PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

NAAC Accredited-2022
'B++' Grade (CGPA-2.96)

MASTER OF SOCIAL WORK (MSW) PROGRAMME

ORDINANCE, REGULATIONS & SYLLABUS OF MSW PROGRAMME

To be effective from the academic year 2024-25

Regulations Governing the Choice Based Credit System for the Two Years

PostGraduate Programme in Social Work (MSW)

M ASTER OF SOCIAL WORK (MSW) PROGRAMME

Preamble:

The programme aimed at developing the knowledge, values, beliefs and skills necessary for working with individuals, groups, communities and for collective action. The programme gives an edge to the social work students to enable them to inculcate the philosophies,ideologies and methodologies of social work profession. In order to fulfil this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of social work education. As per the U.G.C. guidelines, the university has adopted Choice Based Credit System (CBCS) which provides an opportunity for the students to choose courses from the prescribed elective courses. The M.S.W. programme consists of two years and arranged in four semesters.

Careers Opportunities of the programme

The degree of Master of Social Work is a Professional Post-Graduate degree in Social Work. It is a recognized qualification for positions of Human Resource Personnel, Welfare Officers, in Industrial sectors, Government and Non-Governmental Sectors provide positions such as Social Welfare Officers, Probation Officers in Child Development, ICDS Supervisors, CDPOs, and adult correctional organizations, Social Development, Rural and Tribal Welfare and Development, Rural and Urban Community Development, Women development and empowerment, Counsellors in Family Courts and Counselling centers, Medical and Psychiatric Social Workers in Hospitals, Social Defense, Social Work Research. Trained graduates after the course can get opportunities to hold responsible positions in International Organizations like UNO, UNDP, UNICEF, ILO, WHO and CSR projects of corporates, Research and Training Organizations such as YASHADA , MAVIM, NARI, BARTI etc or Social Work Educators in Universities and Schools of Social Work.

Definitions:

Programme: An educational programme leading to MSW Degree.

Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses (Core, Discipline Specific Elective & Generic Elective courses). The Choice Based Credit System provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

Credit: A unit by which the course work is measured. Credits are a value allocated to course units to describe the student's workload (i.e. Lectures, Practical work, Seminars, private work in the library or at home and examinations or other assessment activities) required to complete them. Normally one credit is allotted to 15 contact hours.

Course: Usually referred to, as 'papers' is a component of a programme. The courses should define learning objectives. A course may be designed to comprise lectures/ tutorials/ seminars/ field work/ outreach activities/ project work/ vocational training/viva/ assignments/ presentations/ self-study etc. or a combination of some of these.

Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course**.**

Discipline Specific Elective (DSE) Course: Elective courses offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature

Generic Elective Course: Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

Regulations for the Degree of Master of Social Work (MSW) Programme

I. Objectives of the Programme:

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 impart theoretical knowledge and to provide practice learning opportunities required to practice in a professional manner.

3. To sensitize the trainees to involve themselves for the cause of poor, subaltern, under privileged and disadvantaged section of the society.

4. To promote a sense of commitment and dedication to strive for equity, social justice social harmony and peace.

5. To acquire knowledge and skills in undertaking practice-based research and to administer human service organizations

6. To develop confidence among the trainees to feel themselves as change agents for social change and transformation.

II. Competencies developed by the end of the Programme

1. Understanding the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

2. Understanding the history of the social work profession and its current structures and issues. Applying the knowledge and skills of generalist social work to practice.

3. Applying knowledge of bio-psycho-social theoretical frameworks to understand the interactions among individuals and between individuals and society

4. Analysing the impact of social policies on individuals, groups and communities.

5. Acumen for scientific research studies and integrating research findings to practice

6. Using communication skills differentially with a variety of stakeholders

III, Medium of instruction: The medium of instruction and examination shall be in English.

IV.   Duration of Course: The duration of course shall be of two years consisting of 4 semesters.

V. Eligibility for Admission:

Candidates who have passed any bachelor degree examinations from Punyashlok Ahilyadevi Holkar Solapur University or any other University in India or abroad considered as equivalent there to are eligible for the programme

Admission Procedure: Selection of candidates seeking admission shall be on the basis of 50:50 weightage of marks. While selecting the candidates 50% is considered for academic performance at the graduation level and 50% is for entrance examination will be considered. Entrance examination pattern may be objective type test or interview or both. it is the discretion of the department or institutes offering admission to MSW programme

VI. Specializations:

The MSW programme offers following four specializations in the beginning of the Thirdsemester.
1. Group A: Human Resource Management (HRM)
2. Group B: Urban and Rural Community Development (URCD)
3. Group D: Family and Child Welfare (FCW)
4. Croup E: Medical and Psychiatric Social Work (MPSW)

Guidelines for choice of specialization in Second year MSW:

At the beginning of the third semester, an eligible student will apply for the Specialization he/she wants by writing an application in the prescribed format. It should be submitted to the concerned Department / college, where he/she is studying within stipulated time. The Department / college after receiving such applications scrutinize for eligibility of the students and allotment of specialization shall be based on his or her marks obtained in the first year MSW Programme (Total marks scored both in first and second semester) and clear passed inall courses (papers). Also, almost equal number of students shall be allotted to each specialization from among the students admitted to third semester.

VII. Attendance:

Each course (theory, practical etc) shall be treated as an independent unit for the purpose of attendance. A student shall attend a minimum of 75% of the total instructions hours in a course including assignments and presentations in each semester. The students shall attend the class room lectures, activities and field work regularly. At least 75% attendance in each course (paper) is essential to appear for the exam.

VIII. Field Practicum (Field Work)

A distinctive feature of instructional programme in Social Work is the emphasis laid on Social Work Practicum. A student shall be placed in a Community / Organization to gain experience of working with the people at individual, intra-group, community and organizational levels during the first two semesters and in a setting appropriate to their specialization during the last two semesters of MSW programme.

A. Objectives of Field Practicum (Field Work)

1. To understand the agency as a system-its philosophy, thrust, objectives, structure and management of service / programmes.

2. Develop skills in documenting and utilizing community resources both governmental and voluntary.
3. To develop ability to work as a member of a team.
4. To make conscious use of professional values and ethics.
5. To develop enhanced practice skills and integrate learning.
6. Develop skills to analyze the impact of the wider social system on individuals, families, groups, communities and organizations.
7. Develop the ability to involve the client system in the problem-solving process, utilizingskills of social work intervention.
8. Develop skills in documenting and utilizing community resources both governmental and voluntary.
9. Reinforce belief in the inherent strength of the people to meet their needs and resolve problems.

B. Field Practicum (Field Work) Rules and Regulations

Students placed in their respective organization or community for concurrently two days in a week and shall put in not less than 15 hours a week for field practice training. Students should complete minimum 20 Field Work Visits in Agency / Organization / Industry and or open community in each semester of MSW programme. During the semester II all the trainees are expected to undertake a minimum of one case study, one group work activity with the guidance of their supervisor. In Semester III & Semester IV the students will practice their fieldwork in their respective specialization set up and should attend at least one seminar / conference/ workshop and submit the certificate of participation or attendance of the same to their faculty supervisor.

The students are required to submit the hand written reports and a dairy in a structured format once a week to their respective faculty supervisors for evaluation and continuous guidance. The agencies are also expected to designate an agency supervisor, preferably a trained social worker to monitor the field work trainee at the agency level. The trainee shall take all the possible initiatives to participate in all the learning activities of the organization placed for training and shall attend the individual and group conferences regulating with regard to integration of theory and practice

Only those students who have put in a minimum of 75% attendance in field practicum are eligible to appear for the practicum examination (viva- voce). The viva-voce shall be jointly conducted by one internal and one external examiner selected from the panel of examiners and as approved by the University. A minimum of 50% of the marks shall be scored to pass in the field practicum assessment and viva-voce separately. The failed candidate in field practicum (Field Work) in any semester shall not be promoted in next Semester. They have to redo the field work by fulfilling all other requirements stipulated in this regard.

C. Field Practicum (Field Work) Modules and distribution of Marks

MSW	SEM	Field Work Core Components		Type of Assessment	Internal Marks	Maximum Marks	Minimum passing marks	Total
I	I	Field Work / Field Practicum	Field Work Practice	Internal Assessment	80	100	50	150
			Orientation Visits	Internal Assessment	20			
		Field Work Viva Voce		University Assessment	50	50	25	
I	II	Field Work / Field Practicum	Field Work Practice	Internal Assessment	80	100	50	150
			PRA and or Social Camp	Internal Assessment	20			
		Field Work Viva Voce		University Assessment	50	50	25	
II	III	Field Work / Field Practicum	Field Work Practice	Internal Assessment	80	100	50	150
			Orientation Visits or Exposure Visits	Internal Assessment	20			
		Field Work Viva Voce		University Assessment	50	50	25	
II	IV	Field Work / Field Practicum	Field Work Practice	Internal Assessment	80	100	50	150
			Micro Study	Internal Assessment	20			
		Field Work Viva Voce		University Assessment	50	50	25	

D. Guidelines of Internal Assessment & University Assessment:

1. Internal assessment of MSW I SEM I Field Work (80 marks)

Sr No	Criteria	Marks allotted
1	Completion of visits allotted	20
2	Submission of Agency/community profile	10
3	Initiatives in group activities	10
4	Submission of reports in diary and journal along with sign of agency supervisor	20
5	Overall behavior and participation (IC/GC)	20
Total		**80**

2. University assessment of MSW I SEM I Field Work (Viva-voce) (50 marks)

Sr . No	Criteria	Marks allotted
1	Insights about agency/community	10
2	Knowledge of social work methods	15
3	Evaluation of Field work reports	15
4	Presentation skills	10
Total		**50**

3. Internal assessment of MSW I SEM II Field Work (80 marks)

Sr No	Criteria	Marks allotted
1	Completion of visits allotted	20
2	Case study	10
3	Group work	10
4	Submission of reports in diary and journal along with sign of agency supervisor	20
5	Overall behavior and participation (IC/GC)	20
Total		**80**

4. University assessment of MSW I SEM II Field Work (Viva-voce) (50 marks)

Sr . No	Criteria	Marks allotted
1	Insights about agency/community	10
2	Applications of social work methods	15
3	Evaluation of Field work reports	15
4	Presentation skills	10
Total		**50**

❖ **Orientation visits / Exposure visits: (20 Marks)**

Every institution offering MSW programme shall organize a minimum of 4 orientation visits for the M.S.W. Part-I (in first semester) and for M.S.W. Part-II (in third semester) for students. For the M.S.W. Part-I agency visits to all specialization may have to be conducted. For the M.S.W. Part-II orientation visits / exposure visits should be organized to the organizations / industries related to their respective specialization within or outside city/ district / State. Students should submit the report of orientation visit / exposure visit to the concerned faculty coordinator.

Sr . No	Criteria		Marks allotted
1	Attendance per visit	4 x 2 marks	08
2	Participation during visit	4 x 2 marks	08
3	Reports of the visits		04
Total			**20**

❖ **Participatory Rural Appraisal / Participatory Learning and Action / Social Work Camp: (20 Marks)**

5 days training on Participatory Rural Appraisal (PRA) or Participatory Learning and Action or 2 days training on PRA and 3 days social camp; any one of these is compulsory for the

M.S.W. Part-I. It is to be conducted in 2nd semester. Students should prepare a PRA or PLA or Social Camp report and submit it to the Coordinating Faculty.

Sr . No	Criteria	Marks allotted
1	Professional behaviour and Discipline	08
2	Attendance and Active Participation in activities	08
3	Report	04
Total		**20**

❖ **Micro study: (20 Marks)**

Micro study for one week is mandatory for the M.S.W. Part-II students. Micro study can be conducted in the specialization related agencies / industries / communities with in or outside the city / district / state during 4th semester. Students should prepare micro study report and submit it to their faculty supervisor

Sr . No	Criteria	Marks allotted
1	Insight gained about the Organization or Community	05
2	Participation in microstudy	08
3	Report/s of the visits	07
Total		**20**

IX. A) Research Project:

The research project offers students an opportunity to plan a study, prepare research tools, collect data in the field, analyze the data, and write up the project under the guidance of the faculty. The topic of research must be related to the area of social work. Ethical norms and concerns in research, plagiarism policy of the institute and University, must be adopted. The research project shall be based on quantitative research methods. However a mixed method approach, making use of both quantitative and qualitative data may also be permissible. The sample size for quantitative research shall not be less than 50 respondents. In qualitative research method the candidate has to take minimum 10 case studies in elaborative manner. Two Bound copies of the Research project – synopsis and Research project – report, duly signed by the Research Guide and certified by the Head of the department / Institution should be submitted to the department / institute at least one week before the viva voce of III semester and IV semester respectively.

Internal assessment of MSW- II SEM- III Research Project- Synopsis (50 marks)

Sr No.	Criteria	Marks allotted
1	Finalization of Title	05
2	Problem Formulation (Introduction)	10
3	Review of literature	10
4	Research methodology	10
5	Finalization of tool/s	05
6	Interaction with guide and professional behaviour	10
Total		50

University assessment of MSW- II SEM- III Research Project- Synopsis (50 marks)

Sr No.	Criteria	Marks allotted
1	Knowledge about research topic and problem formulation	10
2	Identification of research gaps	10
3	Clarity about the research methodology	10
4	Presentation of Synopsis	10
5	Presentation skills	10
	Total	50

Internal assessment of MSW- II SEM- IV Research Project- Report (50 marks)

Sr No.	Criteria	Marks allotted
1	Data interpretation and analysis	10
2	Major findings, conclusion and suggestions	10
3	Report writing	10
4	Interaction with guide and following deadlines	10
5	Research aptitude and professional behavior	10
	Total	50

University assessment of MSW- II SEM- IV Research Project- Report (50 marks)

Sr No	Criteria	Marks allotted
1	Codebook and master chart/memos	5
2	Results and discussions	15
3	Presentation of research project report	10
4	Content clarity	10
5	Presentation skills	10
	Total	50

IX. B) Term Paper:

A term paper is a research paper written by the student over an academic term. Term papers would be intended to describe an event, a concept, or argue a point related to social work in general and particularly on his/ her area of specialization/ elective. A term paper is a written assignment and original work discussing a topic in detail, primarily based on secondary data, and/or standards, norms prescribed by the center. Some common detailed standards would need to be collectively developed by the centers for assessment of research/term paper. Typed spiralor hard bound two copies of the term paper duly signed by the Research Guide and certified by the Head of the department / Institution should be submitted to the department / institute at least one week before the viva voce of III semester and IV semester respectively.

Completion and submission of the Research Dissertation/ term paper is a pre-condition for appearing at Semester IV Examination/ viva voce. In any case no extension will be permissible for submission.

Internal assessment of MSW- II SEM- III Term Paper (50 marks)

Sr No.	Criteria	Marks allotted
1	Finalization of Title	10
2	Introduction	10
3	Review of literature	10
4	Justification for selection of the topic	10
5	Interaction with guide and professional behaviour	10
	Total	50

University assessment of MSW- II SEM- III Term Paper (50 marks)

Sr No.	Criteria	Marks allotted
1	Clarity about research topic	10
2	Justification for selection of Topic	10
3	Identification of Research gap through Review of literature	10
4	Knowledge of Research Methodology	10
5	Presentation skills	10
	Total	50

Internal assessment of MSW- II SEM- IV Term Paper (50 marks)

Sr No.	Criteria	Marks allotted
1	Results and Discussion	10
2	Suggestions/Recommendations/ Social Work Interventions	10
3	Presentation of Term Paper	10
4	Interaction with guide and following deadlines	10
5	and professional behavior	10
	Total	50

University assessment of MSW- II SEM- IV Term Paper (50 marks)

Sr No	Criteria	Marks allotted
1	Results and discussions	10
2	Suggestions/Recommendations/ Social Work Interventions	10
3	Research aptitude	10
4	Content clarity	10
5	Presentation skills	10
	Total	50

X. Scheme of Examination and Assessment of Theory and Practical Examination:

1. **Each course (theory paper)** shall carry a maximum of 100 marks out of which 20 marks shall be for internal assessment and the remaining 80 marks shall be for University examination conducted at the end of each semester.

Internal Assessment (Theory): The internal assessment of 20 marks shall be based on thefollowing criteria

Sr. No.	Criteria	Marks Allotted
1.	Home Assignment	05
2.	Class Assignment or Presentation	05
3.	Attendance	05
4.	Class participation, attentiveness & overall behavior	05
	Total	**20**

2. Viva Voce of Field Practicum (Field work)

At the end of each semester the viva-voce shall be jointly conducted by panel of two examiners out of which one is internal examiner (faculty member of social work department or colleges affiliated to PAH Solapur university) and one external examiner (faculty member of social work other than parent university). The panel of examiners selected for conducting viva voce examination should be approved by the University.

3. Assessment of Research Project:

Research Project carries 100 marks and shall assessed by the faculty guide for 50 marks andby panel of 2 examiners (one internal examiner & another external examiner) for 50 marks during the viva voce examination conducted at the end of third and fourth Semester.

XI. Standard of passing:

Each Course (Paper) & Field Work shall constitute separate heads of passing.

1. Each Course (Theory Paper) consist of 100 marks

For passing in each semester, the candidate must get 40% of total marks in each theory paper in the examination conducted by university (UA- University Assessment) i.e. 32 marks out of 80 marks and should obtain 40 % of total marks in the internal assessment (CA – College Assessment) i.e. 08 marks out of 20 marks. There is separate head of passing for university examination as well as internal assessment

2. Field Practicum (Field Work) consist of 150 marks

For passing in the Field Work Practice (100 marks) and Field Work Viva Voce (50 marks) in each semester, a candidate should obtain minimum 50% marks in each head i.e., minimum 50 marks in field work practice and 25 marks in field work viva voce separately.

3. Research Project

The research project consists of 100 marks out of which the Internal assessment of 50 marks atthe institute / department level and the viva voce examination of 50 marks conducted by university at the end of third and fourth semester. A minimum of 50% of the marks (i.e., 25 marks) shall be scored by the candidate in the internal assessment and University assessment separately.

4. Allowed To Keep Terms (ATKT) norms:

1. ATKT: Students who fail in any number of courses (papers) in the first semester but passed in field work of first semester will be allowed to keep terms in the second semester.

2. ATKT for the third semester: Students who fail in any number of courses (papers) in the first semester and second semester but passed in field work of both first & second semesters shall be granted ATKT for the third semester.

3. ATKT for the fourth semester**:** Students who fail in any number of courses (papers) in the third semester but passed in field work of first, second & third semesters will be allowed to keep terms in the fourth semester and may be granted ATKT, provided they have cleared all the papers of first and second semester.

5. Failure in Field Work:
1. A Student who has failed in Field Work Practice shall not be allowed to keep term. He or She shall be declared fail in the particular semester and can repeat the same processof field work practice and Field work viva voce in the next/subsequent semester.However, the chance is limited for only one attempt.
2. If the student has passed in field work practice but due to some unavoidable circumstances, he/ she was not able to attend the viva voce for that particular semester will be allowed in the next / subsequent semester but he or she has to appear for thefield work viva voce of last semester separately. However, the chance is limited for only one attempt.

6. Failure in the course (theory paper).
The candidates will be declared fail in the particular course (theory paper) if he or she fails to score 40 % of total marks in the internal assessment and he or she has to reappear for the same course in the next / subsequent semester for the theory examination conducted by the university as well as submit all the assignments and or presentations related to the respective course for internal assessment.

7. Revaluation: In any case, there is will be no revaluation or moderation of field work or research project or internal assessment (CA) marks at the university level

XII Change of Specialization:
The student may reappear at the M.S.W. examination with change of specialization provided that he/she has passed the M.S.W. examination with earlier specialization. In Such cases, the student has to appear for the specialization Courses (papers) along with, Field Work and Viva-voce. However, such students shall not get class and shall not be awarded with another degree but he/she will get a certificate mentioning the result. This opportunity (Change of group/specialization) will be given to the candidate up to only two years after his first degree of M.S.W.

XIII Award of degree
The degree of Master of Social Work shall not be conferred upon a candidate unless the candidate has passed in all the papers and in field work prescribed for the four semester examinations in accordance with the provision of present syllabus.

STRUCTURE OF M.S.W. PROGRAMME

Semester	Total no. of Course (Theory papers)	Research Project / Term Paper	Field Work (Practical)	Total
I	7	---	1	8
II	7	---	1	8
III	6	1	1	8
IV	6	1	1	8
	26	**02**	**04**	**32**

DISTRIBUTION OF MARKS AND CREDITS

Courses	Sem. I		Courses	Sem. II		Courses	Sem. III		Courses	Sem. IV		Total Marks	Total Credits
	Marks	Credits		Marks	Credits		Marks	Credits		Marks	Credits		
CC 1.1	100	4	CC 2.1	100	4	CC 3.1	100	4	CC 4.1	100	4	400	
CC 1.2.	100	4	CC 2. 2	100	4	CC 3.2	100	4	CC 4.2	100	4	400	
CC 1.3	100	4	CC 2.3	100	4	CC 3.3	100	4	CC 4.3	100	4	400	
CC 1.4	100	4	CC 2.4	100	4	CC 3.4 RP/ TP	100	4	CC 4.4 RP/ TP	100	4	400	136
CC 1.5 (FW 1.5)	**150**	**6**	CC 2.5 (FW 2.5)	**150**	**6**	CC 3.5 (FW 3.5)	**150**	**6**	CC 4.5 (FW 3.5)	**150**	**6**	600	
DSE 1.1	100	4	DSE 2.1	100	4	DSE (HRM 1 URCD 1 FCW 1 MPSW 1)	100	4	DSE (HRM 4 URCD 4 FCW 4 MPSW 4)	100	4	400	
DSE 1.2	100	4	DSE 2.2	100	4	DSE (HRM 2 URCD 2 FCW 2 MPSW 2)	100	4	DSE (HRM 5 URCD 5 FCW 5 MPSW 5)	100	4	400	
	----	----		----	----	DSE (HRM 3 URCD 3 FCW 3 MPSW 3)	100	4	DSE (HRM 6 URCD 6 FCW 6 MPSW 6)	100	4	200	
GE 1.1	100	4		100	4		----	----		---	-----	200	
Total	**850**	**34**		**850**	**34**		**850**	**34**		**850**	**34**	**3400**	

CC= Core Course = 88 CREDITS　　　**DSE= Discipline Specific Elective = 40 CREDITS**
GE = Generic Elective =8 CREDITS
FW = Field Work / Field Practicum　　**, RP = Research Project / TP = Term paper**

Master Social Work (MSW)

	MSW – I Sem – I				
Course Number	**Course Title**	**Credit**	**University Assessment**	**Internal Assessment**	**Marks**
	Core Course: All Core Courses are Compulsory				
CC 1.1	Introduction to Social Case work	4	80	20	100
CC 1.2	Introduction to Social Group Work	4	80	20	100
CC 1.3	Community Organization & Development Practices	4	80	20	100
CC 1.4	Introduction to Social Work Research	4	80	20	100
FW 1.5	Field Practicum (Field Work)	6	50	100	150
	Discipline Specific Elective: Opt 2 Courses from any one Group				
	Group I				
DSE 1.1	History and Concept of Social Work	4	80	20	100
DSE 1.2	Dynamics of Human Behaviour	4	80	20	100
	Group II				
DSE 1.3*	Economics of Environment (M. A. Economics – I Sem - I)	4	80	20	100
DSE 1.4*	Indian Economic Policy (M. A. Economics- I Sem - I)	4	80	20	100
	Generic Elective: Opt Any 1 course from General Elective				
GE 1.1	Understanding Society for Social Work	4	80	20	100
GE 1.2**	Psychology of learning and development (M. Ed. - I Sem – I)	4	80	20	100

	MSW – I Sem – II				
	Core Course: All Core Courses are compulsory				
CC 2.1	Theories & Skills in Social Case Work	4	80	20	100
CC 2.2	Social Group Work in specific settings	4	80	20	100
CC 2.3	Social Action and Advocacy	4	80	20	100
CC 2.4	Social Work Research and Statistical Applications	4	80	20	100
FW 2.5	Field Practicum (Field Work)	6	50	100	150
	Discipline Specific Elective: Opt 2 Courses from any one Group				
	Group I				
DSE 2.1	Ethics and Ideologies of Social Work	4	80	20	100
DSE 2.2	Theories of Human Development	4	80	20	100
	Group II				
DSE 2.3*	Economics of Environment (M. A. Economics – I Sem - I)	4	80	20	100
DSE 2.4*	Indian Economic Policy (M. A. Economics – I Sem - I)	4	80	20	100
	Generic Elective: Opt Any 1 course from Generic Elective				
GE 2.1	Indian Social Problems	4	80	20	100
GE 2.2**	Sociology of Education (M. Ed. – I Sem - I)	4	80	20	100

	MSW – II Sem – III				
Course Number	Course Title	Credit	University Assessment	Internal Assessment	Marks
Core Course: All Core Courses are compulsory					
CC 3.1	Administration of Human Service Organization	4	80	20	100
CC 3.2	Project Management & Skills in Communication	4	80	20	100
CC 3.3	Social Policy & Social Legislation – I	4	80	20	100
CC 3.4	Research Project – Synopsis/ Term Paper	4	50	50	100
CC 3.5	Field Work Practice	6	50	100	150
Discipline Specific Course: Opt 3 Courses from any one Specialization					
Group A – Human Resource Management (HRM)					
HRM 1	Human Resource Development & Social Work Industry I	4	80	20	100
HRM 2	Personnel Management & Industrial Relations I	4	80	20	100
HRM 3	Labour Welfare & Labour Laws I	4	80	20	100
Group B – Urban and Rural Community Development (URCD)					
URCD 1	Governance & Rural Community Development	4	80	20	100
URCD 2	Urban & Rural Community Development- I	4	80	20	100
URCD 3	Social Work & Ecology	4	80	20	100
Group D – Family and Child Welfare (FCW)					
FCW 1	Child Development	4	80	20	100
FCW 2	Family & Women Development	4	80	20	100
FCW 3	Social Work Intervention with Children, Youth & Elderly	4	80	20	100
Group E - Medical and Psychiatric Social Work (MPSW)					
MPSW 1	Medical Social Work	4	80	20	100
MPSW 2	Preventive & Social Medicine- I	4	80	20	100
MPSW 3	Psychiatry & Mental Health –I	4	80	20	100

	MSW – II Sem – IV				
Core Course: All Core Courses are compulsory					
CC 4.1	Social Welfare Administration	4	80	20	100
CC 4.2	Project Implementation and Communication Media	4	80	20	100
CC 4.3	Social Policy and Social Legislation-II	4	80	20	100
CC 4.4	Research Project - Report / Term paper	4	50	50	100
CC 4.5	Field Work Practice	6	50	100	150
Discipline Specific Course: Opt 3 Courses from any one Specialization					
Group A – Human Resource Management (HRM)					
HRM 4	Human Resource Development & Social Work Industry – II	4	80	20	100
HRM 5	Personnel Management & Industrial Relations – II	4	80	20	100
HRM 6	Labour Welfare &Labour Laws - II	4	80	20	100

Course Number	Course Title	Credit	University Assessment	Internal Assessment	Marks
Group B – Urban and Rural Community Development (URCD)					
URCD 4	Strategies and Trends in Rural Community Development	4	80	20	100
URCD 5	Urban & Rural Community Development- II	4	80	20	100
URCD 6	Disaster Management	4	80	20	100
Group D – Family and Child Welfare (FCW)					
FCW 4	Child Welfare Services	4	80	20	100
FCW 5	Family Issues & Social Work Intervention	4	80	20	100
FCW 6	Social Work Intervention with Women & Disabled	4	80	20	100
Group E - Medical and Psychiatric Social Work (MPSW)					
MPSW 4	Psychiatric Social Work	4	80	20	100
MPSW 5	Preventive & Social Medicine II	4	80	20	100
MPSW 6	Psychiatry & Mental Health II	4	80	20	100

Syllabus of Master of Social Work (M.S.W.)

MSW Part – I Semester-I
CC- CORE COURSE
CC- 1.1 Introduction to Social Case Work

Learning Objectives:

• To develop understanding the concept and context of social case work method.
• To make aware about the process of case work method in social work.
• To gain sound theoretical and skill background for social case work practice.
• To develop mode of conducting case study and case work.

Unit	Title	Content	Methodology
1	Introduction of Social Casework	➢ Historical development of casework ➢ Definitions and Concept ➢ Values & Ethics, Philosophy ➢ Goals and Principles ➢ Casework as a method of social work	Lecture/ assignment/ Presentation/ Discussion
2	Components of social case work Process	➢ Concept of social functioning ➢ Components of casework ➢ person, problem, place, process, relationship ➢ Process- Intake, Psycho-social study, diagnosis, interventions, termination, evaluation, follow-up. ➢ Barriers in social case work process	Lecture/ assignment/ Presentation/ Discussion

3	Tools, techniques &	➤ concept of tools in social case work ➤ Concept of techniques in social case work	Lecture/ assignment/

	skills in social casework	➢ Various tools & techniques in social casework-listening, observation, communication, etc. ➢ Definition of skill, various skills- exploring problems, resource mobilization, home visit, finding alternate solutions, referral, getting information.	Presentation/ Discussion
4	Interview & Recording	➢ Concept & Definitions of interview ➢ Interview as a process ➢ Interview as a technique- Exploration, ventilation, topical shift, logical, reasoning ➢ Concept, definition & importance of recording ➢ Types of recording- process, narrative, role, summary, abstract.	Lecture/ assignment/ Presentation/ Discussion
5	Settings of Social casework	➢ School ➢ Family ➢ Industry ➢ Mental health	Lecture/ assignment/ Presentation/ Discussion

References:

1. Compton, B.R. &Galaway, B., 1979. Social work processes, Illinois: The Dorsey Press
2. Cross, C.P. (Ed.),1974. Interviewing and communication in social work, London: Routledge and Kegan Paul
3. Garrett, A. 1942. Principles of social case recording, New York: Columbia University Press.
4. Glicken, M.D. 2004. Using the strengths perspective in social work practice, New York: Allyn and Bacon
5. Kadushin, A. 1972. Interviewing in social work, New York: Columbia University Press
6. Pearlman, Helen Harris, 1957.Social case work: A problem solving process, Chicago University of Chicago Press
7. Poorman Paul, 2003. Micro skills and theoretical foundations for professional helpers, New York: Allyn & Bacon
8. Robert W. & Robert H.1970. Theories of social case work, Chicago: University of Chicago Press
9. Richmond Mary1917.Social diagnosis, New York: Free Press
10. Salisbury Eric, 1970. Social diagnosis in case work, London: Routledge and Kegal Paul
11. Hollis, Florence, 1976. A psychological therapy, New York: Random House
12. Hamilton Garden,1951. Practice of social case work, New York : Columbia University Press
13. James A. Pippin, 1982.Develpoing Casework Skills, Sage Publications, London.
14. Brenda Dubois & Karla Miley, Social Work: An empowering Profession.
15. Bannerji, G.R,1967.Concept of Being in the Practice of Social Work, Indian
16. Journal of Social Work, Mumbai:Tata Institute of Social Sciences.
17. Bannerji, G.R,1971.Some Thoughts on Professional Self in Social Work, Indian
18. J. Clare Wilson and Martine Powell, 2001, Interviewing Children-Essential skills for counsellors, police ,lawyers and social workers,Allen & Unwin, Australia.

CC- CORE COURSE
CC- 1.2 Introduction to Social Group Work

Learning Objectives:

• To provide a knowledge base on the concept of Social group work

• To understand social group work practice relevant to Indian conditions;

• To provide insights into the various dimensions of group processes and group development;

Unit	Title	Content	Methodology
1	Introduction to Group Work	• Definition and characteristics of group work • Aim and Objectives of Social Group Work. • Influence of group on individuals and Society • Types of Social Group Work	Lectures
2	Basic Concepts of Group Work	• Ethics and value base of social group work • Principles of Social Group Work. • Group work as a method of social work Practice • Theories of Group formation	Lectures & discussion
3	Group Work Process	• Group Work Process or stages of working with group. • Communication and interactions in groups • Forms of interaction • Factors influencing interaction	Lectures & Assignment
4	Core Skills of Group Work	• Communication, Listening, • Analytical Thinking, • Evaluation skills • Recording	Lectures & Discussion
5	Techniques of Working with Groups and Group Dynamics.	• Name learning techniques, group activities, group discussion. • Social skills techniques, • Group Development, understanding of Group Dynamics. • Theories of Group Dynamics.	Lectures & Presentation

References:

Alissi A.S. 1980-	Perspectives on Social Group Work Practice: A book of Readings, New York : The free Press.
Balgopal P.R. and Vassil T.V. 1983	Groups in Social work : An Ecological Perspective, New York : Macmillan Publishing co. Inc.
Brandier S. and Roman C.P. 1999	Group work skills and strategies for Effective Interventions, New York : The Haworth Press.
Bandier S. and Roman C.P. 1991	Group work Skills and strategies for Elective Intervention, New York: The Haworth Press.

GaklandJ.a. (Ed). 1992	Group work Reaching Out People, Places and Power New York : The Haworth Press.
Garwin C. 1987	Contemporary Group work, New York : Prentice Hall Inc.
Remp C.G. 1970	Perspective on the Group Process, Boston : Houghton Hillion C.
Klein A.F. 1970	Social work Through Group Process : School of social welfare, Albany state University of New York.
Konopka G. 1963	Social Group work A Helping process Englewood Cliff NJ : Prentice Hall inc.
Kurland R and saimer R. 1998	Teaching a methods course in social work with group, Alexandria council on social work education.
Prof. P. D. Misra (2010)	Social Group Work : Theory & Practice
David Capuzzi, Douglas R. Gross (2010)	Introduction to Group Work,
Dr. R. K. Gupta (2014)	Social Group Work in India

CC- CORE COURSE
CC- 1.3 Community Organization & Development Practices

Learning Objectives:

- To Develop understanding regarding community organization as a method of social work
- To Understand the critical elements of development practice
- To Enhance the understanding of the roles of the agencies and community organizer
- To Enhance critical understanding of the models and strategies for community organization and development practices

Unit	Title	Content	Methodology
1	Introduction to Community	• Definition of community • meaning of community, sociological, cultural and social work perspective of community, geographical and functional community • Types of community, urban , rural, tribal community • Historical development of community work • Community mapping, social capital mapping , Understanding Community resilience	Lecture , Discussion, exercise, assignment
2	Community organization Method and Practice	• Definitions, meaning and concept of community organization as a social work method. • Process of community organization, Principles of community organization • Participatory Learning and Action (PLA): Principles,	Lecture , Discussion, exercise, assignment

		Methods, Tools and Importance
		• Roles of Community Organization Practitioner, Functions of community organizer, Importance of people participation
• Importance of local bodies in community organization	
3	Models and strategies of community organization	• Rothman's three Models of community organization, social change model, social planning model and social action model
• Strategies: Public interest litigation, Mass Mobilization, Dealing with Authorities. Public, relations, Planning Monitoring and Evaluation
• Strength based community development
• Contemporary Models and Case-studies of Community Organizations
• (Ralegan Siddhi, Hevare Bazar and MendaLekha)	Lecture , Discussion
4	Community Organization as a Para Political Process	• Concept of power, sources of power, Understanding community power structure
• Powerlessness and empowerment, barriers in process of community empowerment, Cycle of empowerment, Challenges in participation.
• strategies for capacity building of the marginalized groups, committee formations, leadership and cadre building and networking
• Different systems of the community	Lecture , Discussion
5	Community Development practices	• Community development, definition, concept, meaning
• Community development approaches neighborhood development approach, system change approach, structural change approach
• Current community development programs, Community work
• Sustainable development goals
• Brundtland Commission on development	Lecture , Discussion

References:

1. Brager, G. and specht, H 1969 Community Organization, New work, London Oxford University Press
2. Danyal R 1960 Community Development Programme in India, Allahabad Kitab Mahal Publishers
3. Gandhi M.K. 1958 Sarvodaya (the welfare of all), Ahmedabad :Navajivan Publishing House.
4. Gangrade K.D. 1971Community Organization in India, Bombay : Popular Prakashan.
5. McMiller, W, 1945Community Organization for social welfare, Chicago University of Chicago Press
6. Murphy, C.G. 1954 Community Organization Practice, Beston : Houghton Mitin co
7. Ross Murray G.1955Community Organization - Theory Principles and Practice New York Haper and Row

8. Siddiqi H. Y. 1997Working with communities an introduction to community work, New Delhi Hitra Publications
9. Sussman M.B. 1959Community Structure and Analysis New York Thomas Y. Crowell co.
10. Weil M (Ed.) 1996Community Practice Conceptual Modesl, New York. The Haworth Press Inc.

CC- CORE COURSE
CC- 1.4 Introduction to Social Work Research

Learning Objectives:

- To enhance the understanding about the scientific approach to human inquiry
- To gain insight about social work research in addressing problems in the field of professional practice
- To develop competence in conceptualizing, designing and using research techniques.
- To understand the nature, scope and significance of research in social work practice.

Unit	Title	Content	Methodology
1.	Fundamentals of Scientific Method & Social Work Research	• Meaning of Scientific Research & Scientific Method • Social Research- Meaning • Social Work Research- Meaning, Definition & Purposes • Scope and Importance of research in social work	Lecture& discussions
2.	Approaches in Social Work Research & Levels of Measurements	• Approaches in Social work research Qualitative & Quantitative • Basic assumptions in Social Work research • Variables and Types of Variables-Discrete, Continuous, Independent, Dependent • Levels of Measurement : Nominal, Ordinal, Interval, Ratio	Illustrative Lectures, Interactive session
3.	Steps in Social Work Research	• Problem Formulation • Review of Literature • Research Methodology • Objectives, Operational Definition • Hypothesis formulation, Types of hypotheses & Testing of hypothesis • Sources of data: Primary and Secondary • Methods of data collection: Interview, Observatio Focus Group Discussion, Panel Method, • Tools of data collection: Observation schedule, Interview schedule, Rating Scales, Questionnaire & Online method • Techniques of data collection- Simulation • Observation- Participatory, Non-	Workshop, Lecture and discussion Tutorials

| | | Participatory | |
| | | • Interview-Personal, Telephonic, Internet aided | |

4.	Research Design & Sampling	• Research Design- Meaning, • Types of Research Design- Exploratory, Descriptive, Explainatory, Historical, Experimental, Intervention, Evaluatory, Action & Participatory • Universe & Sampling: Rationale • Types of Sampling – Probability & Non-Probability	Lectures with AV aids, Classroom exercise
5.	Qualitative Research in Social Work	• **Qualitative Research- Concept & Steps** • **Case study Method- Concept, Definition, Characteristics, Types & Steps** • **Research Strategies in Case Study and Advantages o Case Study** **- Characteristics of Case Study Researcher**	Lectures, Seminar

References:

Ahuja, Ram.2001	Research Methods, Jaipur : Rawat Publication
Denzin, Norman, K. & Lincoln, Y.S. (Eds.) 2000	Handbook of Qualitative research (IInd eds.) New Delhi : Sage Publication.
May Tim 1997	Social research : Issues, Methods & Process, Buckingham Open University Press.
Marashall, Gatherine and Rosaman, G.B. 1999	Designing Qualitative research, IIIrdEdn. New Delhi Sage Publications.
Dr. D. K.Lal Das 2005	Designs of Social Research, Jaipur: Rawat Publications
Mukherji, Partha N. (eds) 2000	Methodology in Social Research : Dilemma and perspective, New Delhi Saga Publications.
Padgett, Deborah, K. 1988	Qualitative Methods in Social work Research, new Delhi Saga Publications.
Ramchandran, P. 1990	Issues in Social work research in India, Bombay : Institute for community Organization Research.
Rubin A and Babbre K. 1993	Research methods for social work, California Brooks Cole Publishing co.
K. Singh 1994	Techniques & Methods of Social Survey Research & Statistics, Lucknow: Prakashan Kendra
Shah. F.V. 1977	Reporting research, Ahmedabad : Rachna Prakashan
Silverman, David (Eds.) 1997	Qualitative Research, new Delhi : Sage Publication.
Yin. Robert, K. 1994	Case study research: Design and methods, New Delhi : Sage Publications.
Thakur Devendra 2009	Research Methodology in Social Sciences, New Delhi : Deep & Deep Publications
Jain Gopal Lal 2003	Research Methodology, Jaipur: Mangaldeep Publications

Bhandarkar P.L. Wilkinson 2004	Methodology & Techniques of Social Reseach , Mumbai : Himalaya Publication House
Laldas, D. K.2000	Practice of Social Research, Jaipur: Rawat Publication
Kothari C. R. 2005	Research Methodology, Bangalore: New Age India Ltd Publisher
Palekar S. A. 2007	Research Methods in Social Work, Agra: Current Publications
Alston Margaret & Bowles W. 2003	Research for Social Workers, Jaipur: Rawat Publications

Discipline Specific Elective: Opt 2 Courses from any one Group
Group I
DSE 1.1 History and Concepts of Social Work

Learning Objectives:
- To understand the fundamentals concepts of social work.
- To know the historical context of emergence of social work
- To imbibe values required for the social work practice.
- To gain knowledge of fields of social work practice.

Unit	Title	Content	Methodology
1	Concepts related to Social Work	- Social work meaning & definitions - Scope of social work & Objectives of social work - Functions of social work - Principles of social work - Methods of social work	Lecture/Discussion Assignment/ Presentation
2	History of Social Work Education	- Organized and scientific charity - Beginning of social work education in abroad - Beginning of Social work in India - Objectives of social work education	Lecture/Discussion Assignment/ Presentation
3	Concepts related to social work	- Social service - Social welfare - Social reform & Social Policy - Social security - Social change & Social Development	Lecture/Discussion Assignment/ Presentation
4	Social Work as a Profession	- Professional attributes & various Associations - Professional relationship - Values and social work - Roles of social worker - Levels of social work practice	Lecture/Discussion Assignment/ Presentation
5	Fields of	Medical and Psychiatric Social Work.	Lecture/Discussion

	Social Work practice	• Human Resources Development and Management. • Correctional Social Work. • Family and Child Welfare - Social Work with Marginalized and Vulnerable sections, Geriatric Social Work. • Urban, Rural and Tribal Community Development.	Assignment/ Presentation

References:

1. Banks, S. 1995. Ethics and Values in Social Work: Practical Social Work Series.London: Macmillan Press. Ltd.
2. Brandon, D. 1976. Zen in the Art of Helping. London: Rutledge and Kegan Paul.
3. Congress, E.P. 1998. Social Work Values and Ethics. Chicago: Nelson-Hall Publishers.
4. Desai, M. 2000. Curriculum Development in History of Ideologies for Social Change and Social Work. Mumbai: Social Education and Practice Cell.
5. Kothari, S. and H. Sethi. 1991. Rethinking Human Rights. New Delhi: Lokayan.
6. Pereira, W. 1997. Inhuman Rights: The Western System and Global Human Rights Abuse. Mapusa. Goa: The Other India Press
7. Reamer, F.G. 1995. Social Work Values and Ethics. New York: Columbia University Press
8. Borgatta, E.F. 1992. Encyclopaedia of Sociology. New York: Macmillan.
9. Banerjee, G.R. Papers on Social Work on Indian Perspective. Bombay: Tata Institute of Social Sciences.
10. Banka, J.A., The Society of Social Movement.
11. Boehm. W., Objectives of Curriculum on Social Work on Education.
12. Das Gupta (ed.), Towards Philosophy of Social Work.
13. Friedlander, W.A., Introduction to Social Work.
14. Friedlander, W.A., Social Work, Concepts & Methods.
15. Gokhale, S.D. (ed.), Social Welfare, Legend & Legacy.
16. Gore, M.S. (ed.), Encyclopaedia of Social Work in India. WIS. I & II.
17. Gore, M.S., Social Work & Social Work Education.
18. M.S.A. Rao (ed.), Social Movement in India

Group I

DSE 1.2 Dynamics of Human Behaviour

Learning Objectives:
• To understand basic concepts of human behavior.
• To understand life span approach of development.
• To comprehend the different psycho-social processes influencing human behavior.
• To have holistic perspective on human development.

Unit	Title	Content	Methodology
1	Understanding human growth	• Concepts, principles of growth and development • Inception process	Lecture/ assignment/

	and development	• Principles of parenting • Heredity and environment • **Early deprivations and its impact on development**	Presentation/ Discussion
2	Life span approach	• Life Span Approach- Meaning • Indian Ashram's system of lifespan • Characteristics of Infancy, babyhood, childhood, adolescence, puberty, adulthood, old age • **Problems and adjustments patterns in Lifespan**	Lecture/ assignment/ Presentation/ Discussion /
3	Understanding human behavior	• Concept and understanding of human behavior • Methods of studying human behavior • **Interconnection between body and environment** • Adjustment and maladjustment –its causes and remedies.	Lecture/ assignment/ Presentation/ Discussion
4	Psychological and social processes	• Concept of psychological and social processes • Perception, Emotion, Attitude, motivation, learning, stress-frustration and conflict, defense mechanisms, • Public opinion, propaganda • Prejudices and stereotypes	Lecture/ assignment/ Presentation/ Discussion
5	Multidisciplinary Perspectives on development	• Economic perspective • Political perspective • Feminist perspective • Human rights perspective • **Internationalism**	Lecture/ assignment/ Presentation/ Discussion

References :

Shaizad Suhail, Ashwinee Bapat (1999)	Developmental Psychology, Himalaya Publication House, New Delhi.
Elizabeth B. Hurlock (1994)	Developmental Psychology – A Life-Span Approach, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
Sharma R.N. (1993)	Essentials of Social Psychology, Surjeet Publications, New Delhi.
Basantani K. T. (1986)	Fundamentals of Psychology, Sheth Publishers, Bombay.
Morgan C.T et al. (1993)	Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
Vatsayan K. (1975)	Experimental Psychology, Ramnath Publishers –Meerut
Sharma J.D. (1992)	Social Psychology, Educational Publishers, Agra.
Leena Dominelli (2002)	Feminist Social Work Theory and Practice, Palgrave, NY.
John. T. Pardeck (1988)	An Ecological Approach for Social Work Practice, *The Journal of Sociology & Social Welfare*, Vol. 15(2) pp-133-142.
Diana Guthrie and Stephen P. Amos (2000)	Positive Parenting Handbook, KU School of Medicine, Wichita.

Discipline Specific Elective :Opt 2 Courses from any one Group

Group II
DSE 1.3 Economics of Environment

Learning Objectives:

- To know the various issues of environmental economics and the increasing demand for the environmental resources
- To learn the types of pollutions that have created the problems to the human beings as well as the biosphere.
- To highlights the causes of pollution and its economic impacts
- To understand the role of government, NGOs, in environment protection.

Unit	Title	Content	Methodology
1	Definitions and Scope of Economics of Environment	- Definition & Scope of Environment Economics - Significance of Environment Economics - Economic Development & Environmental Problems - Sustainable Development	Lecture/ assignment/ Presentation/ Discussion
2	Environment Concepts	- Eco System - Bio-diversity - Environmental Conservation - Eco-friendly Development	Lecture/ assignment/ Presentation/ Discussion
3	Role of Different Sectors in Environment Protection	- Role of People in Environmental Protection - Role of Government in Environmental Protection - Role of NGO's in Environmental Protection - Role of Environmental Movements in Environmental Protection	Lecture/ assignment/ Presentation/ Discussion
4	Methods of Valuing Environment	- Cost-Benefit Analysis - Social Costs & Social Benefits - Environmental Audit - Environmental Impact Assessment	Lecture/ assignment/ Presentation/ Discussion

References:

1. Ali S.A. (1979), Resources for Future Economic Growth, Vikas Publishing House, New Delhi.
2. Baumal W.J. & W.E. (1997), The Theory of Environmental Policy, Prentice Hall, Englewood Cliffs.
3. Bharatdwaj R. (1983), Managing Limits to Growth, Asian & Pacific Development Centre, Kula Lampur.
4. Charles Peerign (1987), Economy & Environment Cambridge University Press, New York.
5. Dorman R & N. Dorfman (Eds.) (1977), Economics of the Environment, W.W. Norton, New York.

6. Anil Markaudy Patrice Harou, & L.G. Bellu EE UK (2002), Environmental Economics for Sustainable Growth
7. Hanley, Shogren& White Macmillan (1997), Environmental Economics in Theory & Practice:
8. Garge M.R. (Ed.) (1996), Environmental Pollution & Protection, Dep& Deep Publication, New Delhi.
9. Nick Hanle,Jason F S. Hegren and Ben white (2004) Introduction to Environmental Economics, Oxford University press
10. Karpagam M. (1993), Environment Economics Sterling Publishers, New Delhi.
11. Koli P.A. (2005) Economic Development & Environment issues, Serials Publication,   New Delhi.
12. Lodha S.L. (Ed.) (1991), Economics of Environment, RBSA Publishers, Jaipur.
13. Rajlakshmi N. &Dhulasi B. (1994), Environomics, Allied Publishers Ltd., New Delhi.
14. Mehta C.S. (1994), Environment & Law RBSA Publishers, New Delhi.
15. Nijkamp P. (Ed.) (1976), Environmental Economics, Vol. I& II, MartinusNijhofi, Leiden.
16. Rathore M.S. (Ed.) (1996), Environment & Development, Rawat Publications, Jaipur

Group II

DSE 1.4 Indian Economic Policy

Learning Objectives:

- To sharpen the analytical skill of the student regarding economic policy
- To highlight an integrated approach to the functioning aspects of the Indian economy
- To comprehend the ramifications the underline most of the observed phenomena in the Indian economic setup. The emphasis of the paper is on overall
- To understand the social, political and economic environment influencing policy decisions

Unit	Title	Content	Methodology
1	Economic Development and its Determinants	• Approaches to Economic Development and its Measurement, Indicators of Development, Role of State in Economic Development • Sustainable Development • Human Development Index (HDI) • Gender Development Indices	Lecture/ assignment/ Presentation/ Discussion
2	Planning in India	• Objectives and Strategy of Planning • Failures and Achievements of Plans • NITI Aayog- Organization and Functions • A Critical Evaluation of NITI Aayog	Lecture/ assignment/ Presentation/ Discussion
3	Demographic Features, Poverty and Inequality	• Broad Demographic Features of India • Demographic Trends in India • Rural Urban Migration, Urbanization and Civic Amenities	Lecture/ assignment/ Presentation/ Discussion

4	Resource Base Infrastructure	• Energy Resource- Present Position • Social Infrastructure Education and Health • Environment Conservation • Regional Imbalance	Lecture/ assignment/ Presentation/ Discussion
		• Poverty and Inequality- Causes and Measures	

References:

1. Ahluwalia I.J and Little (Eds) (1991) India's Economic Reforms and Development , Oxford University Press , New Delhi.
2. Bardhan P.K (1999) The Political Economy of Development in India , Oxford University Press, New Delhi.
3. Dantwala M.L (1996), Dilemmas of Growth: The Indian Experience, Sage Publication , New Delhi.
4. Byres T.J (1998) The Indian Economy : Major Debates since Independence, Oxford University Press, New Delhi.
5. Chakravarty (1987), Development Planning – The Indian Experience, Oxford University Press, New Delhi.
6. Kabra K.N (1997) Development Planning in India, Sage Publication, New Delhi.
7. Brahmananda P.R and V.R Panchmukhi (1987), The Development Process of the Indian Economy, Himalaya Publishing House, Mumbai.
8. Dandekar V.M (1996) The Indian Economy 1947-1992, Vol.II, Sage Publications New Dehli.
9. Hanumanthrao C.H and H. Linnemann (1996), Economic Reforms and Poverty Alleviation in India, Sage Publications, New Delhi.
10. Subramaniam S. (1997) Measurement of Inequality and Poverty, Oxford University Press, New Delhi.
11. Frederick H. and A.M. Charles (1970), Education, Manpower and Economic Growth, New Delhi.
12. Appu P.S (1996), Land Reforms in India, Vikas , New Delhi.
13. Joshi P.C. (1975), Land Reforms in India, Allied Publisher Pvt., Ltd., New Delhi.
14. Ahluwalia I.J.(1985), Industrial Growth of India, Oxford University Press, New Delhi.
15. Datta B.(1978), Economics of Industrialization, The Bookland, Culcutta.
16. Bhargava P.K. (1991), India's Fiscal crisis, Ashish Publishing House, New Delhi.
17. Gupta S.P.(1998), Post Reform India: Emerging Trends, Allied Publisher, New Delhi.
18. Chelliah, Raja J. and Sudarshan (1999), Income, Poverty and Beyond: Human Development in India, Social Science Press, New Delhi.

Generic Elective: Opt Any 1 course from General Elective

GE 1.1 Understanding Society for Social Work

Learning Objectives:
- To understand the conceptual framework of Indian society.
- To gain the role clarity of social institutions and its importance.
- To critically analyze the challenges to state and society.
- To learn the importance of social work for doing social work intervention.

Unit	Title	Content	Methodology
1	Sociology as a Science of Society	• Basic concepts of – Society, Social Institutions, Social System, Social Structure, Social Stratification, Social Control, Sociology as a science of society • Society: - Characteristics and Types. • Group: Meaning, Types and Characteristics. • Communities: Meaning, Features and Characteristics.	Lecture / Presentation/ Discussion
2	Indian Society and Diversity	• Meaning and concept of Culture, Customs, Values and Norms. • Diversity Meaning, Nature and Types. • The Unity in diversity. • Individual and Social Identities.	Lecture / Presentation/ Discussion
3	Social Institutions and its Functioning	• Meaning, Concept and Definition of social institution. • Social Institutions: • Marriage- its form and critical aspects. • Family – its types, Characteristics and functions, changing nature of family • Education – types and functions.	Lecture / Presentation/ Discussion
4	Indian Society and Women's Organization	• Meaning, definition of Womens organisation • Characteristics of women's organization. • Types of Women organizations. • Problems faced by women's organization.	Lecture / Presentation/ Discussion
5	Social Structure and Social Change	• Meaning and definition. • Social Structure & Changes in – Occupation, Caste and Class Structure in Society. • Social work intervention and social change • Law as an instrument of social change.	Lecture / Presentation/ Discussion

References:

Author	Book and Publication
Ram Ahuja, 1999	Indian Society and Social Institutions, Rawat publication, Jaipur.
Misra M.K.,2009	Indian Social Problems, Mark publication, Jaipur.
Dr. Vatsyayan	Social problems and welfare, Forward publication, Bombay, 1987.
Madan G.R.	Indian Social problems, Allied publication, Bombay.
Gangarde K.D.	Social legislation in India, Vol. I & II.
K. Singh	Indian Society and Social Institutions, Prakash Kendra, Lucknow-7.
Day, P.R. 1987	Sociology in social work practice, London, Macmillan Education
MacIver & Page, 1985	Society – An introductory analysis, Chennai: Macmillan

	India Ltd.
Brian J. Haraud	Sociology and social work prospective and problems, Pergamon, Press Oxford: New York.
Srinivas, M.N., 1966	Social change in Modern India, Mumbai: Allied Publishers
Theodore Caplow, 1997	The sociology of social work, Central Book Depot, Allahabad

GE 1.2 Psychology of Learning and Development

Learning Objectives:
- To analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- To visualize multiple dimensions and stages of learner's development and their implications on learning
- To learn the factors affecting learner's environment and assessment
- To conceptualize the needs of the learners and the process of learning

Unit	Title	Content	Methodology
1	Framework for How Children Learn	• Various modes of knowledge transmission - What should be taught and how the knowledge should be organized? (Knowledge centeredness). • Who learns and how? (Learner- centeredness). • What kind of classroom, school and community environment enhances learning? (Environment centeredness). • What kind of evidence for learning the teachers, parents and policy makers can use to decide whether effective learning is really occurring? (Assessment centeredness)	Lecture/ assignment/ Presentation/ Discussion
2	Understanding the Learners and their Development	• Holistic approach in treatment of learner's development and learning. • How socio-cultural and economic contexts cause differences in learner, differential-learning needs. • Problems of the adolescents and self-identity: educational support required for adolescents development. • Language development-language before and into the school, acquision of more than one language, home language vs. school • Language, strategies supporting student's speaking, listening reading and writing development critical analysis of the views of Piaget, Vygotsky. • Influences of culture on learners development.	Lecture/ assignment/ Presentation/ Discussion

		• Positive Psychology: concept, Educational Importance	
3	Understanding the Process of Learning	• Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, problem solving. • Learning as construction of knowledge; learning as cognitive and socio-culturally meditative process: critical appraisal of views of Piaget, Bruner and Vygotsky with reference to multiple school contexts of India. • Learning beyond cognition: learning approaches focusing on the whole person and the lifelong perspectives- personal and social learning moral and cultural development of learners. • Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analyzing, contextualsation, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion. • Use of local knowledge and children's out of the school experience in learning. • Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner). • Adequate room for voicing child's thoughts, curiosity and questions in learning of different subject areas. • Multiple ways of organizing learning in different subject areas - individualized, self-learning, group learning/ cooperative learning, learning through electronic media. • Activities for developing critical perspectives on socio-cultural realities.	Lecture/ assignment/ Presentation/ Discussion
4	Learning Environment and Assessment	• The physical environment • The instructional time • Diversity in learning contexts – oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer • Space for the parents and the community: identification of barriers, strategies for strengthens partnership between school and parents and community. • Diversity in learning paths and learning styles. • Content based testing to problem solving, logical thinking, critical thinking etc teacher observation and their reflective discussion in a group; Library study and project work.	Lecture/ assignment/ Presentation/ Discussion

References :

1. Bruner, J.S. (1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
2. Bruner, R.F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin.
3. Dandapani, S. (2001) Advanced educational psychology, (2nd edition), New Delhi, Anmol publications pvt Ltd. Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
4. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
5. NCERT (2005) National curriculum framework, New Delhi.
6. Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
7. Vygostsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.
8. Ambron, S.R (1981) Child development, Holt, Rincehart and Winston, New York
9. Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.
10. Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
11. Barry and Johnson (1964) Classroom Group Behaviour, New York: Macmillan.
12. Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
13. Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
14. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
15. Grammage, P. (1990) Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
16. Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
17. Newell, A. & Simon, H.A. (1972). Human problem solving. Englewood Cliffs, NJ: Prentice Hall.
18. Segal, J.W. Chipman, S.F., & Glaser, R. (1985). Thinking and learning skills: Relating Instruction to Basic Research. (Vol. I). Hillsdale, NJ: Erlbaum.
19. Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
20. Lieber, C.M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.
21. Pintrich, P.R.; and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merill

MSW Part – I Semester-II

CC- CORE COURSE
CC- 2.1 Theories and Skills in Social Case Work

Learning Objectives:

- To develop sound theoretical & skills background for case work practice.
- To make aware about the process and process of counselling.

- To improve the understanding of the concept of crisis and social work response.
- To improve the knowledge of relationship in problem solving profession.

Unit	Title	Content	Methodology
1	Theoretical application in social case work	• Psycho-analysis • Client-centered • Behavioral modification • Psycho-social	Lecture/ assignment/ Presentation/ Discussion
2	Client worker relationship	• Concept, definition • Importance of client worker relationship • Characteristics of relationship- • Purpose, expectations, empathy, • Genuineness, acceptance, authority	Lecture/ assignment/ Presentation/ Discussion
3	Counselling in casework	• Definitions & goals • Principles • Component • Process of counselling • Setting of counseling- School, Family, Health, Disaster	Lecture/ assignment/ Presentation/ Discussion
4	Crisis Intervention	• Concept, definition & importance • Types of crisis • Stages of crisis • Interventions in crisis • First Psychological aid	Lecture/ assignment/ Presentation/ Discussion
5	Professional qualities of social case worker	• Self in social work • Qualities of social worker • Roles of social worker-enabler, • Facilitator, guide, resource mobilizer, mediator	Lecture/ assignment/ Presentation/ Discussion

References:

1. Hollis, Florence, 1976. A psychological therapy, New York: Random House
2. Hamilton Garden,1951. Practice of social case work, New York : Columbia University Press
3. James A. Pippin, 1982.Develpoing Casework Skills, Sage Publications, London.
4. Brenda Dubois & Karla Miley, Social Work: An empowering Profession.
5. Bannerji, G.R,1967.Concept of Being in the Practice of Social Work, Indian
6. Journal of Social Work, Mumbai:Tata Institute of Social Sciences.
7. Bannerji, G.R,1971.Some Thoughts on Professional Self in Social Work, Indian
8. J. Clare Wilson and Martine Powell, 2001, Interviewing Children-Essential skills for counsellors, police ,lawyers and social workers,Allen & Unwin, Australia.
9. Compton, B.R. &Galaway, B., 1979. Social work processes, Illinois: The Dorsey Press
10. Cross, C.P. (Ed.),1974. Interviewing and communication in social work, London: Routledge and Kegan Paul
11. Garrett, A. 1942. Principles of social case recording, New York: Columbia University Press.
12. Glicken, M.D. 2004. Using the strengths perspective in social work practice, New York: Allyn and Bacon
13. Kadushin, A. 1972. Interviewing in social work, New York: Columbia University Press

14. Pearlman, Helen Harris, 1957.Social case work: A problem solving process, Chicago University of Chicago Press
15. Poorman Paul, 2003. Micro skills and theoretical foundations for professional helpers, New York: Allyn & Bacon
16. Robert W. & Robert H.1970. Theories of social case work, Chicago: University of Chicago Press
17. Richmond Mary1917.Social diagnosis, New York: Free Press
18. Salisbury Eric, 1970. Social diagnosis in case work, London: Routledge and Kegal Paul

CC- 2.2 Social Group Work in Specific Settings

Learning Objectives:

• To develop values appropriate to working with groups;

• To develop skills and competence for applying group work method

• To gain the knowledge of the scope of this method in various settings where the method could be used.

Unit	Title	Content	Methodology
1	Theoretical Base of Group Work	• Theories of working with groups- Field theory, Learning Theory, Social Exchange Theory and System Theory • Models in group work- Social Goals Model, • Remedial Model and Reciprocal Model • Kurt lewins model, fisher's model, Team Model • Problems solving, Model, Task centred Model & Social Skills Model.	Lectures
2	Program Planning in Group Work	• The nature and purpose of program in social group work • Role of agency in programming • Understanding interests and needs as a basis for program • Programming and planning with large groups, Sample program • Criteria for effective programming.	Lectures & discussion
3	Elements of Effective leaderships	• Concept of leader and leadership in group work • Authority, power and control; leader selection, Co-leadership, Types of leadership • Skills of the group leader • Difference between power and authority • Use of self-disclosure	Lectures & Assignment
4	Self-Help Groups	• Concept of self-help groups • Scope of self-help groups • Formation of self help groups. • Impact of SHG on women • Role of professional and peer leader in self-	Lectures & Discussion

5.	Group Work Setting	• Importance of Group work Settings, • Group work in Institutional Settings, • Group work in Rehabilitation Settings • Behavioural Problems of the Alcoholics & Drugs users • Group work settings with Children & Youth, Women & Aged	Lectures & Presentation

References :

Middleman , R. R. 1968	The Non – Verbal method in working with groups.
Nerthen, H. 1969	Social work with groups, New York : Columbia University Press.
Peopeel, C. P. and Rothmars B.	Social work with groups, New York: The Haworth Press
SundelM, Glasser P., Sarri, R viler, R. 1985	Indvidual change through small groups, New York : The free press.
Balgopal, P. R. et al : 1986	Self Help Groups and Professional Helpers, Small Group Behaviour, Vol – 172
Brown Allen, 1986	Group work, Gower Alderslot, USA
Davies, B.	Use of Group in Social Work Practice, Routledge and Kegan Paul, London.
P. D. Misra and bina Misra.	Social Group Work: Theory and Practice. New Royal Book Co. Lucknow – 2008.
Dr. Banmala Golpelwar.	Social Group Work: Indian institute of youth Welfare, Nagpur. 2007
Charles D. Garvin, Lorraine M. Gutierrez, Maeda J. Galinsky	Social Work with groups, Rawat publication 2007, Jaipur.
Ronald W. toseland, Robert E. Rivas.	An Introduction to Group Work practice.
Fatout, M F. 1972	Models for Change in Social Group Work, Aldine de Gruyter, New York.
Prof. P. D. Misra (2010)	Social Group Work : Theory & Practice

CC- 2.3 Social Action and Advocacy

Learning Objectives:

• To develop understanding regarding social action as a method of social work

• To understand the critical elements of Advocacy

• To enhance the understanding of the roles of the agencies and social activist

• To enhance critical understanding of the models and strategies for social action and advocacy

Unit	Title	Content	Methodology
1	Introduction to Social Action	• Definitions, meaning, concept of social action • Assumptions of social action • Scope and goals of social action • Elements of social action • History of social action in India, Chipko, Apiko, Salt Satyagragh, Civil disobedience movement	Lecture , Discussion
2	Social Action as method of Social Work	• Social Action process • Principles of social action (Britto) • Forms of social action • Methods of social action	Lecture , Discussion
3	Social Action Perspectives and strategies	• Perspectives of Gandhian, • Perspectives of Phule, Ambedkar • Citizen's Rights perspectives • Perspectives at International level (Paolo Freire & Saul Alinsky)	Lecture , Discussion
4	Advocacy and advocacy strategies	• definition of advocacy, meaning, concept • forms of advocacy • media advocacy, goals of working with media • public opinion building in advocacy • definition of lobbing, direct lobbing, campaigning	Lecture , Discussion
5	Social Audit	• Definition of social audit, Principles of social audit, types of audits • Working of social audit, designing social audit • Social audit tool kit (six key steps for social audit) • **Sustainable development and Environmental audit** • **Differences between environmental and Social Audits**	Lecture , Discussion, assignment

References:

1. Moorthy, M.V., 1951Social action
2. Siddiqi, H.Y., 1985, Social work and social action
3. Gandhi M.K. 1958, Sarvodaya (the welfare of all), Ahmedabad : Navajivan PublishingHouse.
4. Danyal R 1960, Community Development Programme in India, Allahabad Kitab
5. Mahal Publishers. Center for good governance
6. Center for good governance, Social Audit Tool Kit (https://cgg.gov.in/core/uploads/2017/07/Social-Audit-Toolkit-Final.pdf)
7. Gregory Sholette.2018Art as Social Action: An Introduction to the Principles and Practices of Teaching Social Practice Art
8. Zaltman G. and Duncan R. 1977, Strategies for Planed Change, New York Association Press.

CC- 2.4 Social Work Research and Statistical Applications

Learning Objectives:
- To acquire the skills for data analyses and graphical preservation
- To promote an understanding of statistics and learn skills to use statistical applications in social work research.
- To conceptualize and formulate a research project.
- To develop an ability to make use of library and documentation in research work

Unit	Title	Content	Methodology
1.	Data Processing	• Data Editing • Coding & coding Key, Master Chart • Meaning and objectives of Classification, types of classification • Frequency distribution • Tabulation- Parts of table , Types of tables -Univariate, Bivariate & Multivariate	Lecture& discussions
2.	Data Analysis	• Data Interpretation • Types of Analysis-Qualitative &Quantitative • Content analysis, analysis of time series cluster analysis • Graphical & Tabular presentations of the data - Bar, Pie diagram, Histogram, Line graph	Illustrative Lectures, Interactive session
3.	Statistics & SPSS	• Statistics: Definition& Functions • Role & Importance of statistics in social work research • Orientation to SPSS & Excel Package • Functions of SPSS	Lectures, Seminar Tutorials
4.	Applications of Statistics in Research	• Percentage ,Ratio, Proportion • Measures of Central Tendency -Mean Median & Mode Coefficient of variation • Dispersion -Standard Deviation • Chi Square, Correlation, t test, Anova	Workshop, Lecture and discussion
5.	Report writing & Formulating Synopsis	• Essentials of Report Writing Contents of Research Report - Preliminary pages - Chapterization - Appendices • Ethical Consideration in Research • Precaution for writing research reports • Steps in Formulating Synopsis	Lectures with AV aids, Classroom exercise

References :

Blalock H.M. 1972	Social Statistics, New York McGraw Hill.
Denzin, Norman, K. & Lincoln, Y.S. (Eds.) 2000	Handbook of Qualitative research (IInd eds.) New Delhi : Sage Publication.
Foster J.J. 1998	Data Analysis Using SPSS for windows : A beginner's Guide, New Delhi : Sage Publications.
Jettenes J. and Diamons I. 2000	Beginning Statistics : An Introduction for Social Scientists, new delhi : Sage Publications.
May Tim 1997	Social research : Issues, Methods & Process, Buckingham Open University Press.
Marashall, Gatherine and Rosaman, G.B. 1999	Designing Qualitative research, IIIrdEdn. New Delhi Sage Publications.
Dr. D. K.Lal Das 2005	Designs of Social Research, Jaipur: Rawat Publications
Mukherji, Partha N. (eds) 2000	Methodology in Social Research : Dilemma and perspective, New Delhi Saga Publications.
Padgett, Deborah, K. 1988	Qualitative Methods in Social work Research, new Delhi Saga Publications.
Ramchandran, P. 1990	Issues in Social work research in India, Bombay : Institute for community Organization Research.
Rubin A and Babbre K. 1993	Research methods for social work, California Brooks Cole Publishing co.
K. Singh 1994	Techniques & Methods of Social Survey Research & Statistics, Lucknow: Prakashan Kendra
Shah. F.V. 1977	Reporting research, Ahmedabad : Rachna Prakashan
Silverman, David (Eds.) 1997	Qualitative Research, new Delhi : Sage Publication.
Yin. Robert, K. 1994	Case study research: Design and methods, New Delhi : Sage Publications.
Thakur Devendra 2009	Research Methodology in Social Sciences, New Delhi : Deep & Deep Publications
Jain Gopal Lal 2003	Research Methodology, Jaipur: Mangaldeep Publications
Bhandarkar P.L. Wilkinson 2004	Methodology & Techniques of Social Reseach , Mumbai : Himalaya Publication House
Dr. D. K.Lal Das 2008	Research Methods for Social Work, Jaipur: Rawat Publications
Kothari C. R. 2005	Research Methodology, Bangalore: New Age India Ltd Publisher

Discipline Specific Elective :Opt 2 Courses from any one Group
Group I
DSE 2.1 Ethics and Ideologies of Social Work

Learning Objectives:
- To Gain information about ideologies of social work and social change.
- To Develop skills in ethical decision-making at macro and micro levels.
- To Understand the theories and social work practice.
- To Know the contributions of various reformers in social change.

Unit	Title	Content	Methodology
1	Ethics and Social Work	• Concept and philosophy of ethics • Ethical responsibilities in social work • Code of Ethics of social Work • Ethics and ethical dilemmas • Micro, Macro settings and Ethics	Lecture/Discussion Assignment/ Presentation
2	Ideologies and Social Work	• Clinical Social Work • Generalist & Integrated Social Work Approach • Taxonomy of social work theories • Critical theory • Strengths based practice	Lecture/Discussion Assignment/ Presentation
3	Ideologies of Social Justice and Human Rights	• Concept of Social Justice • Scope of Social Justice • Theories of social justice • Human RightsMeaning and Concept • Universal Declaration of Human Rights	Lecture/Discussion Assignment/ Presentation
4	Contemporary Ideologies for social change	• Ideology of Indian Constitution, • Neo-liberalism, Feminism & Marxism • Voluntary organization & Ideology of NGOs • Sustainable & people centred development • Cultural diversity and ideologies of Multiculturalism	Lecture/Discussion Assignment/ Presentation
5	Social Reform Movements in India	• Reformers in19th and 20th centuries & movements – • Mahatma Phule & Savitribai Phule • Dr. B,R.Ambedkar • RajashreeShahu Maharaj, Mahatma Gandhi • Subaltern ideology & movements	Lecture/Discussion Assignment/ Presentation

References:

1. Banks, S. 1995. Ethics and Values in Social Work: Practical Social Work Series. London: Macmillan Press. Ltd.
2. Brandon, D. 1976. Zen in the Art of Helping. London: Rutledge and Kegan Paul.
3. Congress, E.P. 1998. Social Work Values and Ethics. Chicago: Nelson-Hall Publishers.

4. Desai, M. 2000. Curriculum Development in History of Ideologies for Social Change and Social Work. Mumbai: Social Education and Practice Cell.
5. Kothari, S. and H. Sethi. 1991. Rethinking Human Rights. New Delhi: Lokayan.
6. Pereira, W. 1997. Inhuman Rights: The Western System and Global Human Rights Abuse. Mapusa. Goa: The Other India Press
7. Reamer, F.G. 1995. Social Work Values and Ethics. New York: Columbia University Press.
8. Borgatta, E.F. 1992. Encyclopaedia of Sociology. New York: Macmillan. Banerjee, G.R. Papers on Social Work on Indian Perspective. Bombay: Tata Institute of Social Sciences.
9. Banka, J.A., The Society of Social Movement.
10. Boehm. W., Objectives of Curriculum on Social Work on Education.
11. Das Gupta (ed.), Towards Philosophy of Social Work.
12. Friedlander, W.A., Introduction to Social Work.
13. Friedlander, W.A., Social Work, Concepts & Methods.
14. Gokhale, S.D. (ed.), Social Welfare, Legend & Legacy.
15. Gore, M.S., Social Work & Social Work Education.
16. M.S.A. Rao (ed.), Social Movement in India

Group I
DSE 2.2 Theories of Human Development

Learning Objectives:

- To understand basic concepts of human behavior systems.
- To understand the interplay of body and mind.
- To comprehend the personality and cognitive theories of human development.
- To explore and understand self and promote self awareness.

Unit	Title	Content	Methodology
1	Physical and mental health concepts	• Concept of Mind, brain, and behavior, faculties of mind • Human body systems and behavior • Normal behavior and abnormal behavior • Mental health –concept, indicators, positive mental health • **Reasons for abnormal behaviour**	Lecture/ assignment/ Presentation/ Discussion
2	Human personality	• Concept & definition, • Characteristics of Human Personality • Types of personality and personality development • Factors affecting personality development- family, peers, social institutions	Lecture/ assignment/ Presentation/ Discussion
3	Theories of personality development	• Psycho-dynamic theory of Sigmund Freud • Psycho-social theory of Erik Erikson • Social learning theory of Albert Bandura • Cognitive learning theory of B.F. Skinner and Pavlov.	Lecture/ assignment/ Presentation/ Discussion

4	Cognitive theories	• Phenomenological theory by Carl Roger • Theory of Carl Jung	Lecture/ assignment/ Presentation/

		• Motivation theory of Abraham Maslow • Jean Piaget's Cognitive developmental theory • **Concept of Cognitive development**	Discussion
5	Understanding self and self awareness	• Cognitive constructs- Fritz Perls Gestalt approach • Eric Berne's Transactional Analysis • Rational Emotive Behavior therapy by Albert Ellis • Yoga and meditation techniques	Lecture/ assignment/ Presentation/ Discussion

References:

Ingrid. G.Farreras et al. (2004)	Mind, Brain, Body and Behavior, IOS Press, Washington, D.C.
Swami Vivekanand (2009)	Personality Development, Advaita Ashrama Publication, Kolkata.
C R Snyder, Shane J Lopez (2002)	Handbook of Positive Psychology, Oxford University Press, NY.
Philip J. Corr and Gerald Matthews (2009)	The Cambridge Handbook of Personality Psychology, Cambridge University Press, UK.
Lisa Miller (2006)	Counselling Skills for Social Work, Sage Publications, New Delhi.
Robert Baron and Nyla R. Branscombe (2012)	Social Psychology, Pearson, New Delhi.
David G. Myers (2010)	Social Psychology, McGraw Hill Publication, New Delhi.
Kenneth Bordens and Irwin Horowitz (2002)	Social Psychology, Lawrence Erlbaum Associates, Publishers, London.
Robert B. Ewern (2003)	An Introduction to Theories of Personality, Lawrence Erlbaum Associates, Publishers, London.
Irving Weiner et al. (2003)	Handbook of Psychology Vol-5, John Wiley & Sons, Inc, New Jersey.
Rechel B. Blass (2002)	The Meaning of the Dream in Psychoanalysis, State University of New York Press, NY.
C. George Boeree (2006)	Personality Theories, e-book.
Shri Yogendra (1986)	Guide to Yoga Meditation, The Yoga Institute, Bombay.

Discipline Specific Elective: Opt 2 Courses from any one Group

Group II

DSE 2.3 Economics of Environment

Learning Objectives:
• To know the various issues of environmental economics and the increasing demand for the environmental resources

- To learn the types of pollutions that have created the problems to the human beings as well as the biosphere.
- To highlights the causes of pollution and its economic impacts
- To understand the role of government and NGOs, in environment protection

Unit	Title	Content	Methodology
1	Environmental Degradation	• Population Growth & Environmental Degradation, Agricultural Growth & Environmental Degradation, Industrial Development &Environmental Degradation • Urbanization & Environmental Degradation • Depletion of Ozone Layer, Green House Effect • Deforestation	Lecture/ assignment/ Presentation/ Discussion
2	Environment Pollution	• Land Pollution • Air Pollution • Water Pollution • Sound Pollution	Lecture/ assignment/ Presentation/ Discussion
3	Environment Protection	• Environment Protection Act 1986 • Recycling • Waste Management • Social Forestry	Lecture/ assignment/ Presentation/ Discussion
4	Environment Policies	• India's Environment Policy • New Economy Policy & Environment • Functions of Pollution Control Board • Role of Public - Private Participation in Pollution Control	Lecture/ assignment/ Presentation/ Discussion

References:
1. Ali S.A. (1979), Resources for Future Economic Growth, Vikas Publishing House, New Delhi.
2. Baumal W.J. & W.E. (1997), The Theory of Environmental Policy, Prentice Hall, Englewood Cliffs.
3. Bharatdwaj R. (1983), Managing Limits to Growth, Asian & Pacific Development Centre, Kula Lampur.
4. Charles Peerign (1987), Economy & Environment Cambridge University Press, New York.
5. Dorman R & N. Dorfman (Eds.) (1977), Economics of the Environment, W.W. Norton, New York.
6. Anil Markaudy Patrice Harou, & L.G. Bellu EE UK (2002), Environmental Economics for Sustainable Growth
7. Hanley, Shogren& White Macmillan (1997), Environmental Economics in Theory & Practice:
8. Garge M.R. (Ed.) (1996), Environmental Pollution & Protection, Dep& Deep Publication, New Delhi.
9. Nick Hanle, Jason F S. Hegren and Ben white (2004) Introduction to Environmental Economics, Oxford University press
10. Karpagam M. (1993), Environment Economics Sterling Publishers, New Delhi.
11. Koli P.A. (2005) Economic Development & Environment issues, Serials Publication,   New Delhi.

12. Lodha S.L. (Ed.) (1991), Economics of Environment, RBSA Publishers, Jaipur.
13. Rajlakshmi N. & Dhulasi B. (1994), Environomics, Allied Publishers Ltd., New Delhi.
14. Mehta C.S. (1994), Environment & Law RBSA Publishers, New Delhi.
15. Nijkamp P. (Ed.) (1976), Environmental Economics, Vol. I& II, Martinus Nijhofi, Leiden.
16. Rathore M.S. (Ed.) (1996), Environment & Development, Rawat Publications, Jaipur

Group II

DSE 2.4 Indian Economic Policy

Learning objectives:
- To sharpen the analytical skill of the student regarding economic policy
- To highlight an integrated approach to the functioning aspects of the Indian economy
- To comprehend the ramifications the underline most of the observed phenomena in the Indian economic setup. The emphasis of the paper is on overall
- To understand the social, political and economic environment influencing policy decisions

Unit	Title	Content	Methodology
1	The Industrial Sector	• New Industrial policy, Growth and Pattern of Industrialization, Productivity in Industrial Sector • Public sector Enterprises and Their Performance, Problems of Sick Units in India • Privatization and Disinvestment debate, Exit Policy • Role of Small Scale Industries in India	Lecture/ assignment/ Presentation/ Discussion
2	Money, Banking and Prices	• Money Market and Capital Market, Review of Monetary Policy Since 1991, Interest Rate Policy • Financial Sector Reforms • Working of SEBI in India • Analysis of Price Behavior in India	Lecture/ assignment/ Presentation/ Discussion
3	External Sectors	• Structure and Direction of Foreign Trade, The Progress of Trade Reforms in India • Balance of Payments • Issues in EXIM policy and FEMA policy • Foreign Capital and MNCs in India	Lecture/ assignment/ Presentation/ Discussion
4	Economic Reforms	• Rationale of Internal and External Reforms • Globalization of Indian Economy, Deglobalization • WTO and its Impact on the different sectors of the economy • Make in India	Lecture/ assignment/ Presentation/ Discussion

References:

1. Ahluwalia I.J and Little (Eds) (1991) India's Economic Reforms and Development , Oxford University Press , New Delhi.
2. Bardhan P.K (1999) The Political Economy of Development in India , Oxford University Press, New Delhi.
3. Dantwala M.L (1996), Dilemmas of Growth: The Indian Experience, Sage Publication , New Delhi.
4. Byres T.J (1998) The Indian Economy : Major Debates since Independence, Oxford University Press, New Delhi.
5. Chakravarty (1987), Development Planning – The Indian Experience, Oxford University Press, New Delhi.
6. Kabra K.N (1997) Development Planning in India, Sage Publication, New Delhi.
7. Brahmananda P.R and V.R Panchmukhi (1987), The Development Process of the Indian Economy, Himalaya Publishing House, Mumbai.
8. Dandekar V.M (1996) The Indian Economy 1947-1992, Vol.II, Sage Publications New Dehli.
9. Hanumanthrao C.H and H. Linnemann (1996), Economic Reforms and Poverty Alleviation in India, Sage Publications, New Delhi.
10. Subramaniam S. (1997) Measurement of Inequality and Poverty, Oxford University Press, New Delhi.
11. Frederick H. and A.M. Charles (1970), Education, Manpower and Economic Growth, New Delhi.
12. Appu P.S (1996), Land Reforms in India, Vikas , New Delhi.
13. Joshi P.C. (1975), Land Reforms in India, Allied Publisher Pvt., Ltd., New Delhi.
14. Ahluwalia I.J.(1985), Industrial Growth of India, Oxford University Press, New Delhi.
15. Datta B.(1978), Economics of Industrialization, The Bookland, Culcutta.
16. Bhargava P.K. (1991), India's Fiscal crisis, Ashish Publishing House, New Delhi.
17. Gupta S.P.(1998), Post Reform India: Emerging Trends, Allied Publisher, New Delhi.
18. Chelliah, Raja J. and Sudarshan (1999), Income, Poverty and Beyond: Human Development in India, Social Science Press, New Delhi.

Generic Elective: Opt Any 1 course from General Elective

GE 2.1 Indian Social Problems

Learning Objectives:
- To understand the social problems in Indian context.
- To gain insight about the process of social change and social work intervention.
- To develop understanding of social issues and challenges in intervention process.

Unit	Title	Content	Methodology
1	Social Problems in India	• Conceptual understanding of Social problems. • Major types of Social problems (Marital conflict and related problems, Poverty, Illiteracy, Unemployment, Corruption, Child abuse, Child labour, Crimes, Domestic Violence, Commercial sex work	Lecture / Presentation/ Discussion

		• Nature and Characteristics/ Causes/ remedies to above social problems. • Approaches & Methods to study Social Problems.	
2	Social Disorganization	• Meaning, definition and nature • Characteristics of social disorganization. • Factors responsible for social disorganization • Classification of social disorganization: (individual, family, community and societal disorganization).	Lecture / Presentation/ Discussion
3	Social control	• Meaning, Definition / concept • Need of social control. • Agents and agencies of social control. • Govt. mechanisms for social control.	Lecture / Presentation/ Discussion.
4	Social Mobility	• Meaning, definition and Nature • Characteristics of social mobility. • Types of social mobility/ Migration; • Factors contributing and restricting social mobility.	Lecture / Presentation/ Discussion
5.	Social Work Intervention	• Meaning definition/ concept • Characteristics of social work Intervention • Skills required for social intervention • Levels of Social work Intervention.	Lecture / Presentation/ Discussion

References:

Author	Book and Publication
Ram Ahuja, 1999	Indian Society and Social Institutions, Rawat publication, Jaipur.
Ghanshyam Shah	Social transformation in India, Rawat publication, Jaipur.
Vidyabhushab and Suchdeva	An Introduction to Sociology, Kitab Mahal, Allahabad.
Madan G.R.	Indian Social problems, Allied publication, Bombay.
Purushottam G.S. 2003.	Social problems in India, Himalaya publication, Bombay.
K. Singh	Social Change in India, Prakash Kendra, Lucknow-7.
Day, P.R. 1987	Sociology in social work practice, London, Macmillan Education
MacIver & Page, 1985	Society – An introductory analysis, Chennai: Macmillan India Ltd.
Brian J. Haraud	Sociology and social work prospective and problems, Pergamon, Press Oxford: New York.
Srinivas, M.N., 1966	Social change in Modern India, Mumbai: Allied Publishers
Theodore Caplow, 1997	The sociology of social work, Central Book Depot, Allahabad

GE 2.2 Sociology of Education

Learning Objectives:

- To understand the relationship between culture, society & education.
- To know the issues of equality, excellent & inequalities in education.
- To learn the relation between education & social change & necessity of peace education.
- To understand the different modern views in Education

Unit	Title	Content	Methodology
1	Education and Society	• Meaning & nature of Educational sociology. • Education as a Social System. • Social interactions and socialization. • Education as a process of social change and Role of Teacher in social change.	Lecture/ assignment/ Presentation/ Discussion
2	Indian Society and Challenges for Education	• Education for multicultural society. • Issues of equality, of educational opportunities and excellence in education, equality verses equity in education. • Inequalities in Indian social system with special reference to social disadvantages: gender & habitations, need, measures to address them. • Role of education to eliminate the inequalities in Indian social system with special reference to social disadvantages: gender habitations need etc.	Lecture/ assignment/ Presentation/ Discussion
3	Peace Education	• Concept and Philosophy of Peace Education and Approaches to Peace Education. • Need & Components of Peace Education: Peace for self, others and environment and Characteristics of culture of peace. • Types of peace Education: Internal peace education, Developmental peace Education, Human • Rights Peace Education, Conflict Resolution, Imposed Versus consensual Peace) • Education for Peace: Knowledge, Skills, Values & Attitudes	Lecture/ assignment/ Presentation/ Discussion
4	Modern Views in Education	• Continuous Education- Need, Importance & Objectives. • Education for Disadvantaged – Need & Objectives, Education for oppressed – views of Paulo Friere. • Education for Liberalization, Privatization & Globalization. • Education for International Understanding.	Lecture/ assignment/ Presentation/ Discussion

References :
- Bhat, B. D. (1970). Theory & Principles of Education. New Delhi: DOABO House.
- Chaube S. P. and Chaube Akhilesh. (1981) Philosophical and Sociological Foundations of Education, Agra: Vinod Pustak Mandir.
- Gore, Desai &Chitnis. (1967) Papers in the Sociology of Education in India, New Delhi. NCERT.
- Masgrave, P. W. (1975) Sociology of Education. London: Metheun& co.
- Ogbourn, W.F. (1922) Social Change. New York: Viking press.
- Chalam, K.S. (1988) Education and weaker Section. New Delhi : Inter Indian Publications.
- Dewey, John (1957) Foundations of Educations, New York MaCmillan.
- Dhiman, O.P. (1987) Foundations of Educations, New Delhi : Atma Rama & Sons.
- Gallnick D.M. & Chinn. P. C. (1994) Multicultural Education in Pluralistic Society, New York: Merill.
- Gore, M.S. (1967) Papers in the Sociology: Education in India, New Delhi: NCERT
- Jayaram, N. (1990) Sociology of Education in India. Jaipur: Rawat Publication

* * * * * * *