai , Tata Institute of Social Sciences
- 11 Uberoi P 2000 The family in India: Beyond Nuclear V/s Joint debate, Occasional paper in sociology , Delhi: Institute of social Growth
- 12 Unit of Family Studies 1994; Enhancing the role of the family as an agency for social and economic development , Mumbai , Tata Institute of Social Sciences

Paper- XX/MSW353/ ELECTIVE III Corporate Social Responsibility

Course Outcomes:

At the end of the course, the students are expected to:





- | |
|---|
| 1. Understand the meaning, concept, and historical evolution of CSR, its developmental phases, benefits, criticisms, and analyze various CSR models and initiatives practiced in India with a focus on rural branding and sustainable development. |
| 2. Examine the relationship between corporate sector and rural development through public-private partnerships, stakeholder engagement, social marketing, and understand the role of CSR in promoting education, gender equality, health, and environmental responsibility. |
| 3. Demonstrate knowledge of legal frameworks governing CSR, especially Section 135 of the Companies Act 2013, CSR policy formulation, reporting norms, expenditure requirements, and SEBI guidelines related to CSR. |
| 4. Analyze current trends, opportunities, and challenges in CSR implementation and evaluate successful corporate initiatives through detailed case studies with reference to CSR as a tool for sustainable business development. |

Unit- I : Introduction to Corporate Social Responsibility

- Meaning, Definition, Concept and Historical Evolution of CSR,
- Developmental Phases of CSR, Benefits and Criticisms, CSR and Strategic Branding in Rural India,
- CSR Practices in India, Impact of CSR Practices on Sustainable development,
- Models of CSR in India, CSR Initiatives in India.

Unit- II : Corporate and Rural Development

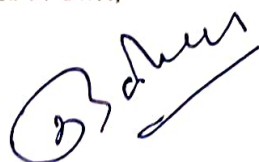
- Public Private Partnerships, Stakeholder Engagement, Social Marketing,
- Environmental responsibility, National Voluntary Guidelines on CSR,
- Environmental and Economic Responsibilities of Business, Impact of CSR Practices on Promotion of Education,
- Gender Equality and Women Empowerment, Improvement of Health Services.

Unit- III : Legislation for CSR

- CSR: Legislation in India and World. Section 135 of Companies Act 2013: Definition, CSR Activities, CSR Committees, CSR Policy, CSR Expenditure, CSR Reporting,
- Display of CSR activities on its website, Scope for CSR Activities under Schedule VII,
- Appointment of Independent Directors on the Board and Computation of Net Profit's Implementing Process in India,
- SEBI Guidelines for Corporate Social Responsibility Reporting.

Unit- IV: Current Trends and Opportunities in CSR

- Review current trends and opportunities in CSR,
- CSR as a Strategic Business tool for Sustainable development,
- Review of successful corporate initiatives & challenges of CSR,
- Case Studies of Major CSR Initiatives.



Recommended Readings:

1. Jeremy, M. Corporate Social Responsibility: A Very Short Introduction, 2014
2. Waddock, S. Making a Difference. Corporate responsibility as a social movement. Journal of Corporate Citizenship, 33, 35-46, 2009.
3. Agarwal, S. Corporate Social Responsibility in India, 2008
4. Mishra and Puri, Growth and Development. Himalaya publishing house, 2004.
5. Nancy Lee and Philip Kotler, Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause, 2004

MSW (MASTER of SOCIAL WORK) IV SEMESTER

NOTE:- Fourth semester course includes two core papers and select one paper from one elective group

| Course nature | Paper/ CC | Title of the Paper | I | T | Total |
|---------------|---------------|---|----|----|-------|
| Core paper | XXI/ MSW410 | Social Planning in India | 30 | 70 | 100 |
| Core paper | XXII/ MSW420 | Research Project With Block Placement and Field Work Report | — | — | 100 |
| Elective IV | XXIII/ MSW431 | Social Control and Change in India | 30 | 70 | 100 |
| | XXIV/ MSW432 | Entrepreneurship and Rural Development | 30 | 70 | 100 |
| | XXV/ MSW433 | Tribal Community Development | 30 | 70 | 100 |
| Elective V | XXVI/ MSW441 | Rural Development And Legislation | 30 | 70 | 100 |
| | XXII/ MSW442 | Social Development | 30 | 70 | 100 |
| Elective VI | XVIII/ MSW451 | Indian Constitution, Social Justice And Human rights | 30 | 70 | 100 |
| | XXIX/ MSW452 | Integrated Social Work Practice | 30 | 70 | 100 |
| | XXX/ MSW453 | Fields Of Counseling | 30 | 70 | 100 |

Paper- XXI /MSW410/ Core paper Social Planning in India



Course Outcomes: At the end of the Course the Students are expected:

| |
|--|
| 1. Understand social planning as a development tool linked to policy-making in India, shaped by ideological influences. |
| 2. Analyze the historical evolution of Indian planning, from the Planning Commission to NITI Aayog, within the context of India's federal system and constitutional framework. |
| 3. Examine the planning process, emphasizing central-state coordination, decentralization, and the role of Panchayati Raj, public participation, and civil society. |
| 4. Study the planning machinery and monitoring systems, including institutions, implementation practices, and evaluation methods. |
| 5. Evaluate Five-Year Plans and social welfare programs in sectors like health, education, and poverty alleviation, assessing their impact and effectiveness |

UNIT-I

Planning-

- Concept of Social planning for Development.
- Scope of Social planning
- Linkage between social policy and planning- planning as an instrument and source of policy making in India.
- Role of Ideology.

UNIT-II

Planning Process I

- Indian planning in a historical Perspective
- Federal political system and the planning process
- The Constitutional position of planning in India. The legal Status of the planning commission and NITI Ayog.

UNIT- III

Planning Process II

- Coordination between centre and the state and the need for decentralization.
- Panchayat raj, people participation.
- Role of political, Social movement and voluntary action.

UNIT-IV

The planning, Machinery and monitoring plans & programmes

- Planning of Monitoring- Concept and Characteristics
- Planning of evaluation- Concept and Characteristics

UNIT- V

- A broad review of the five year plans
- objectives of growth and social justice and with special reference to the areas of health and family welfare, education,
- social welfare ,anti poverty programmes and advocacy



References :-

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- 2 Blumer, M 1989 The Goals of social policy, London, Unwind Hyman.
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- 17 Macpherson S 1980 Social policy in the third world, London Wheat Speat Brooks.
- 18 Mathur K Bjorkman Top Policy makers in India , New-delhi Concept publishing co.
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- 20 Mishra. R 1977 Society and social policy, London Mac Millan Ltd.
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Paper- XXII / MSW420/ Core paper Research Project With Block Placement and Field Work Report

Course Outcomes: At the end of the Course the Students are expected:

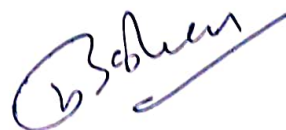
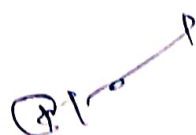
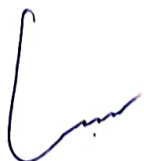
1. Gain hands-on experience through block placement by engaging with social work agencies, developing administrative and intervention skills, and enhancing professional competence.
2. Participate in field work and study tours to apply social work skills, understand community dynamics, and critically assess social issues in diverse settings.

3. Attend skill-building workshops to strengthen key competencies like communication, conflict resolution, and report writing through expert-led, practical training.

4. Conduct independent research on relevant social issues, applying research methods to generate actionable insights that inform social work theory and practice.

5. Integrate theory with practice to build professional expertise, navigate ethical and cultural complexities, and collaborate effectively within interdisciplinary teams.

| | Research Project With Block Placement and Field Work Marks distribution of paper XXII | Maximum marks |
|---|--|---------------|
| 1 | Block Placement | 25 |
| 2 | Study Tour/field work | 15 |
| 3 | Workshop | 10 |
| | Total | 50(Internal) |
| 4 | Research project | 50(External) |
| 5 | Grand total | 100 |



Paper XXIII /MSW431/ELECTIVE IV Social Control and Change in India

Course Outcomes: At the end of the Course the Students are expected:

- | |
|---|
| 1. Social Control and Order: Understand the concept and functions of social control, including formal and informal mechanisms that maintain social order. |
| 2. Sociological Theories: Explore classical and contemporary sociological theories to develop a foundational understanding of society and its structures. |
| 3. Drivers of Social Change in India: Examine the nature and drivers of social change in India, focusing on demographics, culture, technology, and media. |
| 4. Role of Social Movements: Study the role of social movements, such as reform and peasant movements, in shaping social change and rural development. |
| 5. Social Problems and Transformation: Analyze major social problems in India (e.g., dowry, domestic violence, corruption, casteism) and develop a critical understanding of social transformation to inform social work practice. |

- UNIT-I** **Social Control**
- Concept,
 - Type
 - Function
- UNIT –II** **Theories of Society**
- Significance of a theoretical understanding of society
- UNIT-III** **Social Change**
- Concept of Social Change b) Characteristics
 - Factors of social change :Demographic, Cultural, Technological and Mass Media.
- UNIT-IV** **Social Movement in India**
- Social Movement Concept and factors.
 - Social reform movement and Contribution of social reformers
 - Peasant Movement d) Trade Union Movement
 - Social Movement and Social Change in India
- UNIT- V** **Social problems:-**
- dowry, divorce and domestic violence
 - corruption, cybercrime
 - casteism,communal riots

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- prostitution.

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Anthropology) Delhi: Oxford University Press
- 22 Social Change, Issues and Perspectives (Journal of the council for social Deolpment

Paper XXIV/MSW432/ ELECTIVE IV Entrepreneurship and Rural Development

Course Outcomes:

At the end of the course, the students are expected to:

1. Understand the concept and theories of entrepreneurship, its historical evolution in India and Chhattisgarh, and its role in linking market forces with economic development.
2. Define the characteristics and functions of a rural entrepreneur, distinguish between

(Signature)

- an entrepreneur and a manager, and identify the financial institutions supporting rural entrepreneurship.
3. Analyze policies, strategies, and various types of entrepreneurship, assess the domains and impact of rural entrepreneurship on economic development, and examine the challenges and future prospects.
 4. Demonstrate knowledge of Micro, Small, and Medium Enterprises (MSMEs), their role in rural development, and utilize environmental scanning tools including PESTLE analysis to evaluate internal and external business environments.
 5. Develop practical skills for planning and managing a rural enterprise, including human resources, infrastructure, finance, marketing, and understand the role of financial and non-financial institutions in supporting rural development initiatives.

Unit- I: Entrepreneurship

- Entrepreneurship: Concept and Theories,
- Evolution of Entrepreneurship in India and Chhattisgarh,
- Development and Entrepreneurship,
- Market, Economy and Entrepreneurship

Unit- II: Rural Entrepreneur

- Meaning, definition and Characteristics of an Entrepreneur
- Distinction between Entrepreneur and Manager,
- Functions of an Entrepreneur,
- Financial organizations for Rural Entrepreneur

Unit- III: Rural Entrepreneurship

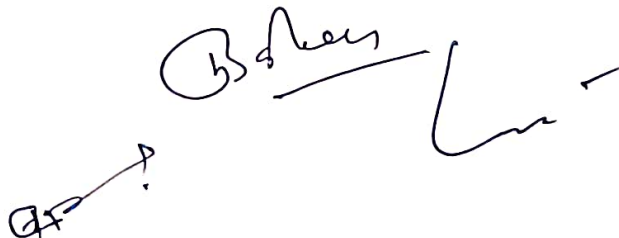
- Entrepreneurship: Policies, Strategies and Types,
- Unleashing Rural Entrepreneurship, Domains of Rural Entrepreneurship,
- Role of Entrepreneurship in Economic Development,
- Problems and Prospects Rural Entrepreneurship

Unit- IV: MSME and Environmental Scanning

- Introduction to Micro, Small & Medium Enterprises, Role of Micro, Small & Medium Enterprises in Rural Development,
- Environmental Scanning: Internal Analysis, External Analysis,
- PESTLE Analysis: Political, Economic, Socio-cultural, Technological, Legal, Environmental

Unit -V: An Enterprise in a Rural Area

- Planning a Rural Enterprise, Human Resources and Infrastructure,
- Arranging and Managing Finance, Managing a Rural Enterprise,
- Marketing Rural Products and Services
- Role of Financial and Non- Financial Institutions in rural development

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Recommended Readings:

1. Desai, Vasant. Rural Development in India. New Delhi: Himalaya, 2005. .
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3. Vijay Sathe, "Corporate Entrepreneurship" Istedition, 20069, Canbrudge.
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7. P. Narayana Reddy, "Entrepreneurship – Test and Cases", 2010, 1st Ed. Cengage Learning.
8. S.R. Bhowmik and M.Bhowmik, "Entrepreneurship 2007" New Age International.

Paper XXV/MSW433/ ELECTIVE IV TRIBAL COMMUNITY DEVELOPMENT

Course Outcomes: At the end of the course, the students are expected to:

- | |
|---|
| 1. Understand the concept, characteristics, and demographic profile of Scheduled Tribes in India, and analyze tribal social structures including family, kinship, customs, and traditional economic systems like forest-based livelihoods and barter systems. |
| 2. Examine the constitutional provisions and government schemes for tribal development, the role of voluntary organizations, and the opportunities and challenges for social work practice in tribal areas. |
| 3. Analyze key social, health, economic, and political issues affecting tribal communities, including migration, malnutrition, early marriage, land alienation, and the impact of development projects. |
| 4. Assess the impact of the Naxalite movement on tribal life and understand the administrative structure and specific schemes like the Tribal Sub-Plan, ITDP, and Scheduled Areas aimed at tribal development. |
| 5. Explore the role of tribal development institutions such as NCST, TRTI, TRIFED, and understand the constitutional provisions and legal frameworks safeguarding tribal rights, along with contributions of major voluntary organizations. |

Unit – 1

- Tribal Identity – Definition, Concept and characteristics of Tribe and Scheduled Tribe, Tribal Demography, Major Tribes in India
- Tribal Society – Traditions and Culture: Tribal family, marriage and kinship; Youth Home; tribal clan organizations; Tribal customs, folklore, components of tribal culture
- Introduction to Tribal Economic System – Tribal and Forest Economy; Legal provisions on forest products and recent legislation; barter method, joint forest management

Unit – 2

- Tribal Development and Role of Government – Constitutional provisions for Scheduled Tribes, Tribal Development Schemes; Tribal development under various five year plans;







- Role of voluntary organizations/people
- Opportunities of social work in tribal development – as a field and applied methods, challenges and opportunities
- Tribal Political System and Particularly Vulnerable Tribal Groups (PVTGs)

Unit – 3

- Social problems of tribal society – Social concerns: Migration, educational status, challenges in relation to culture and traditions; early marriage; Caste certificate and its validity
- Health issues – malnutrition, sickle cell disease, skin diseases, women's health, traditional health practices, drinking water and health
- Economic and Political Concerns – Minor Forest Produce (MFP); employment. Impact of developmental projects, displacement- alienation, land alienation; Status of tribals in the current political system

Unit– 4

- Naxalite movement and tribals – Impact of Naxalite movement on tribals
- Administrative Structure for Tribal Development – Structure and functions of Tribal Development Administration at Central, State level Role and functions
- Tribal Schemes – Tribal Sub-Plan; Integrated Tribal Development Project (ITDP), Modified Areas, Development Approaches and Mini Models, Scheduled and Tribal Areas

Unit– 5

- Institutions for Tribal Development – National Commission for Scheduled Tribes (NCST), Tribal Research and Training Institute (TRTI), Tribal Cooperative Marketing Development Federation of India, Caste Verification and Validation Committee, Tribal Development Corporation
- Constitutional Provisions – Articles: 342, 366, 15, 16, 19, 46, 335, 330, 332, 334, 242D, 243T and 338A
- Major voluntary organizations –

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2. Bhalla, Alok and Images of Rural India in the 2nd Century, Bumke, Peter J. (Eds) 1992 New Delhi; Sterling Publishers Pvt. Ltd.
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Paper XXVII/MSW126/ ELECTIVE IV RURAL DEVELOPMENT LEGISLATION

Course Outcomes: At the end of the course, the students are expected to:

- | |
|---|
| 1. Understand the agrarian social structure in India with special reference to Chhattisgarh, and critically analyze its stratification based on caste, tribe, race, gender, and socio-economic inequalities. |
| 2. Examine the nature and causes of agrarian unrest, patterns of rural leadership, and various agrarian movements that have influenced rural social transformation. |
| 3. Analyze the specialized problems faced by agrarian weaker sections and marginalized groups including landless workers, women, artisans, and the impact of issues like illiteracy, malnutrition, superstition, and addiction on rural life. |
| 4. Evaluate rural community development and extension programs in India, and assess the significant role of voluntary agencies and organizations such as the Central Social Welfare Board in rural development. |
| 5. Demonstrate knowledge of rural governance structures including the Panchayati Raj system, and understand the role of cooperatives and NGOs in promoting rural development and self-reliance. |

Unit-1

- Agrarian social structure, nature characteristics unique features of agrarian social structure with special reference to Chhattisgarh
- Stratification of Agrarian society on the basis of caste, Tribe & Race Economic inequality Gender inequality of Power & Prestige

Unit-2

- Agrarian Unrest Emerging Patterns of rural leadership Various Agrarian Movements

Unit-3

- Specialized problems of Agrarian weaker section and Marginalized Groups
- A. Land less workers ,Artisans Rural Poverty & Indebtedness
- B. Problems of women and the role they have to play in the Agrarian society
- C. illiteracy and consequences of mal nutrition/health sanitation and hygiene.
- D. Superstition & Occultism Dependence on it Effect on the psyche of people.
- E. Effect of Industrial and technological advancement on the growth & development of Agrarian society.
- F. Modernization
- G. Addiction

Unit-4

- Rural Community development Extension programmes in India
- Role of Voluntary Agencies in Rural development ie Central social welfare board

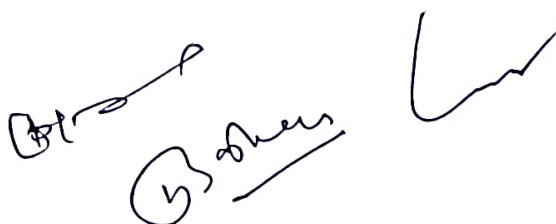
Unit-5

- The village Panchayat & the Panchayat raj in India.
- Cooperation and Cooperatives in Rural India Role of NGO's in rural development

Paper XXVII/MSW127/ ELECTIVE IV Social Development

Course Outcomes: At the end of the Course the Students are expected:

| |
|---|
| 1. Social Development and Theories: Understand social development, its significance in promoting well-being and justice, and explore key development theories, indicators, and challenges. |
| 2. Historical Evolution of Social Development: Examine the historical evolution of social development globally and in India, focusing on socio-economic and political influences before and after independence. |
| 3. Post-Independence Development Strategies: Analyze India's post-independence development strategies, including five-year plans and policies targeting poverty, health, education, and economic growth. |
| 4. Key Development Sectors: Study key development sectors such as rural and urban development, industrialization, labor, agriculture, and gender, and assess their social impact. |
| 5. Challenges and Interventions in Social Development: Examine current challenges in social development (e.g., inequality, environmental issues, access to services) and build critical skills to assess, design, and implement interventions, with a focus on policy and social work practice |



- UNIT-I Concept of Social Development**
- Defining social Development.
 - Theory of Development
 - Development Indicators
 - Current debates on Social Development
- UNIT-II Social Development Around the World and in India-I**
- Historical Experience of development process
 - Social and economic transformation in India.
 - The Historical and social context- Development in Indian Sub- Continent in p Independence Phase.
- UNIT-III Social Development in India-II**
- The post-Independence Phase: Government measures and five year plans.
 - Political economy and social structural change.
 - Demographic Transition.
- Unit-IV Development Sectors and understanding of nature of Intervention themes-I**
- Rural Development: Agrarian and Land reforms Green Revolution
 - Industrialization and Urban development
- UNIT-V Development Sectors and understanding of nature of Intervention themes-II**
- Labor Relations in organized sector, Labor problems and CSR
 - Gender Issues
 - Environmental Issues (Land, water, Forest)
 - Education and Health

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|-----|---------------------|---|
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| 13 | Singh Y 1974 | Modernization of Indian Tradition Delhi Thomas Press. |
| 14 | The Probe Team 1999 | Public report on basic education in India , New-Deldi Oxford University Press. |
| 15 | UNDP | Human development Reports, Oxford University Press |

Paper XXV /MSWI28/ELECTIVE IV

Indian Constitution, Social Justice and Human Rights**Course Outcomes:**

At the end of the course, the students are expected to:

1. Understand the evolution of human rights, the relevance of the UN Charter, and major international conventions and treaties, with a focus on their significance in the Indian context.
2. Analyze issues of inequality, injustice, and oppression in Indian society, and understand the human rights concerns of weaker sections, the marginalized, excluded, and disadvantaged groups.
3. Demonstrate knowledge of the Indian Constitution, particularly the Preamble, Fundamental Rights, and Directive Principles, and evaluate the role of law and legal aid in achieving social justice.
4. Examine the role of social work in the prevention of human rights violations through public interest litigation, media, advocacy, and social action, supported by relevant case studies.
5. Explore national and international initiatives aimed at preventing human rights violations, including the roles of NHRC, SHRC, Amnesty International, and civil liberty organizations.

Unit-I Origin of Human Rights

- Human Rights – Evolution of human rights, UN Charter on Human Rights.
- International Conventions and treaties, Human Rights in Indian context.

Unit-II Human Rights and Social Justice

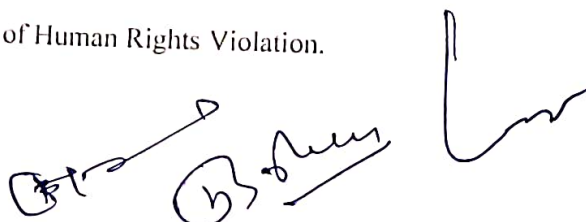
- Human Rights and Social Justice Concerns in Indian society –inequality, injustice and oppression; social, economic, political structures of Indian Society.
- Human Rights of the Weaker Sections, Resource Poor, Marginalised, Excluded and Disadvantaged.

Unit-III Indian Constitution and Human Rights

- Indian Constitution – Preamble, Fundamental Rights and Directive Principles of State Policy.
- Law as an instrument of achieving Social justice in India. Legal aid as an instrument of Human Rights – a critical review.

Unit-IV Role of Social Work

- Role of Social Work in prevention of Human Rights Violation.



- Human Rights and Social Justice, Public Interest Litigation.
- Role of Media, Advocacy and Social Action. Case Studies on Human Rights Violation/prevention.

Unit-V National and International Initiatives

- Efforts to prevent Human rights violation, national and international initiatives. State Human Rights Commission, National Human Rights Commission, Amnesty International, Civil Liberties.

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12. Chandra, A. (2000). Human rights activism and role of NGO's. Delhi: Rajat Publications.
13. Bakshi, P. M. (1999). The constitution of India. Delhi: Universal law Publishing Co. Pvt. Ltd
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19. Alternate Report (NCDHR) (2008). The implementation of international covenant on economic, social and cultural rights (A Periodic Report Submitted by the State Parties under Articles 16 and 17 of the Covenant

Paper XXIX/MSW 129/ELECTIVE –VI Integrated Social Work Practice

1. Understand the principles of social work and the structure of social systems across individual, family, group, community, and organizational levels.

| | |
|----|---|
| 2. | Explore integrated approaches in social work, focusing on systems and environmental perspectives that connect various social units for sustainable solutions. |
| 3. | Learn about social work roles, role theory, essential skills, and the practical application of interventions. |
| 4. | Apply the "Action for and Action In" framework across all phases of social work practice and evaluate outcomes for effectiveness. |
| 5. | Understand the professional identity, ethics, and diverse roles of social workers as both independent agents and team collaborators in addressing complex issues. |

UNIT-I

System and Social Work

- Concept of Social work
- Characteristics of social Systems, Units of social work
- Individual, Family, Groups, community and Organization

UNIT-II

Approaches To Integration

- The system Approach , Environmental approach
- Understanding of life sustaining elements and their inter-relationships,

UNIT-III

Social Work Roles

- Concept and types of Role, Role of Social worker.
- Roles –theories- theoretical insights.
- Role tasks, skill and techniques, outcomes.

UNIT-IV

Action for and Action In

- The client system, the problem, process and phases.
- Initiating contact, collecting data, assessment, negotiation of contract.
- Problem solving, termination and evaluation for integrated practices.

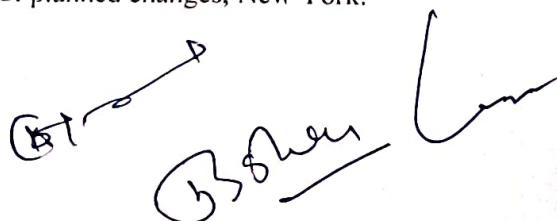
Unit-V

Social Work Professional and Practice

- Concept of Social Work Profession.
- Social work professional as a single change actor as one in the team
- Integrated social work practice,

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- 2 Barlett Harriett, 1970 The common base of social work practice., National Association of social workers.
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Paper XXX/MSW 130/ELECTIVE –VI FIELDS OF COUNCELLING

Course Outcomes:

At the end of the course, the students are expected to:

- | |
|--|
| 1. Understand the concepts and applications of family and couple counselling, including pre-marital counselling and family planning interventions. |
| 2. Analyze the role, skills, and techniques used by counsellors in legal settings, particularly in cases involving women and children, such as domestic violence and juvenile delinquency. |
| 3. Demonstrate knowledge of health care counselling practices within hospitals, including mental health concepts and service delivery in clinical settings. |
| 4. Examine the stages of HIV infection and develop counselling approaches tailored to HIV/AIDS and STD-affected individuals, while considering legal and ethical implications. |
| 5. Explore the meaning, roles, and emerging trends of caregiving, and assess the contribution of family and professional caregivers in contemporary society. |

UNIT I Family Counselling

- Family and couple counselling
- Pre-marital counselling
- Couple and family counselling ,Family planning

UNIT II Counselling In A Legal Setting

- Role of a counsellor in a legal setting.
- Skills and technique used by counselling
- Protection of women and children(domestic violence, dowry cases,
- Juvenile delinquencies cases,etc)

UNIT III Health Care Counselling

- Counselling in hospital
- Hospital care and services

Brother

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- Mental health definition and concept

UNIT IV HIV/AIDS/STD/Counseling

- History of counselling
- Stages of HIV infection
- Counselling for HIV/AIDS clients.
- Legal and ethical issues related to counselling

UNIT V COUNSELING FOR CARE GIVEN

- Introduction and meaning of care giving
- Major types of care giver
- Emerging trends of family care giver
- Role of care giver

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Three handwritten signatures in black ink. The first signature on the left is a stylized, cursive name. The middle signature is more legible, appearing to be 'Baker' with a long horizontal stroke extending to the right. The third signature on the right is a cursive name with a circular initial and a long, sweeping horizontal stroke.