

MANIPUR UNIVERSITY

CANCHIPUR, IMPHAL – 795003



Program Structures and Syllabus for

Two Years

MASTER OF SOCIAL WORK (MSW)

As per National Education Policy (NEP) 2020 Ordinance

(Finalizing the Implementation Strategy of NEP 2020 for Postgraduate Courses)

I. AIMS OF MASTER'S DEGREE PROGRAMME IN SOCIAL WORK

The specific aims and Objectives of the Social work course are:

1. To impart education and training in Professional Social work to those desirous of making a career in the fields of Social work.
2. To provide inter-disciplinary collaboration for better understanding of human problems services and issues related to human development.
3. To provide opportunities through intensive field practicum to work with variety of people in their development and provide service to those who are in need of it.
4. To provide inter-disciplinary collaboration for better understanding of human problems, services and issues related to human development
5. To promote among students a sense of dedication and commitment for appropriate service to the cause of the poor, under privileged and disadvantaged sections of the society.
6. To acquire knowledge and skills in undertaking practice-based research and to administer human service organizations
7. To develop young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;

II. COURSES OF MASTER OF SOCIAL WORK

As per NEP Ordinance the following are components of MSW courses.

1. **Core Course (CC):** Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in social work discipline. Social Welfare Administration

Core Course & Credit	Semester	Course Title	Marks	
			SE	IA
Core-1(4)	I	Introduction to Social Work	75	25
Core-2(4)	I	Working with Individuals	75	25
Core-3(4)	I	Dynamics of Human Behaviour	75	25
Core-4(4)	I	Field Work – I	25(Viva)	75(FW)
Core-5(4)	II	Working with Groups	75	25
Core-6(4)	II	Working with Community	75	25
Core-7(4)	II	Social Welfare Administration	75	25
Core-8(4)	II	Field Work – II	25(Viva)	75(FW)
Core-9(4)	III	Social Work Research	75	25
Core-10(4)	III	Social Action and Advocacy	75	25

Core-11(4)	III	Field Work – III	25(Viva)	75(FW)
Core-12(4)	IV	Project Planning and Management	75	25
Core-13(6)	IV	Dissertation	150	50
Core-14(4)	IV	Field Work – IV	75	25

SE: Semester-Ending examination. IA: Internal Assessment Examination.

Field work: Field Work (FW) visit Report and Presentations 75 and Viva 25 marks

2. Generic Elective Course (GEC):

A Generic Elective course focuses on those courses which add generic proficiency to the students. An elective may be ‘Discipline Centric’ or an ‘Open Elective.’

Generic Elective Course/ Choice Based Credit Courses (CBCS), the PG students of the Department have to necessarily go for two such courses each carrying 4 credits from other discipline. The Department on its part shall offer two CBCS courses for students from other disciplines each again carrying 4 credits. They are as follows:

GEC	Semester	Course Title	Marks	
			SE	IA
GEC-1(4)	III	Social Entrepreneurship	75	25
GEC-2(4)	IV	Green Social work	75	25

3. Discipline Specific Elective (DSE):

Discipline Specific Elective (DSE) courses are value addition to the students of social work in strengthening their knowledge and skills and in doing so be able to follow their interest.

1. Peace & conflict studies
2. Tribal studies
3. Child Right
4. Public health
5. Mental Health
6. Counselling

The students have to select 4 out of these 6. All these papers shall carry 4 credits each.

III. SOCIAL WORK PRACTICUM & ORIENTATION

Orientation: Two types of orientation activities shall be organized in the first semester

(i). Social Work Orientation Visits:

A. Orientation in the Class Room: This orientation is given in the class room to share and discuss the concept of 'place of practice learning' as an integral part of the curriculum.

(i) Requirements of working, like: days, hours, agency timings and other such details of practice learning. (ii) Nature and tasks of initial phase and involvement of learner and instructor in this process. (iii) Learner responsibility in the agency or the institution of learning. (f) Details regarding documentation of field practicum, types of records and their submission. (g) Practice learning instruction: concept of individual conference, duration of individual conference - one hour per week, concept of group conference, frequency of group conference - once a fortnight. (h) Orientation on Field work Record and work Diary. The supervisor conducts individual and group conference (15 conferences immediately after the field work practicum in that particular week itself) regularly

B. Practical Orientation in the Field work setting: Practical orientation is given to the students by taking them minimum of 5 agencies in the social work setting. The orientation programme should be scheduled in the first week of the first semester field work practicum.

(ii) Concurrent Field Work Practicum:

Ongoing learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days (or its equivalent to 16 clock hours) each week of the semester and for 28 days (224 clock hours) in the semester excluding the days/hours spent for orientation visits, Individual/Group Conference and Skill laboratory workshops. The first semester students are placed in villages/open community or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organization for two consecutive semesters (first and second semester). The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Syllabus coverage: During the Field work Practicum the student will have to practice all the methods of social work which they studied in the classroom structure. Every week the students write a report of their activities and submit to the concerned faculty supervisor.

(iii) Field Work Practicum Activities

Sl.No	Particulars	Number of Activities	Narration
1	Rapport Building and Introduction		Initial assessment of the agency along with rapport building with agency supervisor/staffs
2	Home Visits	Required to conduct group works, case works and programme	Visiting the homes in community for the field work practice
3	Group works	Minimum of 1 group work with 6-8 sessions.	The student must comply with the stages in group work starting with formation and ending with the termination stage
4	Case Works	Minimum 2 case works consisting of sessions as per the requirement of the case.	The student must comply with complete process of case work.
5	Programmes	Minimum 2 programmes in the agency/community	Programmes in agency/community is based on the students assessment of the felt need.

The faculty supervisors compulsorily conduct individual and group conferences (i.e,12 conferences, immediately after the field work practicum in that particular week itself).

The faculty supervisors should evaluates the field work records and affix signature. After monitoring the student has complete the stipulated hours in field work before recommending for the Final field work viva voce examination. The same should be countersigned by the Principal of the College or Head of Department.

(iv) Rural Educational Camp (REC):

The 8-10 day camp will acquaint the students with rural and tribal scenario and their socio-economic and cultural aspects of life. They will in this manner get familiarized with group dynamics and power structures in a rural community, learn rapport formation, situational analysis and awareness generation, and develop attitudes helpful for effective team work. The camp trains students in the art of organizing and managing activities and events relating to camp.

(v) Dissertation: In last Semester (Fourth Semester) of the programme, the students will be required to work on a dissertation apart from their theory and fieldwork courses. The topic for the dissertation will be decided in consultation with the concerned faculty supervisor on any relevant and contemporary social issue or social problem. It will give them an opportunity to develop their research skills.

IV. SYLLABUS CONTENT

Two Years Master (PG) Programme in Master of Social Work

Semester – I					
Sl. No.	Paper Code	Paper Title	S-E # mark	I A ## mark	Total
1	MSW-101	Introduction to Social Work	75	25	100
2	MSW-102	Working with Individuals	75	25	100
3	MSW-103	Dynamics of Human Behaviour	75	25	100
4	MSW-104	Field Work – I	75 (FW)	25 (Viva)	100
5	MSWDSE*	One of the 8 DSE papers	75	25	100
Semester – II					
1	MSW-201	Working with Groups	75	25	100
2	MSW-202	Working with Community	75	25	100
3	MSW-203	Social Welfare Administration	75	25	100
4	MSW-204	Field Work – II	75 (FW)	25 (Viva)	100
5	MSWDSE*	One of the 8 DSE papers	75	25	100
Semester – III					
1	MSW-301	Social Work Research	75	25	100
2	MSW-302	Social Action and Advocacy	75	25	100
3	MSW-303	Field Work – III	75(FW)	25(Viva)	100
4	MSWDSE*	One of the 8 DSE papers	75	25	100
5	GE/CBCS **	Social Entrepreneurship **	75	25	100
Semester – IV					
1	MSW-401	Project Planning and Management	75	25	100
2	MSW-402	Dissertation	75	25	100
3	MSW-403	Field Work – IV	75	25	100
4	MSWDSE*	One of the 8 DSE papers	75 (Diss)	25 (Viva)	100
5	GE/CBCS **	Green Social Work **	75	25	100

SE: Semester-Ending examination. ## IA: Internal Assessment Examination.

Field work: Field Work (FW) visit Report and Presentations 75 and Viva 25 marks

* DSE: The Department has provided for 8 DSE papers out of which the students have to select

** GE/CBCS: These are the papers that shall be available to students of other Disciplines.

SEMESTER – I

I. CORE-1: CORE COURSE

MSW 101: Introduction to Social Work	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	History of Social Work Profession: Introduction to Social Work Profession, Historical Backgrounds (India and Abroad), Social Work as a profession in India today, concept, and scope of social work in India, definition of social work, social services, social reform, social action and social welfare.	Marks 15 Lectures 8
Unit II	Social Work as a Profession: Nature, characteristics, objectives and scope of social work profession; Functions of Social Work: restoration, provision of resources and prevention; social work values, principles and ethics.	Marks 15 Lectures 12
Unit III	Methods and Fields of Social Work: Primary Methods: Case work, group work and community organization. Secondary Methods: Social work research, Social welfare administration and Social Work Action. Fields: Family, school, hospital, community – rural and urban.	Marks 15 Lectures 10
Unit IV	Indian Ideologies for Social Change: Gandhian Ideology, Ideology of the Indian Constitution, Social Reformers (Raja Ram Mohan Roy, Maharshi Dhondo Keshav Karve, Mahatma Phule, and Dr. BR Ambedkar)	Marks 15 Lectures 12
Unit V	Contemporary Ideologies and Western History of Ideologies (Modern Period): Neo-Liberalism and Globalisation, Post-Modernism, Feminism, Ideologies of Sustainable and People Centered Development and Ideologies of NGOs. Rationalism and Welfarism, Liberalism and Democracy, Utilitarianism and Social Darwinism and Social and Human Rights	Marks 15 Lectures 12
Key Words: History and Ideology of social work, methods of social work		

Learning Outcomes

Upon completion of the course, students will be able –

1. To understand history and evolution of social work profession, both in India and the West.
2. To develop insights into the origin and development of Ideologies and approaches to social changes.
3. To develop skills to understand contemporary reality in its historical context.

Suggested Readings

1. Allan, June, Bob Pease & Linda Briskman (ed.). 2003. Critical Social Work – An Introduction to Theories and Practices. Jaipur: Rawat Publications.
2. Bhattacharya, Sanjay. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
3. Bhattacharya, Sanjay. 2008. Social Work Interventions and Management. New Delhi: Deep & Deep.
4. Bogo, Marion. 2007. Social Work Practice – Concepts, Processes & Interviewing. Jaipur: Rawat Publications.
5. Chowdhry, D.P. 2001. Introduction to Social Work. New Delhi: Atma Ram.
6. Cox, David & Manohar Pawar. 2006. International Social Work – Issues, Strategies and Programs. New Delhi: Vistar Publications.
7. Desai, Murli. 2002. Ideologies and Social Work. Jaipur: Rawat Publications
8. Encyclopedia of Social Work, 1987, Encyclopedia of Social Work in India, New Delhi, Ministry of Welfare
9. Kothari S. and Sethi, H (Eds) 1991, Rethinking Human Right. New Delhi: Lokayar
10. Agarwal, M.M. 1998, Ethics and Spirituality, Shimla: Indian Institute of Advanced Study.

I. CORE-2: CORE COURSE

MSW 102: Working with Individuals	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Social Case work: Case work as method of social work practice, Definition, history, methods and scope	Marks 15 Lectures 8
Unit II	Self-concept, human needs, behavior and problems, affecting the individual's personality and behavior	Marks 15 Lectures 12
Unit III	Problem-solving approach and methods of enhancing people's capacity to function better 4 Ps in Social Case Work	Marks 15 Lectures 10
Unit IV	Philosophical assumptions, principles, tools and techniques of helping Social Case Work process	Marks 15 Lectures 12
Unit V	The qualities of an effective Social Case Worker, Recording: types and uses, interviewing and communication skills	Marks 15 Lectures 12
Keywords: Case work, approaches, philosophy, techniques, recording		

Learning Outcomes

Upon completion of the course, students will be able -

1. Understand the meaning, concepts and definitions of Case Work as a Social Work method of helping people.
2. Develop capacities to enable clients to plan an diverse case work intervention
3. Develop essential skills in communication and interviewing at the individual and family levels.

Suggested Readings

1. Banerjee, G.R. 1967: Concept of Being and Becoming in the Practice of Social Work”. Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences
2. Friedlander, W.A. 19789: Concepts and Methods of Social Work, Englewood Cliffs, Prentice Hall.
3. Fischer, Joel. 1978: Effective Case Work Practice: An eclectic Approach, New York: Mc Graw Hills Book Co.
4. Matthey G. 1987: Case Work in Encyclopaedia of Social Work in India. Delhi: Ministry of Social Welfare.
5. Nursten, J. 1974: Process of Case Work, GB: Pitman Publications
6. Perlman H. 1957: Social Case Work: A Problem Solving Process, Chigago University

I. CORE-3: CORE COURSE

MSW 103: Dynamics of Human Behaviour	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Nature and Scope of Psychology: Introduction to Psychology, nature and scope of psychology and uses of psychology for social workers. Determinants of human growth and behaviour- Heredity and Environment	Marks 15 Lectures 8
Unit II	Factors Influencing Human Behaviour: Understanding human growth and behaviour- basic human needs, Maslow’s hierarchy of needs, personality- definition, nature, types and assessment of personality	Marks 15 Lectures 12
Unit III	Theories of Human Development: Freud’s Psycho-sexual theory, Erickson’s psychosocial theory, and Piaget’s theory of cognitive development	Marks 15 Lectures 10

Unit IV	Processes of Adjustment: Concept of Adjustment & mal adjustment, Stress- causes of stress and stress coping devices, task oriented and defence oriented mechanism. Role of Social workers in identifying social problems and development of appropriate strategies	Marks 15 Lectures 12
Unit V	Principles and Areas of Human Development: Life span- stages and perspectives, relevance of social work practice across the stages of development, characteristics and problems of various stages of development.	Marks 15 Lectures 12
Key Words: Scope of psychology, human behaviour, process of adjustment, human development		

Learning Outcomes:

Upon completion of the course, students will be able -

1. Understand the fundamental components of human behaviour.
2. Gain insight into factors contributing to development of personality.
3. Understand growth and development of individual at various stages in the life span.
4. Understand the processes of adjustment, mal-adjustment and its impact on human behavior.

Suggested Readings

1. Colman, James C. & Broen William E. (1972) Abnormal Psychology and Modern life, India: D. B. Taraporevala Sons and Co. Pvt. Ltd.
2. Hurlock, Elizabeth (1976) Personality Development, New Delhi: Tata McGraw Hill Publishing Co. Ltd.
3. Mangal, S. K.(2007) General Psychology, New Delhi: Sterling Publisher Pvt. Ltd.
4. Lois Pratt, Family structure & Effective health Behaviors- The energized family.
5. Udai Pareek, Education& Rural Development in Asia. 8. Vernita Kaul, Early Childhood education Programme.
6. Paul H. Mussen, John J. Conger & Jerome Kagan, Child Development and Personality.
7. John Janeway Conger, Adolescence & Youth Psychological Development in a Changing World.
8. Rajalakshmi Murali dharan. Shobita Asthana, Stimulation Activities for young Children.
9. Harold I Kaplan M.D, Pocket Handbook of Clinical Psychiatry.
10. Dr. Vatsyayau, Child Psychology and Child Guidances

I. CORE - 4: FIELD WORK - I

MSW 104: Orientation Visit and Concurrent Field work	
Course Credits & marks: 4/ 100	Theory and practical: 25:75
Teaching Learning process: Orientation, , Field Visit, Visit Report & Presentation	

Field work practicum of First Semester comprises two components:

1. Orientation visits
2. Concurrent field work.

Orientation Visits: There shall be minimum 6 orientation visits to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs (i.e. agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.). Soon after the completion of orientation visits, "orientation to fields of social work", a student workshop shall be conducted to share the orientation visit experiences and learning. The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.

Concurrent Field Work: The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two or two and a half days or its equivalent (16 hours) in every week of the semester. The learner is expected to complete a minimum of 24 days of visits in a semester. The learners may be placed in agencies/community to initiate and participate in direct service delivery. Each student has to undertake two case works and one group work, consisting at least of 'ten' sessions. The faculty supervisors through periodic „Individual conferences“ and „Group conferences“ shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Exposure Visits: An exposure visit of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative efforts (successful experiments/models of development) by individuals and groups towards meeting people core needs. This would help the students to develop a vision towards development. The report of exposure visit shall be part of concurrent field work

II. DSE-1: DISCIPLINE SPECIFIC ELECTIVE COURSE

The students have to select 4 out of these 6. All these papers shall carry 4 credits each.

1. Peace & conflict studies
2. Tribal studies
3. Child Right
4. Public health
5. Mental Health
6. Counselling

SEMESTER – II

II. CORE-5: CORE COURSE

MSW 201: Working with Groups	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Nature of social group work as a method of social work intervention: definition, evolution, models of practice. Types of groups and work with groups in different settings, Values and principles of group work practice.	Marks 15 Lectures 8
Unit II	Application and use of programme for group work intervention: programme planning and intervention	Marks 15 Lectures 12
Unit III	Stages in the life-cycle of group development: pre-group phase, initial phase, middle phase, terminal phase	Marks 15 Lectures 10
Unit IV	Changing nature of group process, structures and dynamics as indicators of group growth and development, group worker's role and skill in the effective management of the same in realizing group goals.	Marks 15 Lectures 12
Unit V	Group work: characteristics, roles and skills of planning (administrative), implementation, evaluation and documentation (Recording: process and summary)	Marks 15 Lectures 12
	Keywords: group work nature, application, stages, process, skills	

Learning Outcomes:

Upon completion of the course, students will be able -

1. Gain awareness about the nature, significance and relevance of groups in an individual's life.
2. Obtain an overview of Social Group Work and its scope in social work practice.
3. Learn the skills required for effective group work practice with an emphasis on interpersonal communication and relationship building skills.

Suggested Readings

1. Graland, J.A. (Ed.) 1992: Group Work Reaching Out, Places and Power, New York: The Haworth Press.
2. Garwin, C. 1987: Contemporary Group Work, New York: Prentice-Hall Inc
3. Kemp, C.G. 1970: Perspectives on the Group Process, Boston: Houghton Mifflin C.

4. Klein, A.F. 1970: Social Work Through Group Process: School of Social Welfare- Albany: State University of New York
5. Kurland, R. and Salmon, R. 1998: Teaching as Methods Course in Social Work with Groups, Alexandra: Council on Social Work Education
6. Sundel, M., Glaser P., Sarri, R., 1985: Individual Change through Small Groups, New York: The Free Press
7. Middleman, R.R. 1968: The Non-Verbal Method in Working with Groups.

I. **CORE-6: CORE COURSE**

MSW 202: Working with Community	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Understanding community: Concept of community; Sociological, cultural and social work perspective of community geographical and functional community, functions of Community. The process of community integration & disintegration	Marks 15 Lectures 8
Unit II	History of Community Organisation: Community Organisation - Definition, Historical development of community in U.K., U.S.A and India, Models of Community Organisation.	Marks 15 Lectures 12
Unit III	Community Organization as Practice Method: Community Organisation as a method of Social work, similarity and different between community development; study, Analysis, Assessment, Discussion, Organisation, Action, Evaluation, Modification and continuation	Marks 15 Lectures 10
Unit IV	Principles & Methods of Community Organisation: Principles and approaches, roles of the community organisation worker; Methods and skills in community organisation, use of Social work with special reference to India	Marks 15 Lectures 12
Unit V	Community Organisation Practice in the context of various settings: Health, education, residential institutions, livelihood and work, natural resource management, sustainable development, working with tribal population; Working with rural and urban vulnerable communities	Marks 15 Lectures 12
Key Words: Understanding community, community history, community organisation		

Learning Outcomes:

Upon completion of the course, students will be able -

1. Develop understanding regarding community organization as a method of social work.
2. Understand the critical elements of community organization practice.
3. Enhance the understanding of the roles of the agencies and community organizer

Suggested Readings

1. P.D Mishra, Social Work-Philosophy & Methods.
2. Cox Fred (1987), Community organization, Michigan: F.E. Peacock Publishers.
3. Friedlander, W.A. (1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi: Bentice Hall International Inc.
4. Gangrade, K.D (1971) Community Organization in India, Mumbai: popular Prakashan.
5. Milson Fred (1973) An Introduction to Community Work, Rutledge & Kegan Paul, New Delhi: London OXFORD & IBH Publishing Co. Pvt. Ltd.
6. Ross, Murray & Lappin, Ben (1967) Community Organization; Theory, Principles, and Practice, New York: Harper & Row.
7. Siddique, H.Y. (1984) Social Work and Social Action, New Delhi: Harnam Publications.
8. Somesh Kumar (2002) Methods for Community Participation: A complete guide for Practitioners, New Delhi: Sage Publication (Vistaar).
9. Ministry of Women & Child Development, Govt. of India: An Introduction to Social Science.
10. Delhi School of Social Work, Orientation course in Urban Community Development for Community Organisers.
11. Michael I. Harrison, Diagnosing Organisations Methods models and process.
12. Ministry of Health and Family Welfare Govt. of India: Handbook for the Delivery of care to Mother and Children in a Community Department Block

I. **CORE-7: CORE COURSE**

MSW 203: Social Welfare Administration	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content:

Unit I	Understanding social welfare administration: Concepts related to social welfare administration; definition and features of social welfare administration, social work, social development, social welfare, social welfare agency, administration, social administration.	Marks 15 Lectures 8
Unit II	Functions, Principles and Scope of Social welfare Administration: Functions of social welfare administration, Principles of social welfare administration and Scope of social welfare administration (POSDCORB)	Marks 15 Lectures 12
Unit III	Social Welfare Organisations: Types of social welfare administration; Governmental Organisation, Non Governmental Organisations, Bilateral and International Organisation, Donor Agencies and UN bodies	Marks 15 Lectures 10

Unit IV	Management of Social Welfare Services: Concepts of management, Ingredients of management, communication and social marketing, public relations, fund raising, social auditing and SWOC analysis	Marks 15 Lectures 12
Unit V	Social Policy and Social Welfare Administration: Concept of Social policy, Social welfare policies and programmes	Marks 15 Lectures 12
	Keywords: <i>Welfare administration, function, organization, mangement</i>	

Learning Outcomes:

Upon completion of the course, students will be able -

1. To understand the procedures and policies involved in establishing and maintaining social welfare organizations
2. To acquire knowledge pertaining to administration of social organizations.

Suggested Readings

1. Banerjee, Shyamal. 1981. Principles and Practice of Management. New Delhi: Oxford & IBH Publishing Co. Pvt.Ltd.
2. Bhattacharya, Sanjay. 2006. Social Work Administration and Development. Jaipur: Rawat Publications
3. Chowdhry, D.Paul. 1992. Social Welfare Administration. New Delhi: Atmaram and Sons.
4. Goel. S.L. & R.K. Jain. 1998. Social Welfare Administration. Vol. I & II. New Delhi: Deep &
5. J.N. Morgan; Reading in Indian Labour & Social Welfare
6. Dr. Prem Prakash; Education of Exceptional Children.
7. NGLS: Global Programme on AIDS
8. National Institute of Public Co- operation & Child Development (New-Delhi); National Evaluation of Integrated Child Development Services.
9. Hand Raj, Government and Politics
10. William R. Shadish, Thomash D. Cook, Jaura C. Leviton; Foundation of Program evaluation theories of Practice

I. **CORE-8: CORE COURSE**

MSW 204: Field Work Practicum II	
Course Credits & marks: 4/ 100	Theory and practical: 25:75
Teaching Learning process: Field Visit, Visit Report, rural camp and Presentation	

Concurrent Field Work: Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the

semester. The learners may be placed in specialization related agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/ community/ setting shall continue for practice of field work in next semester too.

Social Work Rural Camp: Social Work Camp, conducted for 7-10 days duration in a rural / tribal setting, is expected to provide opportunities to experience rural / tribal life, analyze its dynamics, and observe the functioning of government machinery (local self-government) and voluntary organisations. Objective of the camp is to provide the student with an opportunity to acquire skills in planning, organizing, handling regulations, decision making and collectively contribute to the chosen cause in the area where camp is held. Generally camps are held in rural / tribal areas. However, if the department council so desires the camps can be organized in relief areas, (disaster) tribal areas or innovative learning projects. Micro-planning exercise and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp. This will be an opportunity to practice community organization method. The Camp shall be conducted under the guidance of faculty members

DSE-1: DISCIPLINE SPECIFIC ELECTIVE COURSE

The students have to select 4 out of these 6. All these papers shall carry 4 credits each.

1. Peace & conflict studies
2. Tribal studies
3. Child Right
4. Public health
5. Mental Health
6. Counselling

SEMESTER – III

II. CORE-9: CORE COURSE

MSW 301: Social Work Research	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Introduction to Research and Social Work Research: Meaning of Research, Objectives, Scientific characteristics of research, Process of research; Types of research: Basic, Action and Applied, Quantitative and Qualitative Research. Meaning of Social Research, Basic elements: Concepts (Theory-Inductive and Deductive, Data, Variables). Social Work Research: Definition, Nature, Scope, Purposes and process.	Marks 15 Lectures 8
Unit II	Formulation of Research Problem: Sources of research problem, criteria of good research problem, defining the research problem. Developing the statement of the problem, and research questions, Review of literature, formulation of objectives. Hypothesis: Introduction, Type I Error, Type II Error, Basics of Analysis. Pilot study: purpose and uses. Research designs: meaning, definition, types of Research Design.	Marks 15 Lectures 12
Unit III	Sampling and Data Collection: Sampling-Meaning, Sampling design process, Methods and types of sampling. Tools and methods of data collection- Use of existing scales, Observation, questionnaire, and Interview schedule; Methods of data collection. Data processing: Editing, Coding, Recording, and computing the scores, Preparation of master chart. Data analysis and interpretations: techniques and types.	Marks 15 Lectures 10
Unit IV	Research report writing: Meaning, purpose Principles and types of reporting; Structure of reports, planning outline of report, editing for accuracy and neatness, standard formats for referencing, footnotes and bibliographies, preparing research abstract; Dissemination of research findings. Application and Uses of Statistic in Social Work Research: Statistics: it's use and limitations in Social Work Research. Measures of Central Tendency: Problems on Arithmetic mean, median and mode.	Marks 15 Lectures 12
Unit V	Application of statistics in social work practice: Problems on Measures of Dispersion: Range, Quartile Deviation, Co-efficient of mean Deviation, Co-efficient of Variation, Standard Deviation; Application and uses. Measures of Association: Problems on Positive and Negative Correlation, Pearson's Coefficient of Correlation, Partial Correlation, Rank-Difference Method of Correlation, Chi-Square Test, T- test, analysis of variance (ANOVA); Computer Applications: Use and application of computer in Social Work research with special reference to Excel, Statistical Package for Social Sciences (SPSS).	Marks 15 Lectures 12
	Key Words: Social work research, research design, process, social statistics	

Learning Outcomes:

Upon completion of the course, students will be able -

1. Understand role of research as a method of social work profession.
2. Acquire research knowledge and skills to be able to undertake independent research projects.
3. Become familiar with some of the basic statistical technique and their application in field of social work research and social work practice.

Suggested Readings

1. Laldas, D.K (2000) Practice of Social Research,
2. Rawat, Jaipur Baper, L.T. (1988) Doing Social Research, McGraw Hill, Singapore.
3. Denzin, N.K and Lincoln, Y.S. (2000), Hand Book of Qualitative Research, Sage, Thousand Oaks.
4. Goode & Hatt (1952) Methods in Social Research, McGraw Hill
5. Kothari, C.R. (1992) Research Methodology, Willey Eastern Ltd, New Delhi.
6. Rubin & Bobbie (1993) Research Methods for Social Work, Brooks/Cole Publishing Company, California
7. Goode, J. and Hatt P.K.: Methods in Social Research (New York: McGraw Hill)
8. Young, P.V. and Schmid, C.F. (1946): Scientific Social Surveys and Research (New York: Prentice Hall). Rajaram V. (1999) Fundamentals of Computer, (Prentice Hall, India)
9. M. Bocoles, W. (Indian Edition 2003) Research for Social Workers-An Introduction to Methods, Jaipur: Rawat.
10. Kothari, C. R. (2004 2nd edition reprint) Research Methodology: Methods & Techniques, New Delhi, New Age International.
11. Sharma, K. R. (2002) Research Methodology, Jaipur: National Publishing House
12. Padgett, D.L. 1998. Qualitative Methods in Social Work Research. California: Sage Publications.

I. CORE-10: CORE COURSE

MSW 302: Social Action and Advocacy	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Meaning, definitions and Models of Social Action: Meaning, definitions, Models. Approaches and Strategies of Social Action. Radical, Structural and emancipator, Social Work. Social Change and	Marks 15 Lectures 8
--------	---	------------------------

	Conflict. Advocacy as a tool for social change, Process of Social Advocacy.	
Unit II	Theories and Types of Social Movement: Differences between Social Action and Social Movement. Theories of Social Movement and Political Movement and New Social Movement. Types of Movement-identity, political assertion and autonomy movements	Marks 15 Lecture 12
Unit III	Paradigms of Action and Movement Analysis: Paradigms of Action and Movement: Peasants, Tribals, Farmers, Zapatistas. Movement analysis-Ideology, Structure, leadership, process and out come. No-Party Political Processes; Movement Analysis-ideology, Structure, leadership, processes and outcomes	Marks 15 Lecture 10
Unit IV	Ideology and Methodology of Social Action, Ideology and Methodology: Gramsci, Freire, Alinsky; Analysis of ideology and approach of: Gandhi, Ambedkar, Nehru and Lohiya	Marks 15 Lecture 12
Unit V	Campaign Planning: Campaign Planning, Coalition and Network Building, Budget Analysis, Instrument and Strategies: Public Interest Litigations, Media Advocacy, Communication for mobilization, leadership building process	
	Key Words: Model of social action, theories and types, Ideology, campaign planning	

Learning Outcomes

Upon completion of the course, students will be able –

1. Familiarize with the conceptual issues in defining social action and social movements.
2. Acquaint students with various theoretical perspectives on social movement.

Suggested Readings

1. Alinsky, S. (1972) Rules for Radicals, Random House, New York.
2. Bailey, R & Brake, M. (1975) Radical Social Work, Edward Arnold, London.
3. Freire, P (1970) Pedagogy of the Oppressed, Continuum, New York.
4. Khinduka S.K. & Coughlin, B. J (1975) A Conceptualisation of Social Action, The Social Review, 49(1), 1-14.
5. Laird, S. (2007) Anti Oppressive Social Work, London, Sage Publications, New Delhi.
6. Lakshmana, C. & Srivastava, R. (1990), Social Action and Social Change, Ajanta Publications,
7. Langman, M. Lee, P (Eds) (1989) Radical Social Work Today, Unwin Hyman, Boston.
8. Singh, R. (2001) Social Movements, Old and New: A post- Modern Critique, Sage Publications, New Delhi.
9. Siddiqui, H.Y. (1984) Social Work and Social Action, Harnam Publications, New Delhi.
10. Siddiqui, H.Y. (1997) Analysis of Literature of Social Action, Indian Journal of Social Work, TISS, Mumbai.
11. Shah, G. (2002) Social Movements and the State, Sage Publications, New Delhi.

I. **CORE- 11: CORE COURSE**

MSW 303: Field Work – III	
Course Credits & marks: 4/ 100	Theory and practical: 25:75
Teaching Learning process: Field Visit, Visit Report, Rural Case study and Presentation	

Learning Outcomes:

Upon completion of the course, students will be able -

1. To develop and practice skills and integrate learning
2. To develop greater understanding of reality situations through involvement in day-to-day work.
3. To develop appreciation of others efforts and sensitivity to gaps in the programme
4. To enhance awareness of self in the role of a professional social worker.

Block Placement learning is expected to enable the learners to integrate learning and generate newer learning by participating in the intervention processed over a period of 6 weeks continuously, in a specific agency. The students need to be placed in reputed organization related to their interest. The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Professional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement. Usually, Block field work is provided at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

Case Studies: Every Candidate is expected to take up five cases, in the areas specialization and study them in depth and present the intervention, if any. Case refers to a unit of study – an individual, an institution, a community or an incident. The candidate has to work under the guidance of faculty member and submit the report on or before the date prescribed. The university or the college concerned can develop guidelines for undertaking case studies. However, the students are encouraged to start his/her work on case studies from beginning of the course. Evaluation of the case study will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.

III. **GE/CBCS-1: SOCIAL ENTREPRENEURSHIP**

MSW-GE 301: Social Entrepreneurship	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Introduction to Social Entrepreneurship - Nature and concept of social entrepreneurship; - Myths about social entrepreneurship; - emergence of social entrepreneurship as global movement; Pioneers of social entrepreneurship; - Process of social entrepreneurship; - Growth of social entrepreneurship; - Theories of social entrepreneurship;	Marks 15 Lectures 8
Unit II	Entrepreneurship: A Conceptual Framework - Entrepreneurship: Concept, Definition, Scope and Purpose - Types and Approaches to Entrepreneurship - Importance of being an Entrepreneur - Entrepreneurial Qualities and Attributes	Marks 15 Lectures 12
Unit III	Entrepreneurial Functions - Functions of an Entrepreneur - Entrepreneurial Opportunities - Entrepreneurial Competencies - Entrepreneurial Motivation	Marks 15 Lectures 10
Unit IV	Capital and Planning for Social Venture - Capital/ funding/ financing for social ventures and financial management, - Setting up a social venture – types, legal framework, opportunities and challenges. - Risk and barriers for introducing products and services - Evaluating the costs and impact of the project - Introduction to Skill Development	Marks 15 Lectures 12
Unit V	Managing Start-Ups and Family Business - Business Ideas, Methods of Generating Ideas, and Opportunity Recognition - Entrepreneurship Project Formulations - Resource Mobilizations and Financial Institutions - Success Stories	Marks 15 Lectures 12
<i>Key Words: Entrepreneurship, Start-Ups, Resource Mobilisation and Financial Institutions</i>		

Learning Outcomes:

Upon completion of the course, students will be able -

1. To understand the process of entrepreneurship and entrepreneurship development
2. To learn about the opportunities, challenges, and issues faced by social entrepreneurs

3. To orient the students to develop a business plan for a social venture.
- 4.

Suggested Readings

1. Carsrud, A. L., and Brannback, M. E. (2007). Entrepreneurship. Westport, Connecticut: Greenwood Publishing Group.
2. Drucker, P. (2014). Innovation and Entrepreneurship. Routledge: New York.
3. Lussier, R. N., Corman, J., and Kimball, D. (2014). Entrepreneurial New Venture Skills. New York: Routledge.
4. Nieuwenhuizen, C. (2009). Entrepreneurial Skills. Lansdowne, Cape Town: Juta and Company Ltd.
5. Pandya, R. (2016). Skill Development and Entrepreneurship in India. New Delhi: New Century Publications.
6. Sharma, S. (2016). Entrepreneurship Development. New Delhi: PHI Learning Pvt. Ltd.
7. Soota, A., and Gopalan, S. R. (2016). Entrepreneurship Simplified: From Idea to IPO. UK: Penguin.
8. Vaidya, S. (2014). Developing Entrepreneurial Life Skills: Creating and Strengthening Entrepreneurial Culture in Indian Schools. New Delhi: Springer Science and Business Media.
9. Valeri, A., Parton, B., and Robb, A. (2014). Entrepreneurship Education and Training Programs around the World: Dimensions for Success. Washington, DC: World Bank Publications.
10. Vasant Desai(2014). The dynamics of entrepreneurial development and Management. Himalaya publishing house
11. B.S. Behera and G.S Mitra (2018). Fundamentals of Entrepreneurship. Balaji Publications
12. K.C. Sharma. Entrepreneurship Development. Regal publications

IV. DSE-1: DISCIPLINE SPECIFIC ELECTIVE COURSE

The students have to select 4 out of these 6. All these papers shall carry 4 credits each.

1. Peace & conflict studies
2. Tribal studies
3. Child Right
4. Public health
5. Mental Health
6. Counselling

SEMESTER – IV

I. CORE-12: CORE COURSE

MSW 401: Project Planning and Management	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Introduction: Planning and its importance, who should be involved in planning. Overview of Project Cycle Management: Identification, Design, Implementation, Reviewing, Monitoring, Evaluation, Learning the lessons. Model Project Proposal Formulation	Marks 15 Lectures 8
Unit II	Project Identification: Needs assessment: listening, interviewing, focus group discussions, community mapping; Capacity assessment: human, social, natural, physical, economic, cultural aspects.	Marks 15 Lectures 10
Unit III	Project Design: Stakeholder analysis: user groups, interest groups, beneficiaries, decision makers; Primary and Secondary stakeholders; identifying appropriate stakeholders for participation; levels of participation; Research – participatory methods; Problem Analysis – problem tree; Objectives tree, Logical framework, Proposal, Action Planning, Budget.	Marks 15 Lectures 12
Unit IV	Logical Framework: terms, purpose and structure: Objectives, assumptions and their assessment; indicators and means of verification; activities and activity schedule	Marks 15 Lectures 12
Unit V	Monitoring and Evaluation: the need, monitoring, auditing, reviewing and evaluation; reporting; Learning the lessons. Programme/Project Evaluation Review Technique (PERT); Critical Path Method (CPM)	Marks 15 Lectures 12
Key Words: project planning, Identification, project design, logical framework monitoring		

Learning Outcomes:

Upon completion of the course, students will be able -

1. To gain the knowledge about concept, components and various types of Project Planning.
2. To understand the process of Project Planning.
3. To acquire the knowledge of designing Project /proposal. Course content:

Suggested Readings

1. Blackman, Rachel. 2003. Project Cycle Management. UK: Tearfund.
2. Preskill, Hallie and Russ-Eft, Darlene. 2005. Building Evaluation Capacity. London: Sage Publications.
3. Capezio, Peter. 2000. Powerful Planning Skills. Mumbai: Jaico Publishing House.

4. Smith, Steve. 2002. Plan to Win. New Delhi: Kogan Page India Pvt. Ltd.
5. Dale, Reidar. 2001. Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
6. Loehle, Craig. 2000. Thinking Strategically. New Delhi: Foundation Books.
7. Padaki, Vijay. 1995. Development Intervention and Programme Evaluation. New Delhi: Sage Publications.

I. **CORE-13: CORE COURSE**

MSW 402: Dissertation	
Course Credits & Marks: 6/ 200	Report and Viva: 150:50
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Dissertation would be carried out by the students during 3rd and 4th semester of MSW. It would be conducted simultaneously with the concurrent field work. The dissertation would be based on primary data, however, dissertation based on secondary data could also be undertaken by the student with due consultation of the supervisor. The dissertation work would enable the student to develop a clear understanding of the research and different steps associated with it. The topic for dissertation would be chosen based on a student's own area of interest in consultation with the field work/research supervisor. The student would work with a field work supervisor who would also provide guidance and support throughout the course of the research.

Course Objectives

1. To develop ability to initiate and conduct research
2. To develop research Skills of identifying and selecting a research area and preparing research proposal
3. To develop skills of doing literature review and steps of research methodology
4. To be familiarised with the process of data analysis and report writing,
5. To understand ethical considerations of research.

The format for preparing framework for dissertation is loosely divided as:

I. Introduction

Background of the study, Context of the study, Statement of problem, Significance of the Study, Research questions and Objectives, Limitation of the study

II. Literature review

Thematic review based on dissertation title, objectives and Questionnaire

III. Research methodology

Research design, Universe, Sampling, methods and tools, data collection, Analysis

IV. Analysis and interpretation

Respondent profile, Thematic Analysis based on dissertation title, objectives and Questionnaire

V. Summary and Conclusion

Major finding of the study, Important conclusion of the study, suggestion for further study, social work intervention

The format for dissertation would be as per given below:

1. The dissertation shall normally be of 75-100 pages with proper references and scientific organization.
2. The dissertation is to be typed in Times New Roman, Font 12 and 1.5 line space.
3. Dissertation should be submitted in spiral bound/soft bound copy in triplicate (one each for student, supervisor and department) in the concerned department.
4. The references are to be written in the APA style.
5. The responsibility for ensuring the originality of the dissertation is that of the student and the faculty supervisor.

II. CORE-14: CORE COURSE

MSW 303: Field Work – IV	
Course Credits & marks: 4/ 100	Theory and practical: 25:75
Teaching Learning process: Field Visit, Visit Report, Rural Case study and Presentation	

Learning Outcomes

Upon completion of the course, students will be able -

1. To develop and practice skills and integrate learning
2. To develop greater understanding of reality situations through involvement in day-to-day work.
3. To develop appreciation of others efforts and sensitivity to gaps in the programme
4. To enhance awareness of self in the role of a professional social worker.

Block Placement learning is expected to enable the learners to integrate learning and generate newer learning by participating in the intervention processed over a period of 6 weeks continuously, in a specific agency. The students need to be placed in reputed organization related to their interest. The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Professional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement. Usually, Block field work is provided at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

Case Studies: Every Candidate is expected to take up five cases, in the areas specialization and study them in depth and present the intervention, if any. Case refers to a unit of study – an individual, an institution, a community or an incident. The candidate has to work under the guidance of faculty member and submit the report on or before the date prescribed. The university or the college concerned can develop guidelines for undertaking case studies. However, the students are encouraged to start his/her work on case studies from beginning of the course. Evaluation of the case study will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.

III. **GE/CBCS-1: GREEN SOCIAL WORK**

MSW-GE 401: Green Social Work	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Basic concepts: Define Ecology, Environment and society. Perspective on Environment from abroad- Marxist, techno-centrist and functional. Perspective on Environment from Indian – Tradition and Gandhian thoughts. Ethics and values of environmental protection. Concept of natural resources, various types of natural resources.	Marks 15 Lectures 8
---------------	---	------------------------

Unit II	Development Process and Environmental issues: Technology, Industrialization, Urbanization ,Globalisation, commercialization of Agriculture, Deforestation, Construction of Dams and its consequences. Environmental issues-Air, Soil Water, Population, Energy crises. Role of youths,, communities, NGOs and professional in creating environmental awareness.	Marks 15 Lectures 12
Unit III	Environment and Sustainable Development: Meaning, definition, importance, impact and its evolution of SD perspectives (MDGs AND SDGs) in relation to environment over the years; recent debates; 1987 Brundtland Commission and outcome; later UN summits (Rio summit, etc.) and outcome.	Marks 15 Lectures 10
Unit IV	Environmental education and policy: Environmental education at primary and secondary levels, Environmental legislation, National policy of Environment preservation. Government scheme and programmes, International and national organisations initiatives for Environment protection.	Marks 15 Lectures 12
Unit V	Environmental movements: Chipko Movement, Save Forest movement, Mitti Bachao Andolan, Save Ganga Movement, Anti Coca-cola movement, Women ecological movement, Narmada Bachao Andolan, Eco farming- natural farming efforts.Farmers movement in India.	Marks 15 Lectures 12
Key Words: <i>Environment, Issues and consciousness, Action and management</i>		

Learning Outcomes

Upon completion of the course, students will be able -

1. To develop the theoretical and Knowledge foundation on the concept of sustainable development and environment.
2. To gain an empirical understanding of the emerging global challenges for sustainable environment and societal governance systems.
3. Enhance the understanding of the roles of the various stakeholders on protection and preservation of ecology and environment

Suggested Readings

1. Franco, I.B. and Tracey, J. (2019), "Community capacity-building for sustainable development: Effectively striving towards achieving local community sustainability targets", International Journal of Sustainability in Higher Education, Vol. 20 No. 4, pp. 691-725
2. Soubbotina, T. P. (2004) Our Common Journey: A Transition toward Sustainability. National Academy Press, Washington D.C..
3. Elliott, Jennifer. (2012). An Introduction to Sustainable Development. 4th Ed. Routledge,

London.

4. Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. (2012). "An introduction to sustainable development."
5. Sachs, J. D. (2015). The Age of Sustainable Development. Columbia University Press, New York.
6. Soubotina, Tatyana P. (2004). Beyond Economic Growth: An Introduction to Sustainable Development. WBI learning resources series. Washington DC ; World Bank.
7. Kerr, Julie. (2017) Introduction to energy and climate: Developing a sustainable environment. CRC Press,.
8. Bell, Simon, and Stephen Morse. (2012.) Sustainability indicators: measuring the immeasurable?. Routledge,
9. Sørensen, Bent. Energy, Resources and Welfare: Exploration of Social Frameworks for Sustainable Development. Academic Press, 2016.
10. Dent, David, Olivier Dubois, and Barry Dalal-Clayton. Rural planning in developing countries: supporting natural resource management and sustainable livelihoods. Routledge, 2013.
11. Gasparatos, Alexandros, and Anna Scolobig. "Choosing the most appropriate sustainability assessment tool." Ecological Economics 80, no. 0 (2012): 1-7.

IV. **DSE-1: DISCIPLINE SPECIFIC ELECTIVE COURSE**

The students have to select 4 out of these 6. All these papers shall carry 4 credits each.

1. Peace & conflict studies
2. Tribal studies
3. Child Right
4. Public health
5. Mental Health
6. Counselling

MASTER OF SOCIAL WORK (MSW)

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Discipline Specific Elective (DSE) courses are value addition to the students of social work in strengthening their knowledge and skills and in doing so be able to follow their interest.

The students have to select 4 out of these 6. All these papers shall carry 4 credits each.

1. Peace & conflict studies
2. Tribal studies
3. Child Right
4. Public health
5. Mental Health
6. Counselling

MSWDSE 1: Peace and Conflict Studies	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Lineage of Peace and Conflict Studies: • Philosophical and Ideological Traditions • War and Peace: Liberalist, Realist and Marxist Perspectives • Evolution of Peace and Conflict Studies
Unit II	Conflict Analysis: Structures and Processes • Conflict: Sources, Typology and Nature • Actors, Structures and Level in Conflict • Conflict Management, Resolution and Transformation • Peacemaking, Peacekeeping, and Peacebuilding
Unit III	Post-conflict Reconstruction and Peace Agreement • Reconciliation, Reconstruction and Development • Demilitarisation, Demobilisation • Actors of Post-conflict Reconstruction • Peace Agreements
Unit IV	Prevention, Coping and Management of Conflicts • Symmetric and Asymmetric Conflicts

	• Win-lose, lose-lose, win-win outcomes • Theorizing on Conflict in Peace Studies: Kenneth Boulding-Concept of power - Conflict Transformation- Johan Galtung
Unit V	Insurgency, Development and Fragility • Insurgency and Development: Nepal and North East India • Vicious Circle of Insurgency and Underdevelopment • Case of Naxal Violence: Land Reforms, Governance and Development

Learning Outcomes

Upon completion of the course, students will be able -

1. To enhance knowledge and understanding of importance and essence of peace building in contemporary world.
2. To develop conflict management, coping mechanism of conflict and violence
3. To are the root causes of insurgency movement and autonomy movement especially among the minority groups

Suggested Readings

1. Bercovitch, J., & Jackson, R. (2009) Conflict resolution in the twenty-first century: Principles, methods, and approaches. Ann Arbor, MI: University of Michigan Press,.
2. Datta Ray, B. (1999): "Autonomous District Councils and the Strategy of Development in North- East India", in A. Bannerjee and B. Kar (eds.), Economic Planning and Development of North-Eastern States, Kanishka Publishers & Distributors, New Delhi.
3. Lederach, J.P. The Moral Imagination: The Art and Soul of Building Peace. Boston: Oxford University Press.
4. Pruitt, D.G. and S.H. Kim. Social Conflict: Escalation, Stalemate, and Settlement. Boston: McGrawHills, 2004.
5. Burton, John and et.al. (1993) Conflict: Practices in Management, Settlement and Resolution, St. Martin's Press,.
6. Galtung, Peace by Peaceful Means: Peace and Conflict, Development and Civilization, SAGE, 1996.
7. Jeong, Ho-Won (2001), Peace and Conflict Studies: An Introduction, Ashgate ♣ Lederach John Paul. Preparing for Peace: Conflict Transformation Across Cultures, Syracuse University Press, 1995.
8. Sandole, Dennis J.D. Conflict Resolution: Theory and Practices, Hugo Van der Merwe, 1996.
9. Gandhi, MK, India of My Dreams, Navjivan Publishers: Ahmedabad, 1947
10. Radhakrishnana, S., Eastern Religions and Western Thought, Oxford University Press: London, 1977. PCM-PG-C302
11. Cordell, Karl and Stefan Wolff. 2009. Ethnic conflict: causes, consequences, and responses. Cambridge; Malden, MA: Polity.

MSWDSE 2: Tribal Studies	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Features of development Programmes and Schemes: Integrated Tribal Development Programme; Plan Programmes, Tribal Sub-Plan (TSP) and PESA; National Rural Employment Guarantee Scheme, National Rural Health Agencies : Government and Non- Government Organization; Van-Bandhu Kalyan Yojana and Development.
Unit II	Tribal Administration and Tribal Customary Laws: Tribal administration during Pre and Post Independence period; Difference between law and customary law; Nature of customary law – case studies;
Unit III	Tribal Rights and Administration: Human rights in Indian context – Indian Bill of Rights; Human Rights Act, 1993; Human Rights Commission, Commission on women, children, minority, SC/ST. Hill Areas Committee and Autonomous District Council Acts.
Unit IV	Tribal Development: Issues and Challenges; Livelihood; Forest, land and alienation; Displacement and migration; Poverty and indebtedness; Governance and democratic decentralization.
Unit V	Tribal movement and Insurgency: tribal movement and revolts; Insurgency movement among the major ethnic groups Meitei, Naga and Chin-Kuki.

Learning Outcomes:

Upon completion of the course, students will be able -

1. To aware the features of development programs and schemes of tribals
2. To understand the tribal administration, tribal laws and tribal right within the framework of Indian constitutions.
3. To understand the Tribal movement, revolt and Insurgency problem among the tribes in North East India

Suggested Readings

1. Doshi, S. 1995. Tribal India. Mumbai: Marg Publication.
2. Elwin, V. 1954. The Religion of an Indian Tribe (the Saora). London.
3. Hasnain, N. 2013 (reprint 2016)). Indian Society and Culture : Continuity and Change (2 ed.). New Delhi, New Delhi: Jawahar Publishers & Distributors .
4. Majumdar, D. N. 1961. Races and Cultures of India. In rev. & enl. (4 ed.). New York and Bombay: Asia Publications.
5. Nulkar, V. K., & Muthumani, M. K. 2014. Tribal Development. New Delhi, New Delhi:

Commonwealth Publishers Pvt. Ltd. .

6. Paul (Mitra), K. 2004. Development Programmes and Tribals: Some Emerging Issues. Delhi, Delhi: Kalpaz Publications.
7. Sahu, C. 1998. Tribal Culture and Identity. New Delhi: Sarup and Sons.
8. Vidyarthi, L. P. 1981. Tribal Development and its Administration. New Delhi: Concept Publishers.
9. Vidyarthi, L.P. & Rai, B.K., 1976. The Tribal Culture of India. New Delhi: Concept Publishing Company.

MSWDSE 3: Child Right	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Definition, Concept, and nature of Childhood, Childhood psychology influence of Heredity and environment in development of a child socialization. Factor, functions of culture, beliefs and practise in child Growth & development.
Unit II	Child rights : meaning, scope, origin & development of child right in India Need for child Rights Knowledge, childhood in the perspective of caste, class and gender differences in India and abroad.
Unit III	Vulnerability of children poverty, child labour, traffic children, street children, Abused children, children with disability, children in institutions or homes. Neglected children, children of commercial sex workers, children affected by HIV/AIDS, Victims of calamities, victims of domestic violence need for legislative intervention.
Unit IV	Role of Government and NGOs in child Rights and Child Rights and Child protection. Legislation, Institutional services and family strengthening Non Institutional Alternative Care.
Unit V	Children in Conflict with Law, Situation Analysis of children Glokal and National Perspective, UNCRC, other Relevant Conventions and National Policies.

Learning Outcomes

Upon completion of the course, students will be able -

1. To Sensitize the students toward a Right Based perspective, attitude and values while working with children.
2. To enhance their skills and build their ability to work on child related issues within the framework of Child Rights.
3. To understand the concept of Child Protection in the context of Neglect, Abuse, violence and Exploitation.

Suggested Readings

1. Upadhyaya Shivendra, (2009) Encyclopaedia of Jurenile Child Right and Women Rights, Volume Anmol Publications, New Delhi,.
2. Khan, Nuzhat Parveen. (2016) Child Rights and the Law. Universal Law Publishing – An Imprint of LexisNexis,
3. Bajpai, Asha (2003) Child Right in India: Law, Policy and Practice. Oxford University Press.
4. Baxi, Upendra, (2002) Future of Human Rights Bueren.
5. Basu, Durga (1994) Das Human Rights in Constitutional Law (New Delhi: Prentic Hall
6. Gathia, Joseph A, Gathia Sanjoy (2020) Children's Right and Well being in India – Law, Policy and Practice, Bharti Publication: New Delhi
7. Jain Rashee, Text book on Human Rights Law and Practice
8. Maris Hethenington (1983) Child Psychology, Volume IV in Socialization, Personality and Social Development. John Wiley & Sons publications.

MSWDSE 4: Public Health	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Introduction to Health and Public Health: Concept, Meaning and Definition of Health/illness/Public health, Dimension of health, determinants of health, Indicators of health, Ethical principles for health care professional, historical background and present status of health in India. National Health policy 2017
Unit II	Advanced Medical information for Medical Social Workers: Etiology, symptoms, Management and prevention of Communicable and Non communicable diseases- (a) Communicable diseases- AIDS, STD, TB, Leprosy, Polio, Typhoid, Dysentery, diarrhoea, Jaundice, Cholera, Malaria, Zoonotic diseases. (b) Non-communicable diseases- Cancer, Coronary artery diseases, Obesity, Diabetes, Trauma & injuries .Understanding the patient as a person- illness, behaviour and treatment, impact of illness on the patient and family due to multiple factors like social, emotional, political and economic influencing the patient.
Unit III	Medical social work and its Application in Medical Settings: Meaning, definition, need and scope of Medical social work. Evolution of Medical Social Work in India and abroad. Organisation and management of Medical Social Work in hospitals - skills and techniques, functions of medical social worker in hospital, Limitations and challenges faced by medical social worker. Team work as a multidisciplinary approach in medical setting. Case recording and Medical Social work Care plan.

Unit IV	Legal aspects of health: Hospitalisation process, legal provisions in hospitalisation and treatment. Relevance and scope of medico legal information for social worker, Welfare and benefits accrued to persons with an illness, health insurance, relevant provisions of health legislations- MTP Act. PCPNDT Act, Food and drug adulteration Act.
Unit V	Medical Social Work in various settings: Role of medical social worker in general hospitals, blood bank, half way home, day care centre, sheltered home, child guidance clinic, residential institutions for physically and mentally challenged, Rehabilitation centre, department of teaching hospitals including department of prevention and social medicine in medical college.

Learning Outcomes

Upon completion of the course, students will be able -

1. To learn about the concepts related to health, illness and public health.
2. To learn skills of social work interventions and ability to work in hospital teams
3. To understand the need and relevance of social work in the hospital settings

Suggested Readings

1. Park, K.: Textbook of Preventive and Social Medicine, 20th Edition (M/s Banarsidas Bharot.2000)
2. Lok Sabha Secretariat : National Health Policy (New Delhi)
3. World Health Organization : ICD-10 (AITBS, New Delhi 2002)
4. Gelder, M. Gath, D. : Oxford Text book of Psychiatry, Oxford University Press (London, 1996)
5. Pathak, S. H. : Medical Social Work (Delhi School of Social Work)
6. Banerjee, G. R. : Social Service Department : Its organization and Functions (TISS, Bombay)
7. French, L.M.: Psychiatric Social Work (The Commonwealth Fund, New York 1940)
8. Verma, R.: Psychiatric Social Work in India (Sage Publisher, New Delhi, 1991) 12.
9. Baquer, A.: Disability: Challenges Vs Responses (New Delhi 1997)
10. N. Ahuja, : Short text on Psychiatry
11. Bajpai, P.K. (Ed.) 1998 Social Work Perspectives on Health, Jaipur, Rawat Publications
12. Selamu Selamu G & Singhe Mohan S. 2016 : Mental Health Services: A Critical Review, Lambert Academic Publishing, Germany
13. Lawani B. T. 2010 : Medical Social Work, Current Publishers, Agra.
14. Mechanic, David 1968: Medical Sociology- A Selective View, New York, Free Press.
15. Sphry, L., Carlson, J. & Diane Jose. Becoming an effective therapist, New York:

Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Basic Concept: Concept, meaning and definition of Mental Health, perspectives of mental health, components of mental health, and sociological approaches of mental health. Concept, meaning, definition of mental illness or mental disorder. Psychiatric examination, history taking and differential diagnosis. National Mental health Program. National Mental Health Policy 2017.
Unit II	Classification and diagnostic systems in mental health-DSM-V & ICD-11: Information on mental disorders of adults (severe - Schizophrenia, Bipolar Affective Disorder, Acute Psychosis, Obsessive Compulsive Disorder; Common mental illnesses – Anxiety disorders, depression, somatoform disorders), etiology, prevalence, psychosocial factors, prognosis and management of mental illness, pharmacology and psychosocial interventions; suicide, substance abuse, dementia and sexual disorders; Emotional, behavioural and developmental problems of children and adolescents as mentioned in the DSM and ICD.
Unit III	Psychometry and Psychotherapies: (a) Psychometry: Intelligences tests: W A I S, W I S C & Bhatia battery, Adjustment test (Hugl bell test). Personality test: 16 PF test, draw & person test 4- Psychiatric scales to measure depression, anxiety status. Projective tests: TAT, Rorschach Ink blot test.(b) Psychotherapies: Client Centered Therapy; Psychoanalytical Psychotherapy; Behaviour Therapy; Occupational Therapy, Family Therapy; Chemotherapy, Electro Convulsive Therapy; Psychodrama, Crises Card etc.
Unit IV	Introduction to Psychiatric Social Work: Historical development of Psychiatric Social Work in India and Abroad. Functions and Scope of Psychiatric Social Work, Team work and Multi-disciplinary approach, techniques of psychiatric interview and mini mental health status examination, Social diagnosis-family factors in mental illness, assessment of family dynamics. Stigma and discrimination. Role of Psychiatric social work in psychiatric hospital.
Unit V	Management of Psychiatric Illness in various settings: Mental hospitals, child guidance clinic, School mental health programme, Family counselling Centres, De-addiction centres, Geriatric centres, epilepsy clinics and community Mental health programmes. Day care rehabilitation centre and half way homes.

Learning Outcomes

Upon completion of the course, students will be able -

1. To understand the need and scope for social work in the field of psychiatric health.
2. To learn about the concepts related to mental health and mental illness and theoretical underpinnings related to it
3. To understand concepts related to psychopathology, diagnosis and treatment

Suggested Readings

1. Carson, R.C. Butcher, J.N. and Mineka, S. : Abnormal Psychology and Modern Life (Longman, New York, 1998)
2. Talbot . J.A. Hales, R.E. : Textbook of Psychiatry. The American Psychiatry Press. (Jaypee Brother, Delhi, 1994)
3. Chakraborty, A. (1990). Social Stress and Mental Health. New Delhi: Sage Publication
4. Verma, R. : Psychiatric Social Work in India (Sage Publisher, New Delhi, 1991)
5. Park, K. : Textbook of Preventive and Social Medicine, 20th Edition (M/s Banarsidas Bharot, 2000)
6. Voluntary Health Association of India : State of India's Health (VHAI, New Delhi, 1991)
7. Ahuja Niraj (2011) : A Short Textbook of Psychiatry (7th Ed.), Jaypee Brothers Medical Publishers (P) Ltd., New Delhi.
8. Ratna Verma (1991) : Psychiatric Social Work in India, Sage Publications, New Delhi.
9. Vyas J.N. & Ahuja Niraj (1999) : Textbook of Postgraduate Psychiatry (2nd Ed.) Vol.1, Jaypee Brothers Medical Publishers (P) Ltd., New Delhi.
10. Mane Purnima & Katy Y. Gandevia (1993) : Mental Health in India, Tata Institute of Social Sciences, Bombay. Delhi Law House (2000) : The Mental Health Act, Delhi
11. Bhatia M.S, (2001) : Essentials of Psychiatry, CBS, New Delhi.
12. Mane P. & Gandevia K. (1994): Mental Health in India Issues and Concerns Tata Institute of Social Sciences

MSWDSE 6: Counselling	
Course Credits & marks: 4/ 100	Theory and practical: 75:25
Teaching Learning process: Lecture, Assignment, Individual and Group presentation	

Course Content

Unit I	Counselling – Definition, meaning, characteristics, Goals, counselling stages, Pre-helping phase Acquainting, observing, Founding and Diagnosing, Helping phase-Pacing, Personalizing, Reframing and Initiating, Post helping phase-Evaluating.
Unit II	Portrait of Counsellor and Counselee : The counselling Relationship, Personal Growth and Effectiveness of the counsellor, Concerns of self, attitudes, values, beliefs, relationships, self-esteem, openness to others, self actualization
Unit III	Professional values of the counselling professional ethical behaviour Code of Ethics in counselling relationship, Code of Ethics in confidentiality and privacy.
Unit IV	Situational Issues and counselling the sick and bereaved – Trauma Counselling in different setting Marital, family, HIV/AIDS, student guidance and counselling, Career guidance and counselling.
Unit V	Therapeutic Counselling intervention : Psychodynamic, cognitive behavioural, humanistic and feminist, Key concepts, principles and techniques of various approaches, Psychodrama, RET, family Therapy, Reality therapy, Behaviour therapy, crisis counselling,.

Learning Outcomes

Upon completion of the course, students will be able -

1. To develop a basic understanding of counselling as tool for help the needy.
2. To acquire Knowledge of various approaches in counselling
3. To develop skills of application to real life situation.
4. To develop ability to recognize and synthesize attitude, values that enhance investment of self in the counsellor's role.

Suggested Readings

1. Association of Psychological and Practice, (1982), Counseling in Asia, Perspective and Practices, Educational Counsellors of Asia.
2. Bengalee, M., Ehroo D., (1972), Guidance if you please, Macmillan, Bombay.
3. Currie, Fr. J., (1989), Barefoot Counselling- A Primer in building relationship, Asiam Tarding Corp, Bangalore.
4. Dave, Indu, (1953), The Basic Elements of Counselling, Sterling, New Delhi.
5. Delaney & Eisenber, (1973), The Counselling Process, Dept. of Mental Health Education and Mental Health Programme, Report NO. 1, 11 US.