



Two-Year Postgraduate Programme

Master of Social Work

Parul Institute of Social Work

Faculty of Social Work

Parul University

Vadodara, Gujarat, India

Faculty of Social Work
Master of Social Work

1. Vision of the Department

To be a pinnacle in social work and human resource education by focusing on intellectual growth and inclusivity, producing qualified leaders who contribute to diverse communities and advocate for an integrated model of excellence.

2. Mission of the Department

M1to nurture individuals with a solid theoretical foundation and practical expertise, emphasizing the empowerment of vulnerable populations.

M2to empower students with the knowledge and skills necessary to address complex social challenges rooted in ethical and dynamic social work practices.

M3to prepare students who actively contribute to the betterment of society and the advancement of human well-being through immersive experiences, research initiatives, and practical involvement in societal issues.

3. Program Educational Objectives

The statements below indicate the career and professional achievements that the MSW curriculum enables graduates to attain.

PEO 1	Equip students with considerable knowledge, technical skills, professional values and attitude appropriate to social work practice with various clientele.
PEO 2	Prepare students to probe and understand deeply the nature of human needs, potentialities of services and to intervene effectively, Impart knowledge and skills to prepare the students as trained professionals to confront complex, changing and challenging personal and social problems effectively
PEO 3	Facilitate student's skills of problem solving, resource utilization and services linking to help people to accomplish their life tasks, alleviate distress and realize their aspirations and values.

4. Program Learning Outcomes

Program Learning outcomes are statements conveying the intent of a program of study.

PLO 1	Social Problem	Impart scientific knowledge about the dynamics of social problems and issues faced by the society.
PLO 2	Critical thinking	Inculcate the ability to critique the ideologies that lead to systematic domination and marginalization of vulnerable groups.
PLO 3	Soft Skills	Develop necessary skills like communication, develop interpersonal relations, critical thinking, problem solving, resource mobilisation and analytical ability.
PLO 4	Social Work Skills and Values	Develop ability to apply skills in social work practice and social work research in different fields for achieving desirable change, social development and empowerment of people

PLO 5	Field work	Enable students develop creative thinking and ability to apply theoretical knowledge in practice of social work."
PLO 6	Field Exposure	Apply the knowledge and skills of generalist social work practice with systems of all sizes
PLO 7	Research Orientation	Use theoretical frameworks supported by empirical evidence to understand individual development and behaviour across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.

5. Program Specific Learning Outcomes

PSO 1	Students get familiarized and attain conceptual clarity in social work theories, perspectives, models, methods and processes of social work practice.
PSO 2	Learn what should be done when, and how it should be done when it comes to social work interventions in the fields of children, women, families, community development, health and mental health, development projects, and other welfare activities.

6. Credit Framework

Semester-1	22
Semester-2	26
Semester-3	24
Semester-4	28
Total Credits	100

7. Program Curriculum

Semester 1						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10201116	Soft Skills - I	2	2	-	-
2	10201117	Introduction to Social Work Professional	2	2	-	-
3	10201118	Introduction to Social Sciences	2	2	-	-
4	10201119	Human Growth & Behaviour	2	2	-	-
5	10201120	Social Case Work	2	2	-	-
6	10201121	Social Group Work	2	2	-	-
7	10201122	Social Problem	2	2	-	-
8	10201123	Field Work	8	-	8	-
Total			22	14	8	0
Semester 2						
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10201166	Soft Skills - II	2	2	-	
2	10201168	Psychopathology	2	2	-	-
3	10201169	Social Work Research	2	2	-	-
4	10201170	Community Development	2	2	-	-
5	10201171	Social Case Work Intervention	2	2	-	-

6	10201172	Social Group Work Intervention	2	2	-	-
7	10201173	Community Organisation	2	2	-	-
8	10201174	Field Work	8	-	8	8
9	10201175	Rural Camp	2	-	2	2
10	10201176	Dissertation	2	-	2	2
		Total	26	14	12	-

Semester 3

Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10201218	Labour Welfare and HRM	2	2	-	-
2	10201220	Medical & Psychiatric Social Work	2	2	-	-
3	10201221	Social Work Research II	2	2	-	-
4	10201222	Labour Legislation	2	2		-
5	10201223	Field Work	8	-	8	-
6	10201224	Dissertation	2	-	2	-
7	10201225	Student Seminar	2	2	-	-
8		Elective 4 (Compulsory Subjects :2)	4	4	-	-
Total			24	14	10	0

Semester- 3 Elective 4

Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut
1	10201240	Counselling	2	2	-	-
2	10201241	Social Innovation and Entrepreneurship	2	2	-	-
3	10201242	Human Rights	2	2	-	-
4	10201243	Project Planning and Management	2	2	-	-

Total				10	10	0	0
Semester 4							
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut	
1	10201268	Community Health & Services	2	2	-	-	
2	10201269	Social Work with Family, Child, Youth and Elderly	2	2	-	-	
3	10201270	Criminology and Correctional Social Work	2	2	-	-	
4	10201271	Social Welfare Administration & Policy	2	2	-	-	
5	10201272	Field Work	8	-	8	-	
6	10201273	Dissertation	2	-	2	-	
7	10201274	Study Tour	2	-	2	-	
8	10201275	Final Viva Voce	4	-	4	-	
9		Elective 4 (Compulsory Subjects :2)	4	4	-	-	
Total			28	12	16	0	
Semester- 4 Elective 4							
Sr. No.	Subject Code	Subject Name	Credit	Lect	Lab	Tut	
1	10201290	Corporate Social Responsibility	2	2	-	-	
2	10201291	Global Perspective to Social Work Education	2	2	-	-	
3	10201292	Disaster Management and Conflict Mitigation	2	2	-	-	
4	10201293	NGO Management	2	2	-	-	
Total			8	8	0	0	

Semester 1

a. Course Name: Introduction to Social Work Professional

b. Course Code: (10201117)

c. Prerequisite: Basic understanding of sociology, psychology, and social sciences. Familiarity with human behaviour and societal structures. Strong communication and interpersonal skills. Interest in community development, social justice, and welfare. Ethical awareness and commitment to upholding ethical standards.

d. Rationale: The course is designed to provide students with a comprehensive understanding of the social work profession. It begins by laying a theoretical foundation, introducing the core concepts, and emphasizing the importance of skills, tools, and techniques. Subsequently, it explores the educational and professional aspects of social work, delving into methods and ethical considerations. The historical component adds a contextual layer, allowing students to appreciate the evolution of social work in different regions. Continuous evaluation methods ensure active engagement and practical application of the knowledge acquired throughout the course.

e. Course Learning Objective:

CLOBJ 1	Develop a comprehensive understanding of the meaning, definition, objectives, and core concepts of social work.
CLOBJ 2	Acquire skills, tools, and techniques crucial for effective social work practice.
CLOBJ 3	Examine the role of social work in social reform and its contribution to social security.
CLOBJ 4	Analyse the traits and attributes of the social work profession, its professionalization, and the factors influencing its slow development.
CLOBJ 5	Familiarize with and comprehend different methods in social work, including case work, group work, community organization, research, welfare administration, and social action.
CLOBJ 6	Explore the social work code of ethics, values, and the ethical responsibility inherent in social work practice. Differentiate between micro and macro social work practices, understanding their meanings and necessities. Investigate the historical development of social work globally and in specific regions, including India, the USA, and the UK.

f. Course Learning Outcomes:

CLO 1	Define and articulate the foundational concepts and objectives of social work.
CLO 2	Demonstrate proficiency in applying a variety of skills, tools, and techniques in social work practice.
CLO 3	Analyse the role of social work in driving social reform and contributing to social security.
CLO 4	Evaluate the traits, attributes, and challenges associated with the social work profession.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Topic	Weightage (100%)	Learning Hrs. (30)
1	Introduction to Social work - Meaning, definition, objectives, concept - Skills, tools, techniques, importance - Social reform and social work - Social security and social work	20%	6
2	Social Work Education & Social Work Profession - Traits of profession - Attributes of a profession - Professionalization of Social Work Education, knowledge, and professional association. - Factors responsible for the slow process of Social Work Profession	20%	6
3	Methods of social work - Meaning definition and concept of methods - Social case work method - Social Group work method - Community organization method - Social work Research method - Social Welfare administration method - Social action method	20%	6
4	Social work code of ethics - Ethics responsibility in Social Work, - Microwork and macro social work practices - Meaning and necessity of Social Work Values - Roles of social workers - Principles of social work	20%	6
5	History of social work - History of social work in India - History of social work in the USA - History of social work in the UK	20%	6
6	Total	100%	30

i. Text Book, and Reference Book:

1. P. D. Mishra, Social work philosophy and method, inter-India publication, New Delhi
2. Singh, S. & Srivastava, S.P, Teaching and Practice of Social Work in India (Textbook).; New Royal Book Company
3. Bhatt, Sanjai and Pathare, Suresh, Social work Literature in India, IGNOU New Delhi
4. Gore, The Social Context of Ideology: Ambedkar's Social and Political Thought (Textbook) M.S.; Sage Publications
5. B. M; S.K Social work: theory and practices (Textbook) Otta, Book
6. Hazra. A, India's Social Sector & MD Goals
7. Rahaman, Social Work: Theories, Approaches and Profession (Textbook) A; Ishika Pub.

8. Murli Desai, Ideologies and Social Work: Historical and Contemporary Analysis (Textbook)
9. Sanjay Bhattacharya, Social Work: an Integrated Approach (Textbook)

a. Course Name: Introduction to Social Sciences

b. Course Code: (10201118)

c. Prerequisite: Basic understanding of high school-level social sciences, including history, economics, politics, psychology, and anthropology. Familiarity with fundamental concepts in sociology and social work. Proficiency in critical thinking and analytical skills. Interest in understanding human behaviour, societal structures, and cultural dynamics. Basic knowledge of historical developments and social phenomena.

d. Rationale: The course aims to bridge social sciences and social work, providing students with a comprehensive understanding of foundational concepts. The content is structured to build on existing knowledge, introducing sociological theories, cultural dynamics, and economic concepts within the context of social science. The rationale is to equip students with analytical skills and perspectives necessary for interpreting and analysing contemporary society and social phenomena.

e. Course Learning Objective:

CLOBJ 1	Develop a comprehensive understanding of the meaning and concept of social science.
CLOBJ 2	Examine the meaning, functions, and bases of social stratification, including caste, class, and race.
CLOBJ 3	Familiarize with the theories of Indian social thinkers and global sociologists, including Karl Marx, Max Weber, and Emile Durkheim.
CLOBJ 4	Explore the concept of society, its types, and characteristics. Examine the interplay between society, culture, and social control.
CLOBJ 5	Introduce economic concepts within the context of social science, covering types of economies, demand and supply, the butter system, and collective bargaining.
CLOBJ 6	Develop the ability to describe and relate various Indian social systems, understanding the economic factors influencing social structures.

f. Course Learning Outcomes:

CLO 1	Relate fundamental concepts of social sciences to the profession of social work, recognizing their relevance and interconnectedness.
CLO 2	Describe and interpret various aspects of the Indian social framework, including social stratification, social mobility, and the role of social institutions.
CLO 3	Develop analytical skills to assess contemporary society and social phenomena, understanding the causes and resistance to social change.
CLO 4	Recognize indicators of social development and choose appropriate models for social development.

g. Teaching & Examination Scheme:

Teaching & Examination Scheme:									
Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	

2	-	-	2	20	20	-	60	-	100
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L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

h. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs. (30)
1	Introduction to Social Sciences: • Meaning and Concept of Social Science, • Relationship with other social sciences (History, Economics, Politics, Psychology, Anthropology, and Social Work) • Historical Development of Social Life and Importance of Humans as social being	20%	6
2	Social Stratification: • Meaning and functions, • Basis of stratification, Caste, Class and Race, • Social Mobility- Concept and types of social mobility - Social Institutions - Marriage, Family, Education, Religion, Meaning, Types and Functions - Political Institutions - Concept of State, Government, Democracy	20%	6
3	Sociological Theories: • Indian Social Thinkers – Karl Marx, Max Weber, Karl Rozers, Emile Durkheim, Maslow theory. • Gandhi, Aurobindo, Vivekananda, Radhakrishnan - Social Change Meaning, • Theories, Causes and Resistance. Concept of Culture Social Development	20%	6
4	Society and Culture: • Concept of Society, • Types, and Characteristics of Society as a System/Network of Relationships • Culture, Meaning, Definition and Concept, • Social Control - Meaning and agents - its effect on individual and society	20%	6
5	Economics in Social Science: • Introduction, concept, scope. • Types of economy, Concept of demand and supply • Butter system, collective bargaining.	20%	6
6	Total	100%	30

i. Text Book and Reference Book:

1. Introduction to Social Work Paperback – Import, 4 July 2022 by Bishnu Mohan Dash
2. Introduction To Social Work and Social Welfare Critical Thinking Perspective by Karen Kirst-Ashman, Cengage
3. An Introduction to Social Work (Hardcover, Sunil Work)
4. Social Work: An Integrated Approach Hardcover – 1 December 2003 by S. Bhattacharya
5. Introduction to social work By Lambert K Engel Brecht

Course Name: Human Growth & Behaviour**b. Course Code: (10201119)**

c. Prerequisite: Basic understanding of psychology and sociology. Familiarity with fundamental concepts related to human behaviour and development. Proficiency in critical thinking and analytical skills. Interest in understanding the interplay between heredity and environment in shaping behaviour. Basic knowledge of psychological theories, especially those related to human development and personality.

d. Rationale: The course aims to equip students with a solid foundation in understanding human growth and behaviour from a psychological perspective. The prerequisites ensure that students have the necessary background to engage with the course content effectively, fostering a holistic understanding of the complexities of human development and behaviour.

e. Course Learning Objective:

CLOBJ 1	Comprehend the concepts of growth and development, differentiate between growth and development, and grasp the characteristics and principles of development.
CLOBJ 2	Examine the evolution of theories of human development, critically assess major theories, and understand the psychosexual and psychosocial theories of Freud and Erik Erikson, as well as the cognitive theory of Jean Piaget.
CLOBJ 3	Explore the lifespan perspective of human development, identify developmental stages and tasks, and understand the developmental periods. Examine human development in various domains: Physical, Social, Emotional, Moral, and Cognitive.
CLOBJ 4	Understand motivation concepts and different motivation theories, explore emotions, define and analyse intelligence, and categorize and measure various types of intelligence.
CLOBJ 5	Investigate emotions, perceptions, attitudes, stereotypes, prejudice, and leadership. Understand the characteristics, processes, and factors influencing perception. Analyse the formation of attitudes and attitudinal change.
CLOBJ 6	Grasp the meaning and definitions of mental health, differentiate between normal and abnormal behaviour, and understand the factors influencing mental health. Explore stress management strategies.

f. Course Learning Outcomes:

CLO 1	Relate the concepts of growth and development, showcasing a foundational understanding of the principles and characteristics of development.
CLO 2	Critically analyse major theories of human development, evaluating the contributions and limitations of psychosexual, psychosocial, and cognitive theories.
CLO 3	Identify and describe developmental stages and tasks across the lifespan, recognizing key milestones in physical, social, emotional, moral, and cognitive domains.
CLO 4	Understand and analyse motivation, emotions, and intelligence, recognizing their impact on human behaviour.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme		
L	T	P	C	Internal Evaluation	ESE	Total

				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs. (30)
1	Nature and concepts of Growth and Behaviour: • Concept of growth and development • Difference between Growth & Development, • Characteristics and principles of development, interplay between hereditary and environment, method of studying behaviour • Theories of human development: Evolution of Theories, A critical look at the theories of development, • Psycho Sexual and Psychosocial theory of Freud and Erik Erikson, Cognitive theory of Jean Piaget	20%	6
2	Human Development – Heredity and Environment: • Lifespan perspective – Development: concept and principles; • Developmental stages and Developmental tasks – Developmental periods – infancy, babyhood, childhood, puberty and adolescence, early adulthood, middle age, and old age – areas of Human Development – Physical, Social, Emotional, Moral, and Cognitive growth • Concept, definition, and determinants of Personality, • Theories of Personality, types & assessment	20%	6
3	Dynamics of human behaviour: • Motivation concept and different theories of motivation, Emotions- • Definitions and Characteristics and Conceptual Framework, Concept and definition of Intelligence, • Classification of Intelligence, Measurements of IQ, EQ, SQ, AQ, and CQ.	20%	6
4	Human Behaviour Processes: • Emotions, Concept of Perception, • Characteristics, processes, and factors influencing perception; • Definition, Concept, Nature of attitudes, stereotypes and prejudice, formation of attitudes and attitudinal change, leadership • Stereotypes and prejudice, formation of attitudes and attitudinal change, leadership	20%	6

5	Mental Health • Mental Health: Meaning, Definitions, And Characteristics, • Normal & Abnormal Behaviour: Meaning, • Characteristics, factors influencing mental health, • Stress management.	20%	6
6	Total	100%	30

i. Text Book and Reference Book:

1. Human Development: A life span approach (Textbook) Bigner. J.J.; Collier Macmillan
2. Psychology in Human Development and social Development (Textbook) John W Berry, R C Mishra, R C Tripathi; Sage Publications
3. Personality and inter disciplinary approach Thorpe & Others; New Delhi and New York
4. Kuppaswamy, B.: Introduction to Social Psychology (Asia Pub. House, Bombay, 1961) 13.
Baron, R. A. and Byrne, D.: Social Psychology, 8th Edition (Prentice Hall of India Pvt. Ltd., New Delhi 2000)
5. Rao N. S.: Counselling and Guidance (Tata McGraw-Hill, New Delhi, 1991)
6. Hurlock, E.B.: Developmental Psychology, A Life Span Approach (Tata McGraw-Hill, 1977)
7. Morgan, C.T.: Introduction to Psychology 7th Edition (Tata McGraw-Hill, New Delhi, 1993)
8. Archambeault, John. (2009). Social Work and Mental Health, UK: Learning Matters Pvt Ltd.
9. Introduction to Psychology, New York: McGraw Hill Inc.
10. Coleman, James C. & Broen William E. (1972). Abnormal Psychology and Modern life, India: D. B. Taraporevala Sons and Co. Pvt. Ltd.
11. Crawford, Karen and Janet Walker. (2010). Social Work and Human Development, UK: Learning Matters Pvt Ltd. (3rd Edition).

a. Course Name: Social Case Work

b. Course Code: (10201120)

c. Prerequisite: Basic understanding of social work principles and ethics. Familiarity with the broader field of social work and its various domains. Proficiency in interpersonal communication skills. Awareness of social issues and the challenges faced by individuals in diverse populations. Knowledge of basic counselling concepts and techniques.

d. Rationale: The course on Social Case Work is designed to equip students with the necessary skills and knowledge to engage in individualized social work practice.

e. Course Learning Objective:

CLOBJ 1	Introduce the meaning, definition, and objectives of social casework.
CLOBJ 2	Examine the history and evolution of social casework.
CLOBJ 3	Explore the dynamics of worker-client relationships and the principles that govern social casework.
CLOBJ 4	Analyse the core components of casework: person, problem, place, and process.
CLOBJ 5	Define and understand the concept of counselling.
CLOBJ 6	Understand the goals and processes involved in counselling within the context of social casework.

f. Course Learning Outcomes:

CLO 1	Articulate the meaning, definition, and objectives of social casework, demonstrating a foundational understanding.
CLO 2	Evaluate the historical evolution of social casework, recognizing its development and key milestones.
CLO 3	Apply ethical principles in worker-client relationships, fostering effective and ethical interactions.
CLO 4	Apply a holistic approach in analysing and addressing individual needs, considering the components of person, problem, place, and process.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs. (30)
1	Introduction to Social Case Work • Social case work: meaning, definition, concept and objectives • History of Social Case Work • Worker Client – Relationships and Principles of Social Case Work	20%	6
2	Components of case work: • Person • Problem • Place • Process	20%	6
3	Introduction to Counselling: • Counselling: Definition, meaning & concept of counselling • Goals of Counselling • Process of Counselling	20%	6
4	Case work skills: • Communication Skill • Observation Skill • Active listening Skill • Recording/ documentation • Assessment Skill • Critical thinking Skill • Problem solving Skill • Skill of follow up	20%	6
5	Case work Recording: • Recording in casework • Significance of SCW • Types of recording • Principles/Guidelines of recording in casework	20%	6
6	Total	100%	30

i. Text Book and Reference Book:

1. Case work: A psychological Therapy, Hollis, Florence; New York, Ramlon House; 1966
2. Social Casework, Upadhyay, R; Rawat Publications
3. Social case work (Textbook) Helen Harris Perlman; Rawat
4. "Social Case Work: A Problem-Solving Process", Helen Harris Perlman
5. "The Practice of Social Work: A Comprehensive Work text", Charles Zastrow, Karen Kirst-Ashman

a. Course Name: Social Group Work

b. Course Code: (10201121)

c. Prerequisite: Familiarity with the basic principles and concepts of social work, including the values and ethics that guide social work practice. Understanding of human growth, behaviour, and development to comprehend the dynamics of individuals within groups. A basic understanding of sociological concepts and theories, as well as an awareness of the broader social context in which group work interventions take place. Proficiency in communication skills, as effective communication, is integral to group work practice.

d. Rationale: The course in Social Group Work is designed to equip students with the knowledge and skills necessary for effective group interventions. Social work professionals often engage with individuals not only in one-on-one settings but also within the context of groups. This course aims to build on the foundational principles of social work and expand students' expertise in working with groups.

e. Course Learning Objective:

CLOBJ 1	Understand the concept, definition, and purpose of groups in the context of social work practice.
CLOBJ 2	Define social group work, its characteristics, and its purpose in addressing social issues.
CLOBJ 3	Explore and analyse theories of group work, emphasizing their application in social work practice.
CLOBJ 4	Identify and explain the stages of group development, emphasizing the process of group formation.
CLOBJ 5	Recognize the nature and purpose of program planning in social group work.
CLOBJ 6	Identify and analyse factors influencing program planning in the context of social group work.

f. Course Learning Outcomes:

CLO 1	Define and discuss the concept, purpose, and classification of groups.
CLO 2	Apply theories of group work to analyse and address social issues within a group context.
CLO 3	Demonstrate skills in facilitating group formation and development stages.
CLO 4	Recognize the role and responsibilities of a group worker in various stages of group development.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

h. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs.(30)
1	Concept & Classification of Group: - Definition, Concept, Purpose of Groups. - Types of Groups: Primary and secondary groups - Characteristics and significance of groups. - Social Group Work Activities with various groups	20%	6
2	Introduction and History of Group Work: - Definition of social Group Work - Characteristics and purpose of social Group Work. - Principles of Social Group Work - Evolution of group work as Method in India and other countries	20%	6
3	Theories and Models of social Group Work: - Theories of Group Work - Individual Dynamics and Group Dynamics - Models in group work practice –Social Goal model - Remedial model and reciprocal model.	20%	6
4	Group Formation: - Stages of Group Development (Group Formation) - Role of group worker in working with the groups	20%	6
5	Programme Planning and Development: - Nature and Purpose of Programme Planning - Principles of Programme Planning - Factors influencing Programme Planning	20%	6
6	Total	100%	30

h. Text Book and Reference Book:

1. Dr. Vera Mehta's "Social Group Work" in Encyclopaedia of Social Work in India (1968)
2. Dr. H Y Siddique, "Group Work: Theories and Practices: India, Pakistan, Bangladesh and Sri Lanka" Rawat Publications, 2008.
3. The Association for the Advancement of Social Work with Groups, Inc. (AASWG) and several other web sources
4. P.D. Sharma, "Social Work –Philosophy and Methods, Inter-India Publications, New Delhi, 1995.
5. Dubois, Bendra; Miley, K.K., Social Work: AN Empowering Profession.
6. Desai, Murli; Ideologies and Social Work. Rawat Publications: Jaipur 2002 (Acc No. 5328)
7. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur: Raj Publishing House.
8. Bhattacharya, Integrated Approach to Social Work in India, Jaipur: Raj Publishing House

a. Course Name: Social Problem

b. Course Code: (10201122)

c. Prerequisite: Basic understanding of sociology and social sciences. Familiarity with the key concepts related to society, culture, and social institutions.

d. Rationale: The course in Social Problems is designed to provide students with a comprehensive understanding of various social issues affecting society. The prerequisite of a basic understanding of sociology ensures that students have foundational knowledge, making it easier for them to engage with and analyze the complexities of social problems. The course aims to enable students to critically examine and address contemporary social issues, fostering a sense of social responsibility and equipping them with the skills needed to contribute to social change.

e. Course Learning Objective:

CLOBJ 1	Define and articulate the concept of social problems.
CLOBJ 2	Describe and analyse social problems using perspectives such as Social Pathology, Social Disorganization, Value Conflict, and deviance.
CLOBJ 3	Identify and understand traditional social problems including Poverty, Unemployment, Corruption, Illiteracy, and issues related to Vulnerable & Marginalized groups.
CLOBJ 4	Examine modern social problems such as Cybercrime, issues related to social media, health, education, and challenges faced by Gender and LGBTQ+ communities.
CLOBJ 5	Explore social problems in the health sector, including social factors affecting health in India, Maternal Mortality Rate, Infant Mortality Rate, and Communicable and Non-Communicable Health Issues.
CLOBJ 6	Understand and analyse the role of social work interventions, NGOs, and Government in addressing social problems.

f. Course Learning Outcomes:

CLO 1	Students will demonstrate a clear understanding of the concept of social problems and their relevance to diverse academic disciplines.
CLO 2	Students will develop analytical skills to critically examine social problems using various perspectives.
CLO 3	Students will acquire knowledge and understanding of traditional social problems and their complexities.
CLO 4	Students will gain awareness and insights into contemporary challenges, including modern social problems.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme		
L	T	P	C	Internal Evaluation	ESE	Total

				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

h. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs. (30)
1	Introduction to Social Problems • Definition, Concept, Characteristics, Causes Social problems in relation, • Types of Social Problems and Impact of Social Problem on society • Social Disorganization.	20%	6
2	Traditional Social Problems • Concept & Magnitude Causes of Poverty, • Unemployment: Concept, Types, Causes, Effects of Unemployment • Corruption: Concept, Causes of Corruption, Impact of Corruption. • Illiteracy: Magnitude, causes of illiteracy, Causes of illiteracy, • Problems of Vulnerable & Marginalized group.	20%	6
3	Modern Social Problem • Cybercrime Causes and Consequences • Problems related to social media • Problems related to health and Education • Problems related to Gender and LGBTQs	20%	6
4	Social Problems in the field of Health • Social Factors affecting to Health in India • Maternal Mortality Rate & Infant Mortality Rate • Communicable and Non-Communicable Health Issues	20%	6
5	Dealing with social problems • Social work interventions - Role of NGO and Government in solving problems. • Scope of Social Worker in the field of Health • Treatment methods of Social Problems: Traditional and Modern,	20%	6
6	Total	100%	30

i. Text Book and Reference Book:

1. Social Problems in India by Ram Ahuja
2. Indian Social Problems G.R. Madan
3. Indian Social Problems - CN Shankar Rao
4. "Understanding Social Problems" by Linda A. Mooney, David Knox, and Caroline Schacht
5. "Social Problems: Community, Policy, and Social Action" by Anna Leon-Guerrero

a. Course Name: Fieldwork

b. Course Code: (10201123)

c. Prerequisite: Basic understanding of village community, to understand the role of Sarpanches, Gram Panchayat and identify social issues in the village.

d. Rationale: The course is designed to provide students with a comprehensive understanding of the village community setting. The students will be able to apply social work principles.

e. Course Learning Objective:

CLOBJ 1	Develop a comprehensive understanding of the meaning, definition, objectives, and core concepts of social work.
CLOBJ 2	Acquire skills, tools, and techniques crucial for effective social work practice.
CLOBJ 3	Examine the role of social work in social reform and its contribution to social security.
CLOBJ 4	Analyse the traits and attributes of the social work profession, its professionalization, and the factors influencing its slow development.
CLOBJ 5	Familiarize with and comprehend different methods in social work, including case work, group work, community organization, research, welfare administration, and social action.
CLOBJ 6	Explore the social work code of ethics, values, and the ethical responsibility inherent in social work practice. Differentiate between micro and macro social work practices, understanding their meanings and necessities. Investigate the historical development of social work globally and in specific regions, including India, the USA, and the UK.

f. Course Learning Outcomes:

CLO 1	Define and articulate the foundational concepts and objectives of social work.
CLO 2	Demonstrate proficiency in applying a variety of skills, tools, and techniques in social work practice.
CLO 3	Analyse the role of social work in driving social reform and contributing to social security.
CLO 4	Evaluate the traits, attributes, and challenges associated with the social work profession.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	8	-	8	-	20	20	-	60	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

h. Course Content:

Topic	Weightage (100%)
• Transect Walk • Resource Mapping • Meeting with Sarpanch • Conducting survey • Discussion • Debate • Coordination • Counselling • Advocacy • Community Mobilization • Meeting with Anganwadi workers • Industrial Visit • Rural Visit • Conducting PRA • Organising Recreational Activities • Frequent Interaction with Mental Health Experts	
Total	100%

i. Text Book, and Reference Book:

1. P. D. Mishra, Social work philosophy and method, inter-India publication, New Delhi
2. Singh, S. & Srivastava, S.P, Teaching and Practice of Social Work in India (Textbook).; New Royal Book Company
3. Bhatt, Sanjai and Pathare, Suresh, Social work Literature in India, IGNOU New Delhi
4. Gore, The Social Context of Ideology: Ambedkar's Social and Political Thought (Textbook) M.S.; Sage Publications
5. B. M; S.K Social work: theory and practices (Textbook) Otta, Book
6. Hazra. A, India's Social Sector & MD Goals
7. Rahaman, Social Work: Theories, Approaches and Profession (Textbook) A; Ishika Pub.
8. Murli Desai, Ideologies and Social Work: Historical and Contemporary Analysis (Textbook)
9. Sanjay Bhattacharya, Social Work: an Integrated Approach (Textbook)

Semester 2

a. Course Name: Psychopathology

b. Course Code: (10201168)

c. Prerequisite: Basic understanding of psychology and human behaviour. Familiarity with fundamental concepts in social work. Knowledge of the broader field of mental health and its significance in social work practice. Proficiency in critical thinking and analytical skills. Ability to engage in ethical considerations and maintain confidentiality.

d. Rationale: The course on Psychopathology is crucial for students pursuing the MSW program as it provides a comprehensive understanding of abnormal behaviour, psychological disorders, and the rehabilitation processes associated with mental health. This course is designed to equip students with the knowledge and skills necessary to comprehend, analyze, and work with individuals experiencing mental health challenges.

e. Course Learning Objective:

CLOBJ 1	Define abnormal behaviour and critically evaluate the criteria for assessing abnormal behaviour.
CLOBJ 2	Distinguish between normal and abnormal psychological functioning.
CLOBJ 3	Investigate the causes of psychological disorders, encompassing genetic, bio-chemical, psychological, and socio-cultural factors.
CLOBJ 4	Assess the rehabilitation processes associated with mental health, understanding the role of social workers in facilitating recovery.
CLOBJ 5	Utilize the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) for accurate classification of abnormal behaviour.
CLOBJ 6	Choose a book or movie character exhibiting mental disorder symptoms.

f. Course Learning Outcomes:

CLO 1	Demonstrate a deep understanding of concepts related to abnormal behaviour and its assessment criteria.
CLO 2	Critically analyze the aetiology of abnormal behaviour, considering genetic, bio-chemical, psychological, and socio-cultural factors.
CLO 3	Understand rehabilitation processes and the role of social workers in mental health recovery.
CLO 4	Apply DSM and ICD classifications to accurately categorize abnormal behaviour.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE-

h. Course Content:

Sr.	Topic	Weightage	Teaching Hrs. (30)
1	Normal and Abnormal Behaviour & Aetiology of Abnormal Behaviour: • Concepts, definitions, • criteria of assessment of Abnormal Behaviour • Causes of Abnormal Behaviour (Genetic, Bio-chemical, psychological, socio-cultural and other factors)	15%	5
2	Psychological disorders Causes, Classification, and Treatment Approaches. An Overview: • Defining and Classifying Psychological Disorders • Anxiety disorders, • Phobic Disorder · Generalized anxiety disorder · panic disorder • obsessive compulsive disorder • Post-traumatic stress disorder • Somatoform and dissociative disorders • Mood disorders, Depression · Bi polar Disorder • Schizophrenia • Personality disorders, antisocial personality disorder • Childhood disorders, Attention deficit / Hyperactivity Disorder - Autistic disorder	20%	6
3	Rehabilitation and areas of Mental Health act • Policies related to mental health • National and Regional level organizations working for psychopathology	20%	6
4	Classification • Abnormal Behaviour as per D.S.M and I.C.D classification	20%	6
5	Paper or Presentation • Select a book or a movie character with mental disorder symptoms. You will write a short class paper OR do a class presentation	25%	7
6	Total	100%	30

i. Text Book and Reference Book:

1. Mental Health in India: Issues and Concerns Mane, Purnima & Kety, Y. TISS, Mumbai
2. Durand, V. M., & Barlow, D. H. (2013). Essentials of Abnormal Psychology (7th Ed.). Pacific Grove, CA: Thomson-Wadsworth.
3. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5thed.). Washington, DC: Author.
4. "Abnormal Psychology" by Ronald J. Comer
5. "Psychopathology: A Competency-Based Assessment Model for Social Workers" by Susan W. Gray

- a. **Course Name:** Social Work Research
- b. **Course Code:** (10201169)
- c. **Prerequisite:** Basic understanding of social work concepts and principles. Familiarity with the social work practice and the field of social services. Proficiency in basic research skills and methods. Knowledge of ethical considerations in social research.
- d. **Rationale:** Social Work Research-1 is a foundational course designed to equip MSW students with the essential knowledge and skills required for conducting research in the field of social work. The rationale for this course includes
- e. **Course Learning Objective:**

CLOBJ 1	Define and comprehend the scope of social work research.
CLOBJ 2	Develop criteria for selecting research topics.
CLOBJ 3	Understand the meaning, features, and importance of research design.
CLOBJ 4	Explain the concept and emergence of qualitative research.
CLOBJ 5	Understand the philosophy and principles of participatory rural appraisals (PRA).
CLOBJ 6	Demonstrate proficiency in participatory mapping, transect and group work, trend analysis, ranking method, matrix ranking and scoring, key informant interviews, and Venn diagrams.

f. **Course Learning Outcomes:**

CLO 1	Conceptualize and articulate the purpose and significance of social work research.
CLO 2	Apply appropriate research designs to address different research questions.
CLO 3	Apply qualitative research methods, understanding their appropriateness for different research contexts.
CLO 4	Actively participate in and facilitate participatory research methodologies.

g. **Teaching & Examination Scheme:**

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs. (30)
1	Social Work Research: • Definition and scope of social work research, • Objectives, types of research, research approaches, significance of research, • Purpose and significance of research methodology in social work research, ethical issues and problems of research	20%	6
2	Problem Formation: • Criteria for selection of topic. • Necessity of defining the problem. • Techniques involved from conceptualization to operationalization. • Importance of relevance specificity. • Importance of Observability & Feasibility.	20%	6
3	Research designs & Sample Design: • Meaning, need, features, importance of research design and types of research design • Definition and concepts, Purpose and need of sampling, • Types of Sample Design, • Major criteria for selection of sampling procedure • Implication of sampling design, sampling Error and determination of Sample Size	25%	7
4	Qualitative Research: • Introduction to Qualitative Research. Concept and Emergence of Qualitative Research. Relevance and • Importance of Qualitative Methods in Social Work Research. • Distinction Between Quantitative and Qualitative Methods	20%	6
5	Participatory Research Methodology and Techniques: • Participatory Rural Appraisals/Philosophy and Principles/Methods and Techniques of PRA. • Participatory Mapping. Transect and Group. Work, Trend Analysis, Ranking Method Matrix Ranking and Scoring, Key Informant Interviews, Venn Diagram Strengths of PRA	15%	5
6	Total	100%	30

i. Text Book and Reference Book:

1. "Social Research Methods: Qualitative and Quantitative Approaches" by W. Lawrence Neuman
2. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell
3. "Qualitative Research: A Guide to Design and Implementation" by Sharan B. Merriam

4. "Social Work Research and Evaluation" by Richard M. Grinnell and Yvonne A. Unrau

a. Course Name: Community Development

b. Course Code: (10201170)

c. Prerequisite: Basic understanding of social work principles and practices. Familiarity with the socio-economic and cultural diversity in India. Knowledge of the historical development and evolution of community development theories and practices.

d. Rationale: The course on Community Development is designed to equip students with the essential knowledge and skills required for engaging in community development initiatives. Community development is a crucial aspect of social work, aiming to enhance the overall well-being and quality of life of communities. This course is structured to provide students with a comprehensive understanding of the principles, theories, and practical approaches associated with community development.

e. Course Learning Objective:

CLOBJ 1	Define the concept, meaning, and objectives of community development.
CLOBJ 2	Analyze the System Theory in the context of community development.
CLOBJ 3	Describe the characteristics, challenges, and issues associated with rural communities.
CLOBJ 4	Outline the objectives and key components of major community development programs in India.
CLOBJ 5	Understand the livelihood approach and its relevance in community development.
CLOBJ 6	Examine the Indigenous Community Development Approach and its cultural implications.

f. Course Learning Outcomes:

CLO 1	Students will demonstrate a sound understanding of the core concepts, principles, and theories of community development.
CLO 2	Students will critically analyze the characteristics and challenges of different types of communities, such as rural, urban, and tribal.
CLO 3	Students will apply their knowledge to assess the effectiveness of community development programs in India and the role of NGOs.
CLO 4	Students will develop critical thinking skills to evaluate contemporary approaches/strategies and propose effective solutions for community development challenges.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE-

h. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs. (30)
1	Community Development: • Concept, Definition and Meaning of Community Development, Objectives • Principles of Community Development • Theories of Community Development - System Theory, Micro-Macro • Community Development Theory	25%	8
2	Types of Community: • Rural Community- Meaning, Characteristics and Problems • Urban Community- Meaning, Characteristics and Problems • Tribal Community-Meaning, Characteristics and Problems	25%	8
3	Community Development Programs in India: • ICDS, MGNRES, Accelerated Rural Water Supply Program (ARWSP), • National Livelihood Mission, IRDP, PMGSY, NRHM, ICPS, Maa Yojana, • UCD, Van Bandhu Kalyan Yojana, Contribution of Non-Government Organization in Community Development	25%	8
4	Contemporary Approaches/Strategies in Community Development: • Livelihood Approach: Indigenous Community Development Approach, Bottom-up Approach and Grassroots Approach, Community Participation for Community Development	25%	6
5	Total	100%	30

i. Text Book and Reference Book:

1. Panchayati Raj in India, Theories and Practices SL Goyal and Rajnish, S. 2003; Deep & Deep Publications, New Delhi
2. Dynamics of Rural Development, Tripathi NS 2007; Discovery Publication House, New Delhi
3. "Community Organization and Development" by Kenneth H. Blanchard and Samuel T. Southard
4. "Community Development: A Critical Approach" by Margaret Ledwith
5. "Introduction to Community Development: Theory, Practice, and Service-Learning" by Jerry W. Robinson and Gary Paul Green

a. Course Name: Social Case Work Intervention

b. Course Code: (10201171)

c. Prerequisite: Students taking the Social Case Work Intervention course should ideally have a foundational understanding of social work principles and ethics. A prerequisite may include completion of introductory courses in social work, where students gain insights into the broader field, values, and ethics of social work. Familiarity with basic communication skills, empathy, and active listening would also be beneficial as these are fundamental to social case work.

d. Rationale: Social Case Work Intervention is a crucial aspect of social work that focuses on working with individuals on a one-on-one basis. Understanding the prerequisites and rationale helps in shaping the course's objectives and outcomes.

e. Course Learning Objective:

CLOBJ 1	Describe the historical evolution of social case work in India, identifying key milestones and influential figures in the field.
CLOBJ 2	Evaluate the limitations of social case work practice in the Indian context and critically analyze the challenges faced by social case workers.
CLOBJ 3	Demonstrate an understanding of the changing contexts in which social case work is practiced in India and anticipate future challenges.
CLOBJ 4	Proficiently apply essential tools such as listening, observation, interviews, home visits, collateral contacts, recording, and relationship-building in social case work practice.
CLOBJ 5	Outline and explain the phases of social case work, including the intake phase, psycho-social diagnosis, intervention, termination, evaluation, and follow-up.
CLOBJ 6	Compare and contrast psycho-social, problem-solving, clinical, ecological, crisis intervention, and behaviour modification approaches and models in social case work.

f. Course Learning Outcomes:

CLO 1	Students will be able to articulate the historical development of social case work in India, identifying key events and influential individuals.
CLO 2	Students will critically analyze the limitations of social case work practice in the Indian context, developing a nuanced understanding of challenges faced.
CLO 3	Students will adapt their social case work practice to changing contexts, demonstrating an awareness of emerging challenges in the field.
CLO 4	Students will proficiently apply a variety of tools and techniques, enhancing their ability to conduct effective social case work interventions.

f. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	

2	-	-	2	20	20	-	60	-	100
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L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

g. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs. (30)
1	Case Work Practice in India: • Introduction to Social case work: Historical development of social case work in India • Limitations of Social case work practice in India • Changing Context of practice and future challenges	20%	6
2	Tools and techniques in social case work: • Tools: Listening, Observation, Interview, home visits, Collateral contacts, Recording, Relationship • Techniques: Acceptance, Assurance, Accrediting & Building of self-confidence, Emotional support, Ventilation, Environmental modification	20%	6
3	Intervention Process: Phases of Social Case Work • Intake phase/ Study • Psycho-Social/Diagnosis, • Intervention, • Termination, • Evaluation • Follow-up	25%	7
4	Approaches and Models of the Intervention: • Psycho-Social Approach • Problem-Solving Approach • Clinical Approach • Ecological Approach • Crisis – Intervention, • Behaviour Modification	20%	6
5	Self as a case-worker: Scope and practice of working with Individuals in different settings: • Scope of social case work in School • Scope of social case work with family • Scope of social case work with children • Scope of social case work in correctional settings • Scope of social case work with elderly people • Scope of social case work with persons with disability	15%	5
6	Total	100%	30

h. Text Book and Reference Book:

1. Case work: A psychological Therapy Hollis, Florence; New York, Ramlon House; 1966
2. Social Casework, Upadhyay, R; Rawat Publications
3. Social case work (Text Book) Helen Harris Perlman; Rawat
4. Theory and practice of social case work Gordon Hamilton
5. Sanjay Bhattacharya, Social Work: An Integrated Approach (Textbook)

Course Name: Social Group Work Intervention**b. Course Code: (10201172)**

c. Prerequisite: Students enrolled in the Social Group Work Intervention course should ideally have a foundational understanding of social work principles and practices.

d. Rationale: The Social Group Work Intervention course is designed to provide students with the knowledge and skills necessary to engage in effective group work practice within the field of social work. Group work is a valuable approach in social work, allowing practitioners to address the needs of multiple individuals simultaneously.

e. Course Learning Objective:

CLOBJ 1	Develop a comprehensive understanding of basic social processes, associative and dissociative behaviours within groups, and recognize the importance of group dynamics in social work practice.
CLOBJ 2	Explore and analyze models of small group behaviour, including sociometric analysis (Moreno) and Bales system (Interaction Process Analysis), to gain insights into the patterns and interactions within groups.
CLOBJ 3	Acquire knowledge about the process of group formation, including planning and the tasks undertaken by social group workers. Understand and apply practice principles and guidelines for effective group formation.
CLOBJ 4	Introduce and develop practical skills and techniques essential for successful group work, focusing on effective recording principles and various recording techniques. Understand the roles of the group worker and apply diverse skills and techniques in group interventions.
CLOBJ 5	Recognize the importance of evaluation within group work and explore different methods of evaluating group processes and outcomes.
CLOBJ 6	Understand the characteristics of the termination phase in group interventions and identify the needs and challenges associated with concluding group work.

f. Course Learning Outcomes:

CLO 1	Demonstrate the ability to analyze basic social processes occurring within groups, distinguishing between associative and dissociative behaviours, and applying this understanding to group dynamics.
CLO 2	Apply knowledge of models of small group behaviour, such as sociometric analysis and Bales system, to interpret and address patterns within groups effectively.

CLO 3	Demonstrate competence in facilitating group formation by applying planning strategies, executing tasks crucial for group establishment, and adhering to practice principles for effective group work.
CLO 4	Exhibit proficiency in utilizing a variety of skills and techniques relevant to group work, including recording principles, varied roles of group workers, and diverse intervention strategies.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs. (30)
1	Group Process: - Group Process: Basic Social Processes, Associative and Dissociative, - Importance of group processes, typical patterns, - Social worker's skill in identifying and understanding group process	20%	6
2	Models of small group behaviour: - Models of small group behaviour: - Sociometric analysis (Moreno), - Bales system- Interaction Process Analysis	20%	6
3	Process of Group Formation: - Group Formation - Planning Group Formation in Social Group Work - Process of Group Formation – Tasks Undertaken by the Social Group Worker - Practice Principles: Guidelines for Group Formation	20%	6
4	Skills, Techniques and Recording: - Recording in Group Work: Principles and Types of Recording, Techniques of Recording. - Introduction of skills and techniques - Roles of the Group Worker - Skills and Techniques of Group Work	25%	7

5	Evaluation in Groups and Termination Phase: • Importance of Evaluation, • Methods of Evaluation, Characteristics of Termination Phase and Its Needs	15%	5
6	Total	100%	30

i. Text Book and Reference Book:

1. Friedlander W.A (ed.) (1958) Concepts and Methods of Social Work, Prentice Hall MC, Englewood Cliffs, N.J.
2. Garvin, Charles D. et al (eds.) (2008) Handbook of Social Work With Groups, Rawat Publications, New Delhi.
3. Konopka Gisela (1963) Social Group Work: A Helping Process, Prentice Hall Englewood Cliffs, N.J
4. Benson, F. J. (1987). Working more creatively with groups. London: Tavistock Publications
Corey, G. and Corey M., (2006). Group: Process and Practice, Belmont Thomson
5. McConnell, T. (1974). Group leadership and self-realization. Leviathan House
6. Milson, F. (1973). An introduction to social group work skill. London:
7. Routledge and Kegan Philips, U.H. (1957). Essentials of social group work skill. New York: Association Press
8. Trecker, H.B. (1955). Social group work: Principles and practices. New York: Whiteside
9. Wilson, G., & Ryland G. (1949). Social group work practice. Boston: Houghton Mifflin

a. Course Name: Community Organization

b. Course Code: (10201173)

c. Prerequisite: Before enrolling in the Community Organization course, students are expected to have a foundational understanding of social work principles and practices.

d. Rationale: Community Organization is a vital component of the Master of Social Work (MSW) program, aiming to equip students with the knowledge and skills necessary for effective community development and social change.

e. Course Learning Objective:

CLOBJ 1	Define and comprehend the concept of community organization, including its practices, areas, and different levels of application within communities.
CLOBJ 2	Examine the various organizational practices employed in community organization and understand the diverse approaches used to address community challenges.
CLOBJ 3	Explore the scope, references, and definitions of social action. Understand the models of social action and develop strategies for effective social action.
CLOBJ 4	Define the concept of empowerment and identify barriers to the empowerment process. Explore leadership characteristics, types, and the role of leadership in the empowerment process.
CLOBJ 5	Understand the concept of voluntary organizations, including their origin, types, and characteristics. Develop knowledge and skills for initiating and developing voluntary organizations.
CLOBJ 6	Comprehend the concept, definition, and purpose of community participation. Explore various techniques for encouraging people's participation in community development initiatives.

f. Course Learning Outcomes:

CLO 1	Apply community organization principles to address real-world challenges.
CLO 2	Develop strategies for effective social action and community empowerment.
CLO 3	Initiate and manage voluntary organizations.
CLO 4	Facilitate community participation using various models and techniques

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Topic	Weightage (100%)	Teaching Hrs. (30)
1	Community organization& Social Action - Community organization: practices, areas and level of community, organizational practice, approaches of community organization - Social Action: Scope, Reference, definition and model of social action Strategies and prerequisites for social action	20%	6
2	Community organization for Service and Empowerment - Concept of empowerment, barriers to process of empowerment, leadership, origin, types definitions and characteristics of leadership - Organization for service: concept of voluntary organizations, starting and developing voluntary organizations, motivation and training for voluntary work	20%	6
3	Community participation & Models - Concept, definition, purpose, process of participative management, techniques of people participation, resource development - Locality development model, social planning model, social action model	25%	7
4	Community Development - Concept, Philosophy and Methods - Rural Community Development, Urban Community Development, Social Audit & Community Development	20%	6
5	Trends in community organization practices - Limitations to community organization practices - Emerging issues, human rights and community organization Impact of macro policies	15%	5
6	Total	100%	30

i. Text Book and Reference Book:

1. Panchayati Raj in India, Theories and Practices, S L Goyal and Rajnish S, 2003; Deep & Deep Publications, New Delhi
2. Dynamics of Rural Development, Tripathi N S 2007; Discovery Publication House, New Delhi

3. "Community Organization: Theory, Principles, and Practice" by Robert L. Dudley
4. "Empowerment Series: Understanding Human Behaviour and the Social Environment" by Charles Zastrow and Karen K. Kirst-Ashman
5. "Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities" by Robert Chambers

a. Course Name: Field Work

b. Course Code: (10201174)

c. Prerequisite: Basic understanding of village community, to understand the role of NGOs, Voluntary Associations, Civil Society Organizations and try to identify challenging social issues in the society.

d. Rationale: The course is designed to provide students with a comprehensive understanding the role of NGOs, Voluntary Associations, Civil Society Organizations and try to identify challenging social issues in the society. The students will be able to apply social work principles.

e. Course Learning Objective:

CLOBJ 1	Gain knowledge about the principles and values that guide social work practice.
CLOBJ 2	Apply relevant social work theories to analyze and address issues encountered during the real life challenges.
CLOBJ 3	Acquire practical skills necessary for effective social work in diverse settings.
CLOBJ 4	Demonstrate cultural competence in interacting with individuals and communities during fieldwork.
CLOBJ 5	Integrate theoretical knowledge gained in the classroom with real-world field experiences.

f. Course Learning Outcomes:

CLO 1	Successfully conduct fieldwork in communities, agencies, NGOs, or organizations for a specified duration.
CLO 2	Apply social work methods and interventions to address identified social issues and challenges.
CLO 3	Demonstrate effective communication skills while interacting with diverse populations in the field.
CLO 4	Document and assess social needs, challenges, and resources within the community or organization.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	-	8	8	-	-	40	-	60	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

Text Book and Reference Book:

1. "Signals and Systems" by Alan V. Oppenheim and Alan S. Willsky.
2. "Signals and Systems" by Simon Haykin and Barry Van Veen.
3. "Signals and Systems: Analysis Using Transform Methods & MATLAB" by M.J. Roberts.
4. "Linear Systems and Signals" by B.P. Lathi.

Semester 3

Course Name: Labour Welfare and HRM

b. Course Code: 10201218

c. Prerequisite: The course ensures that students entering the program have the necessary academic background, skills, and attitudes to engage meaningfully with the complexities of industrial development, labour welfare, and HRM.

d. Rationale: The course content is designed to provide students with a comprehensive understanding of industrial development, labour welfare, and human resource management (HRM). The rationale for offering this course lies in the recognition of the pivotal role these elements play in the organizational and societal context. Industrial development shapes economies, and effective labour welfare and HRM practices are vital for organizational success and the well-being of the workforce.

e. Course Learning Objective:

CLOBJ 1	Describe the concept of industrial development and its implications on societal and economic structures. Explore the historical development of industries in pre and post-independent India.
CLOBJ 2	Identify the role, duties, and responsibilities of a labour welfare officer inside and outside the industry. Classify labour welfare and its principles, objectives, and nature.
CLOBJ 3	Understand the managerial and operative functions of HRM. Classify Human Resource Management (HRM) and its nature, concept, and definitions.
CLOBJ 4	Understand the concept, significance, objectives, and methods of manpower planning. Analyze recruitment methods, sources, and selection processes.
CLOBJ 5	Identify the meaning, definition, history, types, and roles of trade unions. Describe industrial relations and explore its concepts, meaning, objectives, approaches, and significance.
CLOBJ 6	Understand the meaning and methods of performance appraisal, as well as the significance of wages. Explore training and development needs and methods.

f. Course Learning Outcomes:

CLO 1	Develop a comprehensive understanding of the factors influencing industrial growth and its historical context.
CLO 2	Gain insights into the theoretical and practical aspects of labor welfare practices.
CLO 3	Acquire a solid foundation in HRM principles, enabling effective personnel management.
CLO 4	Obtain practical skills in HR development, training, and performance appraisal techniques.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	0	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hours (30)
1	Introduction of Industrial Development - Labour welfare: Concept, Definition, Principles, Objectives & Nature, Philosophy and various approaches. - Labour welfare officer's role, duties and responsibilities inside as well as outside the industry. - History of Industrial Development in pre and post independent era in India	20%	6
2	Human Resource Management : I - Human Resource Management – Nature, Concept, Definitions, Objective, Scope, Approach of HRM - Function (Managerial and Operatives), - Principles of Personnel Management	20%	6
3	Human Resource Management : II - Manpower Planning : Concept, Definition, Significance, objectives and methods - Recruitment – Definition, Sources, Methods & Techniques. - Selection – Definition & Process; - Placement Orientation – Concept, Objectives, Purpose; - Induction – Meaning, Objectives & Steps. - Promotion – Purpose, Types, Policy & Bases, - Transfer – Purpose, Types, Benefits & Problems	20%	6
4	Industrial Relations - Industrial Relations – concepts, Meaning, Objectives, Approaches and Significance - Trade Union – Meaning, Definition, History, Types and Trade Union Act. - Labour Policy – Labour policy during Five year plans, Labour welfare and Constitutions of India and National Commission on Labour	20%	6
5	Human Resource Development & Training & Development – - Needs, Training v/s Development & Methods v/s Techniques. - Performance Appraisal – Meaning & Method; Wages – Meaning, Types & Utility	20%	6
6	Total	100%	30

Text Book and Reference Book:

1. "Human Resource Management" by Gupta C.B.
2. "Human Resource Management" by K Aswathappa.
3. "Human Resource Management" by Gary Dessler.
4. "Industrial Relations, Trade Unions, and Labour Legislation" by P.R.N. Sinha.
5. "Human Resource Management", by L.M. Prasad

Course Name: Medical & Psychiatric Social Work

b. Course Code: 10201220

- c. Prerequisite:** Inclination to acquire knowledge and learn skills, and attitudes to engage meaningfully with the complexities of social work in the health and mental health domains.
- d. Rationale:** The course will equip students with the knowledge and skills necessary to navigate the dynamic and multidimensional field of social work in the healthcare sector. The rationale for offering this course is rooted in the growing importance of social workers in addressing health and mental health challenges and the need for professionals who can integrate social work principles with healthcare practices.

e. Course Learning Objective:

CLOBJ 1	Understand the historical development of social work practice in the health field.
CLOBJ 2	Explore the role of social workers in the health field, considering current trends and emerging opportunities.
CLOBJ 3	Evaluate population policies and health planning strategies. Assess the role of social workers in the formulation and implementation of health policies.
CLOBJ 4	Understand an overview of health legislations, including MTP, Organ Transplant, P.W. Disability Act, Consumer Protection Act, and Mental Health Act.
CLOBJ 5	Study the anatomy and physiology of various systems, including cardiovascular, reproductive, endocrine, respiratory, and nervous systems.
CLOBJ 6	Develop skills for treatment, prevention, rehabilitation, and management in health and mental health settings.

f. Course Learning Outcomes:

CLO 1	Acquire knowledge of the evolution of social work in health, specifically in mental health, highlighting historical trends and key milestones.
CLO 2	Develop an understanding of the contemporary role of social workers in health settings and recognize opportunities for effective intervention.
CLO 3	Gain competence in analyzing and contributing to health policies, particularly in the context of national health programs.
CLO 4	Understand the legal aspects of health care, enabling effective navigation and advocacy within the legal framework.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs (30)
1	Concept of well-being/health care: - Historical development of social work practice in Health field. - Changing Concept of mental health – Historical development of social work practice in mental health field. Role of social worker in health field – Current trends of social work practice & opportunities. - Understanding hospitals as service system–Health care system, Institutional, Non-institutional models for physical and mental health and services at state, national and international level.	20%	6
2	Health Planning and policies for health and mental health: - Population policy, new health policy, - Role of social worker in policy making and its implementation. - National Programme – NRHM, RCH, AIDS control Program, occupational health, school health Programme & RNTPC	20%	6
3	Over view of health legislations and role of social worker: - MTP, Organ transplant, - P.W. Disability Act, Consumer Protection Act, Mental Health Act, Government Schemes applicable	20%	6
4	Physiology – Anatomy & Epidemiology of Diseases: Cardiovascular, Reproductive, Endocrine, Respiratory, Nervous System Communicable: - TB, HIV/AIDS Non-communicable - Nutritional disorder, Cancer, Life Style Disease	20%	6
5	Social work practice in Health setting: - Treatment, prevention, rehabilitation, management in Health and Mental field, - Approach to work at Individual- Group-Community level, Psychosocial interventions in health setting, Health Education, General Health issues - Indigenous approaches for health problems Rehabilitation: Approaches for health and mental health problems, basic concepts, services, process & role of social worker	20%	6
6	Total	100%	30

Text Book and Reference Book:

1. "Social services department in hospital organizations and functions" by Banerjee, G.R.
2. "Sociology of Health in India" by Dak, T.K.
3. "Mental Health in India issues and concerns" by Mane Purnima and Ganderia Katy.
4. "Introduction to Social Work in Health and Mental Health" by Aparna Joshi.
5. "Mental Health Social Work in India", by N. Muthamma.

Course Name: Social Work Research II**b. Course Code:** 10201221

- c. Prerequisite:** Inclination to learn foundational knowledge of research, methodology, essential statistics, analytical and communication skills.
- d. Rationale:** The course aims to equip students with the necessary skills, knowledge, and attitudes to engage effectively in the research process, from hypothesis formulation to data analysis and reporting. The prerequisites and rationale are designed to ensure that students are adequately prepared for the challenges and opportunities presented by the course.

e. Course Learning Objective:

CLOBJ 1	Develop a clear understanding of the criteria for constructing a useful hypothesis and differentiate between hypothesis, proposition, and theory.
CLOBJ 2	Identify and evaluate various sources of data, including primary and secondary data.
CLOBJ 3	Understand the meaning and importance of data interpretation in the research process. Learn data processing techniques, including coding, and gain proficiency in univariate, bivariate, trivariate, and multivariate data analysis.
CLOBJ 4	Develop skills in writing research reports, including understanding the layout, structure, and types of reports.
CLOBJ 5	Understand the significance of research outcomes and their practical implications.
CLOBJ 6	Demonstrate the ability to write comprehensive project study reports.

f. Course Learning Outcomes:

CLO 1	Exhibit effective communication skills through the writing of research reports, abstracts, and proposals.
CLO 2	Apply research skills practically, demonstrating the ability to analyze real-world data, write case studies, and present project study reports.
CLO 3	Demonstrate a deep conceptual understanding of hypothesis construction, testing, and the implications of Type I and Type II errors.
CLO 4	Develop competence in interpreting, processing, and analyzing data using statistical techniques and tools like SPSS.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme		
L	T	P	C	Internal Evaluation	ESE	Total

				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination.

h. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hours (30)
1	Hypothesis and hypothesis testing: - Criteria for construction and nature of useful hypothesis, Hypothesis- proposition and theory. - Steps in Hypothesis testing, Type I and type II error.	20%	6
2	Data Collection and Measurement: - Sources of Data – Primary and Secondary Collection of Data through Qualitative and Quantitative Methods. - Collection of Data through Interview Schedules - Questionnaires Case Study Method - Interview Guide/ Construction and Utility/ Advantages and Disadvantages.	20%	6
3	Data Interpretation: - Processing and Analysis, Meaning of interpretation, Techniques and Need - Data processing and Analysis Data processing, - Data coding, Preparing master chart, Data analysis, Categorization and tabulation, Univariate, Bivariate, - Trivariate and Multivariate Analysis, Statistics & SPSS	20%	6
4	Research Report Writing: - Meaning of Interpretation - Techniques/Need/Significance of Report Writing - Writing Skills and Techniques - Steps Involved in Report Writing - Lay Out of Research Reports - Types of Reports/Research Abstracts /Research Proposal Writing /Precautions.	20%	6
5	Research outcome: - Abstract - Research paper and publication - Writing case study, writing project study report	20%	6
6	Total	100%	30

i. Text Book and Reference Book:

1. "Practice of social research, social work prospective" by D.K. Lal Das.
2. "Research methodology- methods and techniques" by C R Kothari.
3. "Research Methodology" by P. Sarvanavel.
4. "Case Study Research: Design and Methods" by Yin, Robert, K.
5. "Qualitative methods in Social Work Research", by Padgett, Deborah, K.

Course Name: Labour Legislation

a. Course Code: 10201222

b. Prerequisite: Intended to ensure that students entering the course have the necessary academic background, skills, and attitudes to engage meaningfully with the complexities of labor legislations.

c. Rationale: The course on "Labour Legislations" is designed to provide students with a comprehensive understanding of the legal framework governing labor relations, wages, social security, and working conditions. The rationale for offering this course is rooted in the recognition of the crucial role that labor laws play in protecting workers' rights, ensuring fair employment practices, and maintaining industrial harmony. By studying this subject, students will gain insights into the legal foundations that govern employer-employee relationships in the Indian context.

d. Course Learning Objective:

CLOBJ 1	Explore the principles and objectives underlying labor legislations. Examine the classification of labor legislations and their relationship with the Indian Constitution.
CLOBJ 2	Knowledge Application in Industrial Relations Laws. Analysis of Laws Impacting Working Conditions.
CLOBJ 3	Interpretation and Application of Wages-related Legislation.
CLOBJ 4	Examine the provisions of different laws related to wages.
CLOBJ 5	Assess the impact of the International Labour Organization (ILO) on the development of Indian labor legislations.
CLOBJ 6	Critically evaluate labor policies in India and their alignment with international standards.

e. Course Learning Outcomes:

CLO 1	Demonstrate Understanding of Labour Legislation Foundations. Develop a clear understanding of the principles, objectives, and classification of labor legislations.
CLO 2	Apply Knowledge of Industrial Relations Laws to address and manage industrial relationship.
CLO 3	Interpret Wages-related Legislation: Students will demonstrate the ability to interpret and apply the provisions of the different laws related to labour wages
CLO 4	Analyze the impact of laws such as the Contract Labour (Regulation and Abolition) Act, 1970, and the Industrial Employment (Standing Orders) Act, 1946, on working conditions.

f. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme		
L	T	P	C	Internal Evaluation	ESE	Total

				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

g. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hours (30)
1	Introduction to Labour Legislations : • Introduction of Labour Legislation • Labour Policy & Labour Commission in India • Principles and objectives of Labour Legislation • Classification of Labour Legislation • Indian Constitution And Labour Legislations • I.L.O: Structure, Functions and Impact on Indian Labour Legislation	20%	6
2	Laws related to Industrial Relation: • Industrial Disputes Act, 1947 • Indian Trade Union Act, 1926	20%	6
3	Laws related to Wages: • Payment of Wages Act, 1936 • The Minimum Wages Act, 1948 • The Payment of Bonus Act, 1965 • Equal Remuneration Act 1976	20%	6
4	Laws related to Social Security: • Factories Act, 1948 • Workmen's Compensation Act, 1923 • Employees' State Insurance Act, • Maternity Benefit Act, 1961	20%	6
5	Laws relating to Working Hours, Conditions of Services and Employment: • Contract Labour (Regulation and Abolition) Act, 1970 • Industrial Employment (Standing Orders) Act, 1946	20%	6
6	Total	100%	30

Text Book and Reference Book:

1. "Labour and Industrial Law" by S. N. Misra.
2. "Industrial Labor Laws" by S. P. Jain.
3. "Labour and Industrial Laws " by P K Padhi.
4. "Labour and Employment Laws of India" by H.L. Kumar.
5. "Industrial Relations and Labour Laws", by S.C. Srivastava

Course Name: Field Work**a. Course Code: (10201223)**

- b. Prerequisite:** Basic understanding of village community, to understand the role of hospitals and healthcare institutions, and try to identify challenging social issues in the healthcare and challenging issues of health.
- c. Rationale:** The course is designed to provide students with a comprehensive understanding the role of hospitals and healthcare institutions, and try to identify challenging issues of health and healthcare. The students will be able to apply social work principles.

d. Course Learning Objective:

CLOBJ 1	Apply theoretical knowledge gained in social work coursework to real-world situations during fieldwork, demonstrating an understanding of social work concepts and principles.
CLOBJ 2	Develop the ability to actively engage with communities, agencies, and organizations, conducting assessments to identify needs, strengths, and challenges within diverse settings.
CLOBJ 3	Demonstrate proficiency in designing and implementing social work interventions, providing services that address identified needs and contribute to the well-being of individuals and communities.
CLOBJ 4	Apply ethical considerations in social work practice, demonstrating professionalism, cultural competence, and sensitivity to diverse populations during interactions and interventions.
CLOBJ 5	Cultivate the ability to collaborate effectively with professionals from various disciplines, fostering interdisciplinary teamwork to address complex social issues and enhance community well-being.

e. Course Learning Outcomes:

CLO 1	The ability to apply theoretical knowledge from social work courses to practical scenarios during fieldwork, demonstrating a clear understanding of social work principles in real-world contexts.
CLO 2	Actively engaging with communities, agencies, or organizations, conducting thorough assessments that identify needs, strengths, and challenges within diverse settings.
CLO 3	Demonstrate competence in designing and implementing social work interventions, delivering services that effectively address identified needs and contribute positively to the well-being of individuals and communities.
CLO 4	Exhibit a high level of ethical and professional practice, showcasing cultural competence, sensitivity to diverse populations, and adherence to ethical standards during interactions, assessments, and interventions.

f. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	-	8	8	-	-	20	-	30	50

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

g. Course Content:

Topic	Weightage (100%)
• Transect Walk • Resource Mapping • Meeting with Sarpanch • Conducting survey • Discussion • Debate • Coordination • Counselling • Advocacy • Community Mobilization • Meeting with Anganwadi workers • Industrial Visit • Rural Visit • Conducting PRA • Organising Recreational Activities • Frequent Interaction with Mental Health Experts	
Total	100%

h. Text Book and Reference Book:

1. "Social Work Practice: Concepts, Processes, and Skills" by Armaity S. Desai.
2. "Community Organization and Development" by K. Ramasamy.
3. "Professional Social Work in India: A Manual" by Mohan Jyoti Dutta.
4. "Social Work Intervention: Principles and Strategies" by I. C. Dhingra.
5. "Field Work and Social Research" by B. K. Nagla.

- a. **Course Name:** Counselling
- b. **Course Code:** 10201240
- c. **Prerequisite:** Students enrolling in the Basics of Counselling course should ideally have a foundational background in psychology, social work, or a related field. A basic understanding of human behaviour, interpersonal dynamics, and communication skills would be beneficial. Additionally, students should possess empathy, active listening skills, and an interest in helping others. Familiarity with ethical considerations in counselling and a commitment to personal and professional growth are also desirable prerequisites.
- d. **Rationale:** This course aims to lay the foundation for effective counselling practice by providing students with a comprehensive understanding of its basics, ethical considerations, and diverse applications. By combining theoretical knowledge with practical insights, the course prepares students for the complexities of counselling in various settings, fostering a compassionate and professional approach. The rationale is grounded in the need to equip future counsellors with the skills and knowledge required for ethical and effective practice in the field.
- e. **Course Learning Objective:**

CLOBJ 1	Develop a comprehensive understanding of the fundamental concepts of counselling, including its introduction, essentials, and practical considerations.
CLOBJ 2	Identify and cultivate the essential qualities and skills required for effective counselling, emphasizing empathy, active listening, and interpersonal communication.
CLOBJ 3	Explore the historical development of counselling, understand ethical considerations, and grasp the legal aspects, fostering awareness of the profession's context and standards.
CLOBJ 4	Examine various counselling theories, including supportive psychotherapy, cognitive-behavioural therapy, and marital therapy, to develop a comprehensive understanding of diverse counselling approaches.
CLOBJ 5	Understand counselling as a dynamic process, involving case analysis, play therapy, and the use of tools, acquiring practical insights into the application of counselling techniques.
CLOBJ 6	Broaden the scope of counselling by exploring its applications in the social welfare sector, including counselling for children, gender-specific counselling, and its role in correctional and disability settings.

f. Course Learning Outcomes:

CLO 1	Achieve a comprehensive understanding of the fundamental concepts of counselling, demonstrating the ability to articulate the essentials and practical considerations involved in the counselling process.
CLO 2	Demonstrate essential counsellor qualities and skills, including empathy, active listening, and effective interpersonal communication, showcasing proficiency in foundational aspects crucial for counselling practice.
CLO 3	Develop awareness of the historical evolution of counselling, ethical considerations, and legal aspects, showcasing an understanding of the context and standards shaping the counselling profession.

CLO 4	Apply knowledge of diverse counselling theories, understanding the dynamic counselling process through case analysis, play therapy, and the use of counselling tools, demonstrating practical application in counselling scenarios.
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g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Content	Weightage	Teaching Hours (30)
1	Basics of Counselling: - Basics of Counselling- Introduction of Counselling, Essentials of Counselling and Practical Issues Involved in Counselling. - Qualities and Skills of a Counsellor - Historical, Ethical and Legal Aspects of Counselling - Context and Trends in Counselling, - Ethics of Counselling & Legal Aspects of Counselling	20%	6
2	Theories of Counselling: Theories of Counselling - Supportive Psychotherapy, Cognitive Behaviour Therapy, Marital Therapy & Models of Counselling	20%	6
3	Counselling as A Process: Counselling as A Process - Case Analysis, Play Therapy & Tools for Counselling	20%	6
4	Individuals and Family: - Individuals and Family - Family and Couple Counselling, Counselling in Legal Setting - Family Courts, Family Problems, Sex and Sexuality & Suicide - Counselling	20%	6
5	Counselling in Social Welfare Sector: Counselling in Social Welfare Sector - Counselling for Children, Gender Specific Counseling, Social Defence and Counselling in Correctional Settings & Counselling in Disability Sector	20%	6
6	Total	100%	30

i. Text Book and Reference Book:

- "Counseling and Psychotherapy: A Practical Approach" by Sudhir Kakar.
- "Basics of Counselling and Psychotherapy: From Mission to Profession" by Dr. A. M. Rajya Lakshmi.

3. "Counseling Psychology in the Indian Context" by K. V. Pethe.
4. "Essentials of Counselling and Guidance" by B. R. Kapoor.
5. "Counseling: Theory and Practice", by Radha S. Sharma.

Course Name: Social Innovation and Entrepreneurship

a. Course Code: 10201241

b. Prerequisite: Inclination to learn foundational understanding of elementary entrepreneurship concepts, economic principles, marketing strategies, types of entrepreneurs, administrative skills and societal structures.

c. Rationale: The course will equip the students with a holistic understanding of entrepreneurial concepts, practices, and their broader societal implications. By integrating theoretical knowledge with practical insights and emphasizing inclusivity, sustainability, and innovation, the course aims to foster a new generation of entrepreneurs who are not only economically successful but also socially responsible and impactful.

d. Course Learning Objective:

CLOBJ 1	Develop a comprehensive understanding of entrepreneurship by defining its concepts, characteristics, and functions in the context of economic development.
CLOBJ 2	Differentiate between various types of entrepreneurs, including small business entrepreneurs, innovative entrepreneurs, and social entrepreneurs, understanding their distinct roles and contributions.
CLOBJ 3	Apply the principles of Entrepreneurship Development Programs (EDP) to identify training and development needs for aspiring entrepreneurs, and analyze the various phases involved in EDP implementation.
CLOBJ 4	Examine the challenges faced by women entrepreneurs, persons with disabilities, and entrepreneurs from Scheduled Castes/Tribes. Evaluate government assistance programs and develop strategies to empower and promote inclusivity in entrepreneurship.
CLOBJ 5	Compare and contrast social entrepreneurship with traditional business entrepreneurship, exploring the evolving landscape where boundaries between non-profits, governments, corporations, and businesses are blurred.
CLOBJ 6	Explore the concept of sustainable social entrepreneurship, analyzing case studies from national and international contexts. Develop strategies for making social entrepreneurship initiatives environmentally and socially sustainable, including considerations for capital, funding, and financing.

e. Course Learning Outcomes:

CLO 1	Understand entrepreneurship by articulating key concepts, characteristics, and functions, showcasing the ability to analyze and interpret the role of entrepreneurship in economic development.
CLO 2	Demonstrate practical application skills by identifying training and development needs for aspiring entrepreneurs. Design and evaluate Entrepreneurship Development Programs, understanding the different phases involved in their implementation.

CLO 3	Develop a heightened awareness of challenges faced by women entrepreneurs, persons with disabilities, and entrepreneurs from Scheduled Castes/Tribes. Able to assess government assistance programs and propose strategies to empower underrepresented groups, promoting inclusivity in entrepreneurship.
CLO 4	Develop strategies for sustainable social entrepreneurship. Analyze case studies from both national and international contexts, demonstrating an understanding of the factors that contribute to the sustainability of social ventures, including considerations for capital, funding, and financing.

f. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

g. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hours (30)
1	Entrepreneurship: Entrepreneurship-Concept and Definition; Characteristics, Functions and types of entrepreneurs; Need for training and development; EDP; Phases of EDP; Development of women Entrepreneurs and rural Entrepreneur	25%	8
2	Social Entrepreneurship: Social Entrepreneurship: Concept, Definition and the need of social Entrepreneurship; Similarities and differences between social Entrepreneurship and business Entrepreneurship. Central and state government Assistance to Women Entrepreneurs, person with disabilities and SC/ST Entrepreneurs. The Blurring Boundaries Between Non-profits, Governments, Corporations and Business (Social Enterprise)	25%	8
3	Social Entrepreneurs: Definition and Meaning; qualities of an entrepreneur; Examples and case studies; challenges faced by entrepreneurs	25%	7
4	Sustainable Social Entrepreneurship: Concept; How to make it sustainable; Case Studies (National and International); Capital/Funding/Financing; For profit Social Venture Models; Making a Pitch for Funding Highlights and Future of Social Enterprise	25%	7
5	Total	100%	30

h. Text Book and Reference Book:

1. "Creating a World Without Poverty: Social Business and the Future of Capitalism" by Muhammad Yunus.
2. "How to Change the World: Social Entrepreneurs and the Power of New Ideas" by David Bornstein.
3. "Defying the Odds" by Devesh Kapur, D. Shyam Babu, Chandra Bhan Mehta.
4. "The Meaning of Social Entrepreneurship" by Gregory, J.D; Pearson.
5. "Entrepreneurial Development" by Srinivasan. N.P.

Course Name: Human Rights

a. Course Code: 10201242

b. Prerequisite: This set of prerequisites aims to ensure that students entering the course have the foundational knowledge and skills necessary to engage with the multifaceted and interdisciplinary nature of human rights studies.

c. Rationale: The course will provide strong foundation on signals and systems, which will be useful for creating foundation of communication and signal processing. The students will learn basic continuous time and discrete time signals and systems. Student will understand the application of various transforms for analysis of signals and systems both continuous time and discrete time.

d. Course Learning Objective:

CLOBJ 1	Develop a nuanced understanding of the three generations of human rights, including civil and political rights, economic, social, and cultural rights, and collective/solidarity rights.
CLOBJ 2	Trace the historical journey from Magna Carta to the Universal Declaration of Human Rights, exploring key documents such as the United States Declaration of Independence and the French Declaration of the Rights of Man and the Citizen.
CLOBJ 3	Examine the theoretical foundations of human rights by delving into various theories, fundamental rights, and duties, directive principles of state policy, and constitutional provisions that serve as bases and sources of human rights.
CLOBJ 4	Analyze and understand concerns related to the violation of rights as articulated in the U.N. Declaration and the Vienna Declaration of 1993. Explore the specific challenges faced by different citizens, including women, children, the disadvantaged, and workers.
CLOBJ 5	Develop an understanding of key international legal frameworks related to human rights, including the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social, and Cultural Rights. Analyze the significance of these frameworks in shaping global approaches to human rights.
CLOBJ 6	Explore the concept of intersectionality within the realm of human rights, considering how various social categories such as gender, race, class, and ethnicity intersect and influence individuals' experiences of rights. Develop the ability to critically assess the impact of intersectionality on the realization of human rights for different groups.

e. Course Learning Outcomes:

CLO 1	Attain a comprehensive knowledge of the three generations of human rights, demonstrating the ability to distinguish and articulate the key characteristics of each category.
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CLO 2	Contextualize the evolution of human rights within historical milestones, showcasing an understanding of the significance of documents like Magna Carta, the Universal Declaration of Human Rights, and other key declarations.
CLO 3	Gain a theoretical understanding of human rights by exploring various theories and legal frameworks, demonstrating the ability to critically analyze the bases and sources of human rights.
CLO 4	Develop analytical skills to assess concerns about rights violations, specifically focusing on the provisions outlined in the U.N. Declaration and Vienna Declaration 1993. Apply this knowledge to comprehend and address the unique challenges faced by different citizen groups.

f. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

g. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hours (30)
1	Meaning and Concept of Human Rights: - Notion and Classification of Rights - Natural, Moral and Legal Rights - Three Generations of Human Rights - (Civil and Political Rights; Economic, Social and Cultural Rights; Collective/Solidarity Rights)	15%	5
2	Journey from Magna Carta to the Universal Declaration of Human Rights: Magna Carta - The united States Declaration of Independence - The French. Declaration of the Rights of Man and the Citizen; United States Bill of Rights; - Geneva Convention of 1864; Universal Declaration of Human Rights, 1948). - International Bill of Rights (Significance of Universal Declaration of Human Rights, International Covenant on Civil and Political Rights; and the International Covenant on Economic, Social and Cultural Rights	25%	7
3	Bases and Sources of Human Rights: - Theories of Human Rights Fundamental Rights and Duties - Directive Principles' of State Policy Constitutional Provisions	25%	7
4	Concerns about Violation of Rights:	25%	7

	Provisions in the U.N. Declaration, Vienna Declaration 1993		
5	Human Rights of Different Citizens: - Human Rights of Women, - Human Rights of Children, - Human Rights of the Disadvantaged, Human rights of Worker	10%	4
6	Total	100%	30

h. Text Book and Reference Book:

1. "The Idea of Human Rights" by Charles R. Beitz
2. "The International Human Rights Movement: A History" by Aryeh Neier
3. "Human Rights: A Very Short Introduction" by Andrew Clapham
4. "The Anatomy of Human Rights in India: Their Framing and Implementation" by S. S. Bloeria
5. "Human Rights: Politics and Practice" by Michael Goodhart.

Course Name: Project Planning and Management

a. Course Code: 10201243

b. Prerequisite: Students enrolling in the Project Management course should possess foundational knowledge in business management and quantitative techniques.

c. Rationale: This course aims to equip students with the knowledge and skills required for effective project management. The prerequisites ensure that students have a solid understanding of business fundamentals, quantitative techniques, and management principles, providing a foundation for engaging with the complexities of project formulation, implementation, and evaluation.

d. Course Learning Objective:

CLOBJ 1	Develop a comprehensive understanding of project concepts, including the meaning, importance, characteristics, and various types of projects.
CLOBJ 2	Acquire proficiency in project formulation by comprehending its concept, objectives, scope, and the critical requirements and factors influencing the formulation process.
CLOBJ 3	Gain insights into the phases of the project cycle, understanding how projects evolve from conceptualization through formulation, implementation, monitoring, and evaluation.
CLOBJ 4	Develop skills in project evaluation and appraisal, including conducting feasibility studies, financial cost-benefit analysis, and social-cost benefit analysis to assess project viability.
CLOBJ 5	Understand the stages of project implementation, teamwork dynamics, and the roles of different actors involved in successfully executing a project.
CLOBJ 6	Apply principles of management, quantitative techniques, and operations management to project management scenarios, emphasizing project estimating, cost and risk management, quality management, and governance.

e. Course Learning Outcomes:

CLO 1	Exhibit proficiency in project formulation, showcasing the ability to define project objectives, scope, and navigate through the various stages of project formulation, taking into account influencing factors.
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CLO 2	Emerge as effective project managers, capable of overseeing project implementation, leading teams, and coordinating activities to ensure successful project outcomes.
CLO 3	Develop skills in project evaluation and appraisal, showcasing the ability to conduct feasibility studies, financial cost-benefit analysis, and social-cost benefit analysis to make informed project decisions.
CLO 4	Demonstrate the practical application of project management principles, utilizing knowledge from areas such as principles of management, quantitative techniques, and operations management in real-world project scenarios.

f. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

g. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs. (30)
1	Project Concept: - Meaning, importance, Characteristics and Types. - Project Formulation: Concept, Meaning, Objectives and Scope. - Requirements and Factors Affecting Project Formulation. Phases of Project Cycle	20%	6
2	Project formulation: - Definition, objectives; Stages of project formulation. - Methodology for project identification and formulation; - Feasibility studies, input analysis, financial cost-benefit analysis, social-cost benefit analysis; - Project Evaluation & appraisal - Meaning, objectives, scope, stages, approach, and steps. Project Report	20%	6
3	Project implementation: - Stages of implementation, Teamwork, actors in project implementation; - Project monitoring: meaning objectives and significance; - Monitoring techniques: integrated reporting, Milestones, time and cost overrun and under runs, unit index techniques	20%	6
4	Principles of Management: Quantitative Techniques for Management. Operations Management	20%	6
5	Fundamentals of Project Management:	20%	6

	• Project Estimating, Cost and Risk Management, Project Quality Management. • Governance, Continuity and Ethics in Project Management.		
6	Total	100%	30

h. Text Book and Reference Book:

- "Project Management: Planning and Control Techniques" by R. Kesavan.
- "Project Appraisal and Impact Analysis" by Prasanna Chandra.
- "Project Management: A Systems Approach to Planning, Scheduling, and Controlling" by Harold Kerzner.
- "Quantitative Techniques in Management" by T. R. Jain, P. C. Ohri.
- "Operations Management", by K. Shridhara Bhat.

Course Name: Community Health Services

a. Course Code: 10201268

b. Prerequisite: Desire to learn pattern of community health services and an advanced exploration of community health, health care systems, and international health. Learn the complexities of addressing health issues within various communities.

c. Rationale: The course will ensure that students are adequately prepared for an in-depth exploration of community health, health care systems, international health, and health education. The emphasis on foundational knowledge and skills aligns with the goal of fostering critical thinking and preparing students for impactful roles in the field of health and social work.

d. Course Learning Objective:

CLOBJ 1	Develop a comprehensive understanding of the concept of community health, including its dimensions, determinants, and historical context.
CLOBJ 2	Analyze the health care system in India, both pre and post-Independence, examining the roles of NGOs, the government, and associated challenges.
CLOBJ 3	Understand the role of social workers in contributing to the achievement of Millennium Development Goals (MDGs) in the context of health.
CLOBJ 4	Gain proficiency in planning, managing, and organizing health education programs, utilizing various communication modes, overcoming barriers, and incorporating information technology.
CLOBJ 5	Explore health problems faced by developed and developing countries, examine the role of international agencies, and understand the evolution of health-for-all approaches.
CLOBJ 6	Acquire knowledge of medical ethics, patient rights, and ethical considerations in health care, emphasizing the importance of ethical practice in community health settings.

e. Course Learning Outcomes:

CLO 1	Demonstrate a holistic understanding of community health, recognizing the interconnected dimensions and determinants influencing the health of populations.
CLO 2	Critically analyze the structure and challenges of health care systems, contributing to informed discussions and proposing potential improvements.

CLO 3	Actively contribute to the achievement of MDGs, applying social work principles to address health-related challenges and promote sustainable development.
CLO 4	Demonstrate the ability to make ethical decisions in complex health scenarios, ensuring the protection of patient rights and adherence to ethical standards in health care practices.

f. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

g. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs. (30)
1	Community Health • Concept of Community, Health and Community, • Community related Health Issues and Causes, Dimensions and Determinants of Health • History of Community health, Indicator of Health in Community • Community Participation in Health	20%	6
2	Health Care System • Health care system in India pre and post-Independence • Role of functionaries (NGO and Government), Problems of Health Care System • Various Government Schemes • Health Infrastructure in India—Public, Private, and Charitable, Public Private Partnership(PPP)	20%	6
3	Health and MDGs • Millennium Development Goals • Role of Social Worker in Millennium Development Goals • Right to Health and Health Care • Medical ethics and patient rights	20%	6
4	Health Education and Information Technology in Health • Concepts, objectives and approaches of health education • Methods , modes and barriers of communication • Planning, Management and Organization of health education programs • E-medicine, Distance education and associated legal issues • Role of media in Health Education • E Health and M Health : Concept and Importance	20%	6
5	International Health • Health problems of developed and developing countries	20%	6

	• International agencies in Health • Health for All approaches- Primary Health Care (1978) to Universal Health Coverage		
6	Total	100%	30

Text Book and Reference Book:

1. "Park's Textbook of Preventive and Social Medicine" by K. Park
2. "Textbook of Preventive and Social Medicine" by R. S. Gupta
3. "Community Medicine: A Student's Manual" by A. M. Kadri.
4. "Community Medicine - With Recent Advances" by N. K. Chadha.
5. "Community Medicine Practical Manual", by L. S. Shashidhara

Course Name: Social Work with Family - Child, Youth & Elderly

a. Course Code: 10201269

b. Prerequisite: Prior completion of foundational courses in sociology, social work, or related disciplines is essential to ensure students have a basic understanding of societal structures, family dynamics, and social welfare concepts. Familiarity with legal frameworks, child welfare principles, and youth development theories would be beneficial for a comprehensive grasp of the complexities associated with family-centered social work

c. Rationale: This course aims to equip students with a multidimensional perspective on family life, child welfare, youth development, aging, and family-centered social work. By exploring various aspects such as legal frameworks, international and national initiatives, and government policies, students will be prepared to engage with the diverse challenges and opportunities associated with family dynamics and social work interventions. The course emphasizes a holistic understanding of individuals across the lifespan and the importance of family-centered approaches in social work practice.

d. Course Learning Objective:

CLOBJ 1	Develop a foundational understanding of the concepts, definitions, and structures associated with family, child welfare, youth development, gerontology, and family-centered social work.
CLOBJ 2	Cultivate analytical skills to critically assess the diverse forms, functions, and challenges within contemporary Indian families, recognizing the dynamic nature of familial relationships.
CLOBJ 3	Acquire expertise in child welfare, understanding the needs of vulnerable children, and evaluating both institutional and non-institutional services, with a focus on international and national initiatives in child rights.
CLOBJ 4	Gain a comprehensive understanding of youth development, including the characteristics and needs of Indian youth, an analysis of the problems they face, and an exploration of government policies aimed at youth development.
CLOBJ 5	Explore the concept of gerontology, understand the characteristics of old age, and evaluate legislation, community-based programs, and coping strategies for promoting healthy aging.
CLOBJ 6	Develop competence in family-centered social work, understanding its principles, methods, including family therapy and crisis intervention, and gaining insights into government policies related to family welfare.

e. Course Learning Outcomes:

CLO 1	Demonstrate a holistic understanding of family dynamics, child welfare, youth development, gerontology, and family-centered social work, recognizing the interconnectedness of these domains.
CLO 2	Apply analytical and critical thinking skills to assess and analyze various aspects of family life, child welfare, youth issues, and aging, contributing to informed decision-making and intervention strategies.
CLO 3	Develop expertise in social work practice, particularly in the context of family-centered approaches, crisis intervention, and youth development, demonstrating the ability to apply theoretical knowledge to real-world scenarios.
CLO 4	Evaluate government policies related to family welfare, child rights, youth development, and aging, and demonstrate the ability to advocate for effective social policies that address the needs of individuals and families across the lifespan.

Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

f. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs (30)
1	Definition & Concept of family: - Family, Concept, Definition, Functions, - Forms of family, structure, - Household features of contemporary Indian family - Marriage- Concept, Meaning, Definition, Forms, functions	20%	6
2	Children: - Vulnerable Children: - Institutional services: Residential homes for children – Shelter homes, aftercare homes, homes for special children, SOS Balgram villages - Non-Institutional services: Sponsorship, day/night care centres, foster care, adoption - International Initiatives in Child Rights, - National Initiatives in Child Rights	20%	6
3	Youth Development: - Youth- Concept, definition, characteristics & needs of Indian youth, - Problems faced by Indian youth. - Youth Unrest – Meaning & Concept;	20%	6

	Youth policies and Youth programmes initiated by the government.		
4	Gerontology - Introduction, Meaning, Concept, Definition, - Characteristics Old age and family life, - Legislation for caring the elderly, - Community based programmes for the elderly, - Importance of promoting Healthy Ageing, - Aging and methods of coping with biological and mental changes, - Degeneration during Late Adulthood. Working with elderly, - Government policies and facilities for Elderly	20%	6
5	Family Centered Social Work: - Definition & Concept; Principles of Family Centered Social Work; - Methods of Family Centered Social Work; - Family Therapy; - Crisis Intervention in families. - Family policies and programmes in India- An overview, population policy and Family. - Family Welfare	20%	6
6	Total	100%	30

g. Text Book and Reference Book:

- "Family and Child Welfare in India" by Aparna Joshi.
- "Youth Development in India: Challenges and Opportunities" by Pradeep Narayanan.
- "Gerontology in India: Perspectives and Challenges" by K. S. Mathew.
- "Family-Centered Social Work: Concepts and Practice" by Radhika Mittal.
- "Child Rights in India: Issues and Perspectives", by Asha Bajpai.

Course Name: Criminology & Correctional Social Work

a. Course Code: 10201270

b. Prerequisite: Prior completion of foundational courses in sociology or psychology is essential, providing students with a fundamental understanding of human behaviour and societal dynamics. Additionally, a basic knowledge of legal systems and institutions would be beneficial for a comprehensive grasp of the criminal justice context.

c. Rationale: The course on criminology aims to equip students with a comprehensive understanding of crime, its societal implications, and the multifaceted criminal justice system. By exploring theoretical foundations, social problems, legislative frameworks, and the role of various stakeholders, the course prepares students to critically analyze and contribute to efforts in crime prevention and rehabilitation. Furthermore, the emphasis on community involvement and the role of social workers underscores the holistic and community-centric approach essential for effective crime management and social justice.

d. Course Learning Objective:

CLOBJ 1	Develop a comprehensive understanding of key criminological concepts, including the nature of crime, theoretical perspectives, and the various categories of criminals.
CLOBJ 2	Critically analyze the interrelation between social problems and criminal behaviour, examining the causes and types of social issues contributing to criminal activities.
CLOBJ 3	Evaluate the components of the criminal justice system, including the roles of police, judiciary, and correctional services, fostering a critical awareness of strengths and limitations.
CLOBJ 4	Gain an in-depth understanding of key legislations such as the Indian Penal Code (IPC) and the Code of Criminal Procedure (Cr. P.C), enabling a critical review of legal frameworks governing crime.
CLOBJ 5	Analyze the concept of punishment and institutional services, exploring the ethical and philosophical dimensions of different types of punishment and the challenges associated with institutional correctional services.
CLOBJ 6	Appreciate the significance of community-based corrections, probation, and parole, and understand the role of social workers in crime prevention and the rehabilitation of offenders within a community context.

e. Course Learning Outcomes:

CLO 1	Demonstrate an integrated understanding of criminological concepts by articulating the relationships between the nature of crime, diverse criminological theories, and the various categories of criminals.
CLO 2	Apply critical analysis skills to identify and address the complex interplay between social problems and criminal behaviour, showcasing the ability to propose informed solutions and preventive measures.
CLO 3	Conduct informed assessments of the criminal justice system, exhibiting the ability to critically evaluate the roles of law enforcement, judiciary, and correctional services, and suggesting improvements for a more effective system.
CLO 4	Evaluate the ethical implications of punishment, institutional services, and community-based corrections, demonstrating an awareness of the ethical considerations within the criminal justice system and adopting a community-centric perspective in addressing crime and rehabilitation.

f. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

g. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs (30)
1	Concept of criminology: • Crime: Concept – Definition, Nature • Theories – Classical, Biological, Psychological, Sociological. • Crime and Criminals • Occasional criminals, Habitual criminals, Professional criminals, White-collar crime, Organized crime, corporate crimes	20%	6
2	Social problems and Crime: • Concept, Causes and types of social problems- Destitution, Child Labour, Drug Abuse, Beggary and Trafficking. • Juvenile delinquency - concept, causes and approaches to deal with Delinquency	20%	6
3	Analysis of the System: • Analysis of the System - Police, Judiciary; Prison and Correctional services • Critical review of legislations - IPC, Cr. P.C • Punishment: Concept, Definition, Meaning Types	20%	6
4	Institutional services: • Institutional services - Prison, observation homes, special homes, beggar homes, de- addiction centres, adoption centres. • Community based corrections and non-institutional Services – Probation, Parole, rehabilitation and reintegration of offenders	20%	6
5	Role of social worker: • Role of social worker in crime prevention and rehabilitation of offenders • Voluntary organizations and community participation in crime prevention	20%	6
6	Total	100%	30

h. Text Book and Reference Book:

1. "Criminology: Principles and Concepts" by S. N. Mishra.
2. "Indian Penal Code" by Ratanlal & Dhirajlal.
3. "Criminology and Penology" by N. V. Paranjape.
4. "Introduction to the Constitution of India" by Durga Das Basu.
5. "Social Work and Criminal Justice: Skills for Working with Offenders", by Ursula Smartt.

a. Course Name: Social Welfare Administration & Policy

b. Course Code: 10201271

c. Prerequisite: Prior completion of foundational courses in sociology, social work, or a related field is essential to ensure students have a basic understanding of societal structures, values, and human behaviour. Additionally, a familiarity with legal frameworks and institutions, as well as knowledge of economic

concepts, would be beneficial for a comprehensive grasp of the complexities of social policy and welfare administration.

- d. Rationale:** This course is designed to install a holistic understanding of social policy and welfare administration, fostering critical thinking, analytical skills, and a sense of responsibility towards societal well-being. By exploring historical perspectives, theoretical frameworks, and practical applications, students will be prepared to engage with the complexities of social policies, contribute to their development, and evaluate their impact on communities and individuals. The course aims to empower students with the knowledge and skills necessary for effective advocacy, policy analysis, and participation in shaping social welfare agendas for a just and inclusive society.

e. Course Learning Objective:

CLOBJ 1	Understand the key concepts, principles, and historical perspectives of social policy, welfare administration, and human services.
CLOBJ 2	Cultivate analytical skills to critically evaluate social policies, their political and economic contexts, and their impact on diverse populations and communities.
CLOBJ 3	Acquire the ability to conceptualize social policies, understand the formulation processes, and identify the values, norms, and constitutional aspects influencing policy decisions.
CLOBJ 4	Develop advocacy skills for effective public engagement, including budget analysis, public hearings, and the use of institutional tools like RTI, to contribute meaningfully to the policy-making process.
CLOBJ 5	Understand the roles and functions of international and national institutions in social policy, evaluating their programs and policies in the context of global and local societal needs.
CLOBJ 6	Gain insights into the planning, administrative machinery, and evaluation processes related to social policies, emphasizing the objectives of both economic growth and social justice.

f. Course Learning Outcomes:

CLO 1	Demonstrate a comprehensive understanding of the key concepts, principles, and historical perspectives related to social policy, welfare administration, and human services.
CLO 2	Apply critical analysis skills to assess social policies, identifying their political, economic, and societal contexts, and evaluate their impact on individuals and communities.
CLO 3	Demonstrate effective advocacy skills and public engagement strategies, utilizing tools such as budget analysis, public hearings, and institutional mechanisms like RTI to contribute to the policy-making process.
CLO 4	Exhibit informed participation in the conceptualization, formulation, and evaluation of social policies, recognizing the interplay of constitutional values, societal norms, and international perspectives.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs (30)
1	Understanding of Basic concepts of Social service • Social welfare/services, • Social Administration • Social Welfare Administration • Social security/services, • Human services • Social welfare Definition, principles , Scope	20%	6
2	Conceptualization of Social Policy & Planning • Social policy as reflected in constitution • As reflected through social legislations • As reflected in values • Norms custom prevalent in the society, • Interlinked social planning, social policy & social problems. • Definitions, scope models and sources of Social Policy	20%	6
3	• The Political Economy of Social Policy: • Content, Institutional Approach, Conservative approach, Welfare, Pluralism, Social Development Prospective. • Social Advocacy- Budget analysis, Public hearing, Vigilance, Institutions, RTI etc.	20%	6
4	Social Policy and Social Services • Evolution & historical perspectives of various policies & their implementations in the areas of Policies concerning education, health, social welfare, women, children welfare, SC/ST/OBC • Social security, housing • Environment and ecology urban and rural development tribal development and poverty alleviation. • Emergence, Structure Programmers OF International and National Institutions.	20%	6
5	Policy, Planning Processes, Formulation • Planning and administrative machinery & evaluation and monitoring, • Broad review of policy planning with emphasis on the objective of growth & Social justice	20%	6
6	Total	100%	30

i. Text Book and Reference Book:

1. "Social Policy and Social Work in India" by Jyotsna Jha.
2. "Social Welfare in India: Policies, Programmes and Practices" by S. K. Mittal.
3. "Development Planning and Policy in India" by C. Rangarajan.
4. "Social Policy in India: Development and Transformation" by M. S. Gore.
5. "Indian Administration: Evolution and Practice", by S. R. Maheshwari.

Course Name: Field Work

a. Course Code: 10201272

b. Prerequisite: Basic understanding of village community, to understand the role of industry and various manufacturing units and try to identify challenging social issues in the industries.

c. Rationale: The course is designed to provide students with a comprehensive understanding the role of hospitals and healthcare institutions, and try to identify challenging social issues in the industries. The students will be able to apply social work principles.

d. Course Learning Objective:

CLOBJ 1	Apply theoretical knowledge gained in social work coursework to real-world situations during fieldwork, demonstrating an understanding of social work concepts and principles.
CLOBJ 2	Develop the ability to actively engage with communities, agencies, and organizations, conducting assessments to identify needs, strengths, and challenges within diverse settings.
CLOBJ 3	Demonstrate proficiency in designing and implementing social work interventions, providing services that address identified needs and contribute to the well-being of individuals and communities.
CLOBJ 4	Apply ethical considerations in social work practice, demonstrating professionalism, cultural competence, and sensitivity to diverse populations during interactions and interventions.
CLOBJ 5	Cultivate the ability to collaborate effectively with professionals from various disciplines, fostering interdisciplinary teamwork to address complex social issues and enhance community well-being.

e. Course Learning Outcomes:

CLO 1	The ability to apply theoretical knowledge from social work courses to practical scenarios during fieldwork, demonstrating a clear understanding of social work principles in real-world contexts.
CLO 2	Actively engaging with communities, agencies, or organizations, conducting thorough assessments that identify needs, strengths, and challenges within diverse settings.
CLO 3	Demonstrate competence in designing and implementing social work interventions, delivering services that effectively address identified needs and contribute positively to the well-being of individuals and communities.
CLO 4	Exhibit a high level of ethical and professional practice, showcasing cultural competence, sensitivity to diverse populations, and adherence to ethical standards during interactions, assessments, and interventions.

f. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	-	8	8	-	-	40	-	60	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination.

g. Course Content:

Topic	Weightage (100%)
• Transect Walk • Resource Mapping • Meeting with Sarpanch • Conducting survey • Discussion • Debate • Coordination • Counselling • Advocacy • Community Mobilization • Meeting with Anganwadi workers • Industrial Visit • Rural Visit • Conducting PRA • Organising Recreational Activities • Frequent Interaction with Mental Health Experts	
Total	100%

h. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
-	-	8	8	-	-	40	-	60	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

i. Text Book and Reference Book:

1. "Social Work Practice: Concepts, Processes, and Skills" by Armaity S. Desai.
2. "Community Organization and Development" by K. Ramasamy.
3. "Professional Social Work in India: A Manual" by Mohan Jyoti Dutta.
4. "Social Work Intervention: Principles and Strategies" by I. C. Dhingra.
5. "Field Work and Social Research" by B. K. Nagla.

- a. **Course Name:** Corporate Social Responsibility
- b. **Course Code:** 10201290
- c. **Prerequisite:** Inclination to learn foundational understanding of business management, ethics, and social issues of corporate world and contribute to social upliftment.
- d. **Rationale:** This course aims to provide students with a comprehensive understanding of CSR principles, implementation strategies, and sustainability considerations within the business context. The prerequisites ensure that students have the foundational knowledge needed to engage critically with the ethical, social, and environmental dimensions of corporate practices.
- e. **Course Learning Objective:**

CLOBJ 1	Develop a clear understanding of CSR, including its concept, definition, and the evolving role of corporations as integral parts of society.
CLOBJ 2	Examine the historical evolution of CSR, grasp the principles that guide CSR practices, and understand the need and objectives of incorporating CSR into business operations.
CLOBJ 3	Differentiate between economic, legal, ethical, and philanthropic aspects of CSR, exploring the traditional and modern perspectives on CSR.
CLOBJ 4	Identify and classify stakeholders, analyze their perspectives on CSR, and comprehend the Stakeholder Theory to understand their impact on corporate social responsibility.
CLOBJ 5	Familiarize oneself with globally recognized standards and codes related to CSR, such as ISO 14001, OHSAS 18001, SA-8000, Global Compact, and BS-ISO Guidelines on CSR Management.
CLOBJ 6	Explore the practical aspects of CSR implementation, including addressing environmental, social, labor, and governance issues. Understand the concept of sustainability, the Triple Bottom Line approach, and relevant regulations like Section 135 of the Companies Act 2013.

f. **Course Learning Outcomes:**

CLO 1	Attain a comprehensive knowledge of CSR principles, demonstrating the ability to define, explain, and critically evaluate the role of corporations in society, evolution, and the guiding principles of CSR.
CLO 2	Develop analytical proficiency in discerning economic, legal, ethical, and philanthropic aspects of CSR, and understanding the diverse perspectives on CSR, both traditional and modern.
CLO 3	Demonstrate competence in stakeholder management by identifying and classifying stakeholders, analyzing their perspectives on CSR, and applying Stakeholder Theory to evaluate the impact of CSR initiatives.
CLO 4	Gain a practical understanding of globally recognized CSR standards and codes, including ISO 14001, OHSAS 18001, SA-8000, Global Compact, and BS-ISO Guidelines. Understand the implementation of CSR initiatives, addressing environmental, social, labor, and governance issues.

g. **Teaching & Examination Scheme:**

Teaching Scheme				Evaluation Scheme		
L	T	P	C	Internal Evaluation	ESE	Total

				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; **T-** Tutorial; **P-** Practical; **C-** Credit; **MSE-** Mid-Semester Evaluation, **CE-** Continuous Evaluation, **ESE-** End Semester Examination

h. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs (30)
1	Introduction to CSR: • Concept, Definition, Corporations as part of society, Evolution of CSR, Principles of CSR, Need of CSR, Objectives of CSR, Challenges of CSR, Types of CSR • (Economic, Legal, Ethical and Philanthropic), Traditional and Modern view of CSR	20%	6
2	Stakeholders: • Stake holder meaning, Classification of stakeholders (Managers, Employees, Customers, Investors, shareholders, Suppliers, Government, Society, local community) • Stakeholder perspectives on CSR, Stakeholder Theory.	20%	6
3	Standards and Codes: • ISO 14001, OHSAS 18001, SA- 8000, Global Compact, BS- ISO Guidelines on CSR Management (ISO 26000).	20%	6
4	CSR Implementation & Sustainability: • Environment and social issues, labour and related issues, ethical and governance issues • Section 135 of Companies Act 2013, Concept of PPP, Sustainability - Concept, Meaning and Definition, Triple bottom line approach, Brundtland Report	20%	6
5	Strategic CSR: • CSR and Sustainability Policy Making, Fund Raising in CSR • NGO Management in CSR, Project Management in CSR	20%	6
6	Total	100%	30

i. Text Book and Reference Book:

1. "Corporate Social Responsibility in India" by Nayan Mitra, Rene Schmid Peter.
2. "CSR in India: A Global Perspective" by Bidyut Chakrabarty.
3. "Corporate Social Responsibility: Indian Practices" by B. S. Bodla.
4. "CSR in India: A Strategic Approach" by N. Balasubramanian.
5. "Corporate Social Responsibility in India: Cases and Developments after the Legal Mandate", by Sanjay K. Agarwal.

- a. **Course Name:** Disaster Management and Conflict Mitigation
- b. **Course Code:** 10201292
- c. **Prerequisite:** Inclination to learn various aspects of natural disasters, institutional mechanism for disaster management, rescue, relief and rehabilitation.
- d. **Rationale:** The course will provide disaster management skills to empower communities to build resilience and cope with various hazards. Understanding the nature of disasters, risk factors, and mitigation measures allows communities to better prepare and respond effectively when disasters occur.
- e. **Course Learning Objective:**

CLOBJ 1	Understand Disaster Management Fundamentals: Meaning and nature of disaster management. Make out the difference between natural and human-made disasters. Explain the significance of disaster management in minimizing the impact on communities.
CLOBJ 2	Identify Types of Disasters: Classify hydro meteorological disasters and geo-hazards. Categorize other human-made disasters and understand their characteristics.
CLOBJ 3	Explore the Institutional Mechanisms and Analysis: Examine the institutional mechanisms for disaster management at various levels. Conduct hazard, risk, vulnerability, and capacity analyses to enhance preparedness.
CLOBJ 4	Implement Community-Based Disaster Management: Coordination between the principles and practices of community-based disaster management. Evaluate the importance of early warning systems and both structural and non-structural mitigation measures.
CLOBJ 5	Administer Relief and Health Care: Analyze the role of various agencies in disaster response, following the incident command system. Understand the principles of health care management during and after disasters.
CLOBJ 6	Assess the Damage and Planning Recovery: Perform damage and loss assessments to inform recovery planning. Outline strategies for physical recovery, reconstruction, and socio-economic rehabilitation.

f. Course Learning Outcomes:

CLO 1	Comprehensive Understanding of Disaster Management: Students will demonstrate a comprehensive understanding of the meaning, nature, and significance of disaster management, recognizing its role in safeguarding communities.
CLO 2	Competent Application of Community-Based Strategies: Students will be able to apply community-based disaster management principles, including the implementation of early warning systems and mitigation measures for resilient communities.
CLO 3	Proficient Institutional Analysis and Preparedness: Students will demonstrate proficiency in analyzing institutional mechanisms for disaster management and conducting hazard, risk, vulnerability, and capacity analyses to enhance preparedness.
CLO 4	Capable Damage Assessment and Recovery Planning: Students will be capable of assessing damage and loss, planning for physical recovery, and implementing measures for socio-economic rehabilitation, contributing to holistic community recovery.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs (30)
1	Introduction: - Meaning, Nature and Significance of Disaster Management. - Emergence of Disaster Management Types of Disaster-I (Hydro meteorological Disasters and Geo- hazards) - Types of Disaster-II (Other including Human Made)	20%	6
2	Institutional Mechanism: - Institutional Mechanism for Disaster Management Hazard, Risk - Vulnerability and Capacity Analysis	20%	6
3	Community-Based Disaster Management: - Community-Based Disaster Management Early Warning - Structural and Non-structural Mitigation Measures Gender Issues in Disaster Management	20%	6
4	Managing Relief Disaster: - Managing Relief Disaster Health Care Management Role of - Various Agencies- Incident Command System	20%	6
5	Damage and Loss Assessment: - Damage and Loss Assessment Recovery Planning Physical - Recovery and Reconstruction Disaster Psycho-social Care and Socio-economic Rehabilitation	20%	6
6	Total	100%	30

i. Text Book and Reference Book:

- "Introduction to Disaster Management" by R. B. Singh.
- "Disaster Management: Principles and Practices in India" by S. N. Sridhar.
- "Community-Based Disaster Risk Reduction in India" by Rajib Shaw and Aminul Islam.
- "Introduction to Emergency Management" by George Haddow, Jane Bullock, and Damon P. Coppola.
- "Disaster Risk Reduction: Cases from Urban Africa" by Mark Pelling.

- a. **Course Name:** NGO Management
- b. **Course Code:** 10201293
- c. **Prerequisite:** Students enrolling in the course on NGOs and NGO Management should ideally have completed foundational coursework in areas such as sociology, social work, or business administration. Additionally, a basic understanding of the social, economic, and political context in which NGOs operate would be beneficial. Familiarity with organizational management concepts and an interest in community development issues are also desirable prerequisites.
- d. **Rationale:** This course aims to equip students with the knowledge and skills necessary to navigate the dynamic landscape of non-governmental organizations. By focusing on both theoretical concepts and practical exposure, students will be prepared to contribute meaningfully to the management and operations of NGOs, addressing societal challenges and promoting sustainable development. The course emphasizes the importance of effective leadership, problem-solving, and strategic planning in the context of NGO management.
- e. **Course Learning Objective:**

CLOBJ 1	Develop a clear understanding of the concepts and functions of non-governmental organizations (NGOs), including their roles in addressing social issues and promoting development.
CLOBJ 2	Explore and analyze key development issues, with a focus on poverty, exploitation, vulnerability, and powerlessness, to comprehend the complex challenges faced by NGOs in their mission.
CLOBJ 3	Identify and assess the challenges specific to NGO management, understanding the unique issues faced in governance, leadership, and overall organizational effectiveness.
CLOBJ 4	Develop managerial skills in problem identification and resolution within the NGO context, emphasizing the role of leaders in addressing challenges faced by the organization.
CLOBJ 5	Master essential management processes, including planning, organization, delegation, and coordination, to enhance the efficiency and effectiveness of NGO operations.
CLOBJ 6	Gain practical exposure to NGO operations through visits to government and non-government organizations, applying theoretical knowledge to real-world scenarios. Additionally, develop practical skills in organizing workshops and conducting case studies.

f. Course Learning Outcomes:

CLO 1	Develop a comprehensive understanding of the concepts, functions, and roles of non-governmental organizations (NGOs) in addressing societal issues and promoting development.
CLO 2	Critically analyze key development issues, including poverty, exploitation, vulnerability, and powerlessness, to gain insights into the challenges faced by NGOs in their mission to bring about positive social change.
CLO 3	Acquire effective problem-solving skills in the context of NGO management, demonstrating the ability to identify, analyze, and address challenges related to governance, leadership, and organizational effectiveness.

CLO 4	Demonstrate proficiency in applying essential management processes, such as planning, organization, delegation, and coordination, to enhance the operational efficiency and overall impact of NGOs.
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g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs (30)
1	NGOs: - NGOs – An Introduction, Concepts and Functions - Issues in NGO Management challenges of NGO Management, Development issues, Development indicators, Poverty (Exploitation, Vulnerability and Powerlessness) and Development	25%	6
2	Problems of NGOs: - Problems of NGOs – Problem identification, Problems faced by NGOs, Managerial role in problem solving, Governance and leadership - Process of Management – Planning, Organization, Delegation, Coordination,	25%	8
3	Practical Exposure of NGOs - Visit of Government Organisation - Visit of Non-Government Organisation	25%	8
4	Practical Exposure of NGOs - Case Study of NGO - Organise workshop by inviting various NGOs	25%	8
5	Total	100%	30

Text Book and Reference Book:

- "NGOs and Social Welfare: New Opportunities and Challenges" by Arun Kumar.
- "NGO Management: Concepts and Skills for Effective Practice" by S. Seetharaman.
- "Issues in NGO Management" by N. Jayapalan.
- "Understanding Non-Governmental Organizations: Management and Development" by R. Ramanathan.
- "NGO Management: The Earthquake of Change", by Ramesh Kulkarni.

a. Course Name: Gerontological Social Work

b. Course Code: 10201294

c. Prerequisite: Students enrolling in the "Gerontological Social Work" course are expected to have a foundational understanding of social work principles, human development across the lifespan, and basic sociology concepts. Familiarity with theories related to aging and an awareness of social issues impacting the elderly population would be beneficial. Additionally, students should possess effective communication skills and an empathetic attitude towards the needs and challenges of older adults.

d. Rationale: The course in Gerontological Social Work is designed to address the unique needs and complexities associated with aging populations. Understanding the policies and programs for the elderly at international, national, and local levels is vital. The course examines UN policies, the National Policy on Aging in India, and legal provisions, preparing students to critically evaluate and contribute to such frameworks.

e. Course Learning Objective:

CLOBJ 1	Define and analyse the demographic profile of the elderly and its implications.
CLOBJ 2	Apply theoretical approaches such as Disengagement Theory, Activity Theory, and Continuity Theory in working with older people.
CLOBJ 3	Evaluate the changes in physical, mental, and emotional dimensions associated with aging.
CLOBJ 4	Examine the sociological dimensions of aging, including gender perspectives and implications of migration and disability.
CLOBJ 5	Analyse policies and programs for the aged population at the international, national, and constitutional levels.
CLOBJ 6	Assess the role of institutions and community-based services in providing care and support to the elderly.

f. Course Learning Outcomes:

CLO 1	Demonstrate a comprehensive understanding of the complexities of aging and its impact on individuals and society.
CLO 2	Apply theoretical frameworks to develop effective interventions for the well-being of older adults.
CLO 3	Evaluate and advocate for policies that promote healthy aging and protect the rights of the elderly.
CLO 4	Engage in ethical and reflective social work practice in the context of Gerontological services.

g. Teaching & Examination Scheme:

Teaching Scheme				Evaluation Scheme					
L	T	P	C	Internal Evaluation			ESE		Total
				MSE	CE	P	Theory	P	
2	-	-	2	20	20	-	60	-	100

L- Lectures; T- Tutorial; P- Practical; C- Credit; MSE- Mid-Semester Evaluation, CE- Continuous Evaluation, ESE- End Semester Examination

h. Course Content:

Sr.	Content	Weightage (100%)	Teaching Hrs (30)
1	Concept of Gerontological Social Work: • Concept and demographic Profile of the Elderly and its implications. • Globalization and ageing. Human rights perspective in understanding older Adults Myths and assumptions about ageism. • Theoretical approaches for working with older people Disengagement Theory Activity Theory Continuity Theory: (Psychodynamic, Ecological, Lifespan)	20%	6
2	Sociology of Ageing: • The changes (Physical, Mental and Emotional) and special needs of Factors affecting Healthy Ageing. • Importance of promoting Healthy Ageing, Concept and Components of Quality of Life. • Ageing and methods of coping with biological and mental changes/degeneration during Late Adulthood	20%	6
3	Ageing and various Dimensions: • Gender dimensions of ageing, Feminization of ageing, Rural Urban perspectives, migration, disability, Socio Economic and Demographic implications, and Health implications. • Elder Abuse And Neglect (conceptual understanding of abuse, neglect, violence against and exploitation of older adults, • typology of Elder Abuse, Interventions at the preventive and therapeutic level victims, Abusers and caregivers	20%	6
4	Policies and Programmes for Aged Population: • UN Policies and Programmes for Older Adults. National Policy on Ageing in India. • Constitutional provisions and Legal provisions for Older Adults in India; • Role of Government and NGOs in the development of services for the elderly.	20%	6
5	Institutions working for Elderly-care: • Residential and Non Residential (Day care services, support Groups and home bound Care) • Welfare schemes (Financial and Social Security, Housing, Access Services). • Community Care, involving elderly in the community	20%	6
6	Total	100%	30

Text Book and Reference Book:

1. "Ageing in India: Socio-Economic and Health Dimensions" by T. S. Saraswathi, K. P. Pushpangadan, M. D. Nalini
2. "Social Work with Older People: Approaches to Person-Centred Practice" by Abhilasha Kumari.
3. "Aging and Society: A Canadian Perspective" by Mark Novak.
4. "The Coming of Age: The Story of Our Century by Those Who've Lived It" by Studs Terkel.
5. "Being Mortal: Medicine and What Matters in the End", by Atul Gawande.

