Prof. Rajendra Singh (Rajju Bhaiya) Prayagraj, Uttar Pradesh

CENTRE FOR SOCIAL WORK
(Centre of Excellence)

Master of Social Work Syllabus

Session 2024-25

1. Preamble

The Master of Social Work course is a professional course which is comprised of class room teaching and field work practicum. This course is directed towards developing knowledge, skills and values through class room teaching-learning process, field training in real life situations and research on contemporary issues and concerns necessary improving and maintaining the functioning of individuals, groups, institutions and communities existing in the society. The course is strongly committed to create a diverse learning environment in which respect for dignity and worth of all human beings and understanding of diverse conditions are practiced.

2. Title of the Degree in Social Work

The nomenclature of the degree shall be Master of Social Work (After 2 years)

3. Affiliation

The proposed course shall be governed by the Centre for Social Work, Prof. Rajendra Singh (Rajju Bhaiya) University Prayagraj, Uttar Pradesh.

4. Vision

To produce trained social workers blended with professional competencies, so that they could be able to address the contemporary social issues and concerns to achieve wellbeing of people and bring about social change for social development.

5. Mission

To ensure that post graduate students (MSWs) have the required knowledge, skills, techniques, attitude, attribute and critical perspectives necessary for taking up the responsibilities at middle level management of social welfare and developmental services in the public, corporate and non-profit development sectors.

6. Eligibility Criteria

Admission to the Master of Social Work course shall be open to those aspirants having completed the graduation examination (10+2+3) or its equivalent. The eligibility criteria are as follows:

a. Any person with minimum 45% marks in the aggregate of graduation examination or its equivalent examination recognized by Prof. Rajendra Singh (Rajju Bhaiya) University, in any discipline shall be eligible to apply for this course.

b. Candidates belonging to SC/ST categories shall be allowed 5% relaxation in the eligibility requirement.

c. Reservation of seats for various categories shall be as per the State Government rules and regulations.

7. Admission Procedure

Admission procedure will take place as per the Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj guidelines in this regard.

8. Pedagogy of the Course

Brain storming, case studies illustrations, interactive discussions, class instruction, individual & group conferences (students' seminars), visits, non-credit trainings, orientation programme, extension, field based assignments or experience sharing/field instruction/lectures by guest or visiting faculties and practitioners, exposure tours of information technology in teaching-learning process, skill workshops, opportunity to attend seminar and conferences, career guidance, induction/exit/follow-up meeting etc. constitute the pedagogy of the course.

9. Schedule for Theory Classes and Field Work Practicum

Three days for theory classes and three days for concurrent field work will be required in all the semesters. Concurrent field work shall be organized on Monday, Tuesday and Wednesday for Semester 1 & 2 of first year and Thursday, Fridays and Saturday for Semester 3 & 4 of second year. However, these field work days may be changed as per the convenience of the Department i.e. Centre for Social Work of PRSU and field work agencies and/or communities. During the theory classes, besides lectures, individual and group conferences (students' seminar) will be held regularly in the afternoons.

10. Field Work Practicum

Field work practicum is an essential component of this course as it is an integral part of social work education. Hence, every student is expected to attend the same, failing with he/she shall not be allowed to continue the course. Field work is a practical experience which is deliberately arranged for the students. In field work, field will be a situation (a social welfare/development agency or an open community) which offers avenues for students' interaction with client and client system, where they will apply social work methods, principles, skills and techniques under the guidance of faculty members and practitioners of the agencies.

10.1 Objectives and Tasks of Field Work Practicum (Semester-wise)

The field work practicum has been developed to achieve the following objectives:

Semester-1

Objectives:

a) Give exposure to the students to various social welfare & development programmes and services.

b) Develop sensitivity towards the needs, problems and issues affecting the life and living of individuals & families, groups and communities and level of their consciousness,

c) Develop an understanding of agency's structure, function, service delivery system etc. Community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources and opportunities.

d) Give an opportunity to learn to make use of professional relationship and referrals to deal with human problems.

Tasks:

i. Establish contact and develop rapport with the agency personnel and/or community people.
ii. Get a self-orientation and prepare agency and/or community profile.
iii. Regular reporting to all concerned persons, perform the assigned tasks and work with agency personnel, volunteers and/or community people.
iv. Continuous self-assessment of field work experiences.

Semester-2

Objectives:

a) Imbibe the ethics and values of social work profession including attributes for the same.

b) Develop an ability to narrate the learning experiences, assessment of services & resources and participate in service delivery.

c) Practice the methods of working with individuals, groups and communities.

d) Develop capacity to prepare process/method-oriented records.

Tasks:

i. Explore, analyse and find out the causative factors of needs and/or problems of individuals & families, groups and communities.
ii. Integrate theoretical knowledge with field practice i.e, methods, principles, skills & techniques of social work etc.
iii. Make official correspondence on behalf of agency and/or community.
iv. Prepare records for all the processes involved.

Semester-3

Objectives:

a) Learn to mobilize client's beneficiaries to create awareness about needs, problems, rights, responsibilities etc. and motivate them to participate in their development and facilitate them to utilize the available services.

b) Coordinate the services provided by governmental and non-governmental organizations/institutions in meeting the felt needs of the clients/beneficiaries.

c) Learn to apply theoretical base i.e. principles, approaches and skills of social work while working in the field.

d) Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.

Tasks:

i. Assist agency and/or community in programme planning and implementing the activities.

ii. Assess own performance and improve it accordingly. Make use of advocacy for the betterment of the individuals.

iii. Mobilize resources, raise funds and develop network with other institutions/organizations working in the neighbouring area.

Semester-4

Objectives:

a) Develop ability to organise and conduct research work at community or agency level along with the critical analyse of the service delivery system, problems and issues associated with of community or agency.

b) Develop ability to plan, organize and implement the activities within agency and/or community framework.

c) Develop ability to affect changes in improving service delivery by introducing innovations in practice.

d) Improve skills in communication and networking with other organizations.

Tasks:

i. Appropriate utilisation of power structure existent in surrounding area and local community leaders,

ii. Seek client's/beneficiary's and/or people's participation in utilizing agency and community services.

iii. Make use of practice-learning instructions given by faculty and agency supervisor.

iv. Perform team work in association with other institutions/organizations.

10.2. Components of Field Work Practicum

Field work practicum involves multiple learning pedagogies and activities. The components of field work practicum are:

(A) Observation Visits: Students of semester 1 & 3 will be given an opportunity to visit and observe various agency and/or community settings in order to know about the initiatives of governmental and non-governmental organizations towards contemporary social issues and concerns.

(B) Orientation Programme: A Five-day orientation programme will be organized at the commencement of the course of the semester-1 of first year and at the beginning of semester 3 of second year respectively before starting concurrent filed work. No student will be admitted after the commencement of the orientation programme. Orientation visits to welfare agencies and/or communities will be an integral part of the orientation programme. Attendance during orientation programme is compulsory which will be taken into consideration at the time of final assessment of field work done by the respective faculty supervisor/instructor.

(C) Concurrent Field Work: Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semesters (both odd and even) of first and second year and shall continue till the preparation leave before the commencement of the

examinations, Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student. On the basis of 14 weeks of field experience per semester, the students should accumulate 200 hours each semester or a total of 400 hours for two consecutive semesters in a year.

(D) Rural Camp: Five-day rural camp will be organized in collaboration with social welfare organizations (NGO*s/*VOs) for the students to provide exposure to the students about the socio-economic, political and cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camp is compulsory. Besides, the performance, behaviour and learning reflection of each student during rural camp will be taken in to consideration at the time of final assessment of field work done by the respective faculty supervisor/instructor based on the reporting of Camp-in Charge.

(E) Skill Workshop: The skill workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counselling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

(F) Study Tour: Study Tour will be organized in collaboration with social welfare organizations (NGO*s/*VOs) for the students to provide exposure to the students about the socio-economic, political and cultural situations and problems of Society. The study tour will be organized under the guidance of the faculty members. Attendance of study touris compulsory. Besides, the performance, behaviour and learning reflection of each student during tour will be taken in to consideration at the time of final assessment of field work done by the respective faculty supervisor/instructor based on the reporting of Tour-in Charge.

Research Dissertation

In this part of the course students will be offered to learn research methodology and prepare a small dissertation. The purpose of the research work is to acquaint the student with the methods and Process of research, to make them intelligent and smart users of research work available and also to some extent, to help them to be a producer of a quality research.Each student of M.S.W. has to undertake a research project for investigating any social problem or issue. An effort is made to select subjects of interest to the students and which fall in their field of specialization.

10.3. Criteria for Selection of Field Work Agencies/Open Communities

Only Field Work Unit of the Department or agency or community itself personnel can initiate the process to become a field work setting. The following criteria will be used for screening and selecting organizations for field work as agency setting:
  a. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum.
  b. The Agency must be willing to accept and follow the requirements of the Department for participation in the field work practicum.

c. The agency must provide experienced staff to act as field work supervisor/instructor and provide them with the time and resources necessary to fulfil his/her roles.

d. The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

In the field work practice learning with open communities, students will be directly placed in the open communities by the Field Work Unit of the Department under the supervision of a faculty member without any agency based programme. The Department should select a community for field work purpose on the following grounds:

i. The community should be responsive to the field practicum activities; and

ii. The people of the community should have proper acquaintance with educational institution and its supervisor.

The Field Work Unit of the Department should ensure the following before placing students in the open community:

i. Students should be properly briefed about the people of the community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources etc.;

ii. Students should be given proper instructions in conducting and recording observation; and

iii. Students should be given information related to expected activities to be performed in the community.

10.4. Field Work Placement

Placement process will be initiated soon after admissions are over. The students of all the semesters of first and second year will be placed under the supervision/instruction of a faculty member of the Department. One or two students will be placed with a field work agency or in open community by the Department supervisor/instructor and a list of the same will be displayed accordingly. In the field work placement, preference of the students or faculty members for each other will not be entertained. During the placement process, each student is required to attend pre-placement counselling with his/her respective department supervisor/instructor. The following points should be taken into consideration during the field work placement:

i. Gender considerations;

ii. Agency's concerns/expectations about the placement; and

iii. Constraints of students such as - disability, language barrier etc.

iv. Placement of students under the department supervisors/instructor will be done as per following modalities:

a. Placement of students under the department supervisor/instructor should be done as per the standardized teacher-learner ratio prescribed under Model Curriculum;

b. Ratio of girls and boys students should be appropriately distributed among all the department supervisors/instructors;

c. Student should not repeat the department supervisor/instructor; and d. Equal numbers of students from each class should be given to all the department supervisors/instructors.

The field work agency or open community of the students will remain the same for two consecutive semesters of a year. However, if a change of field work agency or open community is needed, it should be done early in the beginning only in extreme circumstances for the betterment of student, agency or community and the Department. Any such change can be made after discussion in the departmental meeting. The students are not allowed to change a placement in any circumstances.

10.5. Field Work Supervision/Instruction

Supervision∕instruction is the most significant aspect of field work practicum. Hence, in case of field work placement of students in agency settings, the department supervisors∕instructors must strive to:

a) Prepare a schedule of individual conference with students;
b) Help the students in preparing learning plan;
c) Guide the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities;
d) Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently;
e) Take care of the progress of students and provide feedback to them about the performance;
f) Make periodic visits to agencies and or communities;
g) Check the field work reports of students and provide necessary guidelines to them regarding report writing;
h) Provide regular, timely and systematic inputs, and
i) Assessment of performance of students with a pass/fail recommendation.

In case of field work placement of students in open community settings, the following are some of the major responsibilities of Department supervisors/instructors:

i. Make communication for the arrangement of field work stating its objectives, request for cooperation and as follow-up measure, follow-up letter appreciating the cooperation given by the community;

ii. Conduct brief orientation session to students about the community to be visited for field work and guidelines of work done and recording;

iii. Creation of an overall environment of learning by doing' within the community; and

iv. Get in touch with the local community leaders and∕or influential persons who will be responsible to look after the students and visit the community regularly.

Each student should get at least one hour of supervision∕instruction per week with the respective department supervisor/instructor. These hours of supervision∕instruction will be essentially calculated in total teaching hours of each faculty member as per the placement of students under him/her and the same should be essentially reflected in the departmental time table. Generally, three major method of supervision/instruction are: Individual Conference, Group Conference, and Agency and∕or Community Visits.

'Individual conference is a tutorial approach to field work supervision/instruction. It is a medium through which the department supervisor/instructor provides the individually planned educational experience, 'Group conference is organized with the intention to increase the knowledge of students by learning from experience of other students. It is held with a group of students with their respective supervisors/instructors. A schedule of group conference should be announced by the Field Work Unit of the Department well in advance. During the theory classes, besides lectures individual and∕or group conferences will be held regularly in the afternoons (preferably last two periods).

The department supervisors/instructors must get in touch with the field work agencies and/or open communities under their supervision/instruction by making regular visits in order to be vigilant on the students' field work tasks (at least one visit per month to each agency and/or community under their supervision∕instruction and more if necessary).

It is the responsibility of the department supervisor/instructor to assess the students' performance with a pass/fail recommendation.

10.6. Administration of Field Work Practicum

The administration of field work practicum will be ultimately responsibility of Field Work Unit of the Department headed by a Field Work Coordinator. Any official communication with the field work agencies, community people, students, parents etc. regarding all the aspects of field work programme will be done by the Field Work Coordinator. Field Work Coordinator should be nominated in the departmental meeting keeping in view the seniority aspect as priority. He/she will be responsible for organizing, implementing, coordinating, guiding, monitoring and evaluating the entire field work programme in consultation with and prior approval of Head of Department. The position of Field Work Coordinator shall be honorary and will be kept on rotating among the faculty members of the Department after three years interval.

10.7. Field Work *Attendance*

The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

a. The Department expects from students to be regular and punctual in the field work. Only in special cases, there is a provision of leave of absence from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance.

b. A student is not required to attend field work on institutional holiday, however, it may be utilized as per the instructions of the department supervisor/instructor and all such days will be called additional field work.

c. Eighty five percent (85%) attendance in the concurrent field work is compulsory,

d. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, skills workshops, special lectures and seminars is also compulsory.

e. In case, a student is unable to attend scheduled days of concurrent field work in a semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the department supervisor/instructor.

If the required hours of field work are not fulfilled and its components are not completed by any student by the end of the semester in which he/she is studying, an assessment of the performance of the student with a 'fail' recommendation will be issued by the respective department supervisor/instructor. After receiving 'fail' recommendation in the field work assessment, the student will be deemed to have failed in both theory and field work.

10.8. Submission of Field Work Records/Assignments

The students are expected to meet the following responsibilities related to submission of records/assignments:

a) To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to the respective department supervisor/instructor.
b) To maintain a cumulative record of actual hours spent at the field work.

c) To complete and submit weekly records of concurrent field work along with log-sheet in a prescribed manner.
d) To prepare and submit records of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately as prescribed by the Department,
e) To complete and submit field work self-assessment form after termination of field work for a semester.

10.9. Discipline at the Field Work

The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of individuals. Following acts may be treated as misconduct during the field work:

a. Frequently late at the field work without intimating department and agency supervisor*s/*instructors;
b. Absent from field work and/or individual or group conference without intimating department and agency supervisor/instructor;
c. Frequently late in completion of task assigned by agency an*d/*or the department;
d. Missing appointments with the clients or agency supervisor/instructor without intimation;
e. Exploiting clients or client's family;
f. Breaching client's confidentiality;
g. Initiating physical confrontation with a client, client's family members, agency supervisor/instructor, agency staff or community people;
h. Acting in a discriminatory manner towards clientele;
i. Falsifying documentation in agency records and field work reports;
j. Exploiting the agency*/*community by misuse of agency'*s/*community's service*s/*resources;
k. Engaging in behaviour that would constitute malpractice;
l. Engaging in abusive or degrading behaviour towards a client, client's family, agency supervisor*s/*instructors, agency staff or community people; and
m. Exhibiting disruptive or harmful behaviour, acting in an unprofessional or inappropriate manner while at the field work such as - inappropriate display of emotions or immature behaviour.

If the complaint is received by the department supervisor/instructor against a student or if he/she feels or is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:

i. Issuing show-cause notice to the student duly signed by respective department supervisor/instructor, Field Work Coordinator and Head of the Departmen*t/*In charge;
ii. Receiving written explanation from the student;
iii. Holding inquiry into complaints by the Head of the Department/In-charge, Field Work Coordinator and respective department supervisor*/*instructor(if not satisfied with the explanation);
iv. Making decision for disciplinary action against the student including dismissal from the course; and
v. Issuing punishment order.

10.10. Assessment of Field Work Practicum

At the end of each semester (both odd and even) of first and second year, a field work assessment will be done both internally and externally. The students will submit all the reports to the respective department supervisor*s/*instructors after the termination of field work. Students will have to prepare a field work self-assessment report and summary of work done as per the guidelines in a prescribed form and submit the same to the respective department supervisors/instructors. The department supervisors/instructors will also prepare the field work internal assessment report regarding the performance of the concerned students using the following parameters:

Parameters of Assessment of Field Work		
S.No.	**Parameters**	**Reflections**
1.	**Personal Traits** (0.5% weightage)	Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	**Attendance** (2.5 % weightage)	Attentiveness in field work, individual & group conferences, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities including orientation visits, orientation programme, concurrent field work, rural camp, skill workshops, etc.
3.	**Theoretical Knowledge** (1.0% weightage)	Theoretical Knowledge Understanding about the fundamental concepts, philosophy, ethics & values, methods, principles, skills & techniques of social work etc.
4.	**Knowledge about agency/ Community** (1.0%weightage)	Knowledge about Knowledge about agency and/or community, structure, Agenc*y/C*ommunity functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
5.	**Performance in the Field** (2.0%Weightage)	Identification and assessment of needs/problems; ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques) in accordance with learning plan; ability to utilize administrative skills etc.
6.	**Professional Development** (1.0% weightage)	Development of professional attitude towards assigned Development, tasks, programme planning and management, decision making, ability to work within agency limitations, willingness to accept mistakes and

		ready to remove them with use of practice learning instructions, sense of responsibility and professional commitment, ability to adjust with co-workers, agency staff, clients and/or community people, ability to work co-operatively etc.
7.	**Quality of Reports** **(1.5% weightage)**	Clarity of learning plan, agency/community profile; Narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.
8.	**Group Conference** **(Student's Seminar)** **(0.5% weightage)**	Group Conferences Quality of content of the group conference paper, (Student's Seminar) language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.

Field work assessment marks (both internal and external) shall be awarded keeping in view the following break-up:

Basis	Marks
Field Work Internal Assessment (By Department Supervisors/Instructors)	75
Viva Voce (By External Examiner)	25
Total	**100**

(A) Field Work Internal Assessment: Field work internal assessment marks will be awarded by the respective department supervisors/instructors as per the performance of the students upon the above mentioned parameters of assessment of field work. While awarding field work internal assessment marks, the department supervisors/instructors should place reasons on record for awarding less than 45% marks or more than 75% marks to the students. The minimum marks required to pass in the field work will be forty (40%) percent including both internal & external marks.

(B)Viva Voce: Viva-Voce will be conducted by the Department i.e. Centre for Social Work of PRSU. Viva-voce will be held in the presence of External Examiner appointed by the PRSU.

COURSE STRUCTURE WITH CREDITS DISTRIBUTION

(for Master of Social Work)

UG SEMESTER-VII/PG SEMESTER-I

Course Code		Course Name		Maximum Credits(20)
A160701T	**Core Course**	Social Work Profession: Concept, Philosophy and Development		**4 Credits**
A160702T	**Core Course**	Social and Psychological Foundation of Social Work		**4 Credits**
A160703T	**Core Course**	Social Work Intervention with Individuals		**4 Credits**
A160704T	**Discipline Centric Elective(Select any one)**	A.	Labour Welfare, Industrial Relations and Trade Unionism	**4 Credits**
A160705T		B.	Health & Medical Social Work	
A160706T		C.	Social Work Intervention with Family and Child	
A160707T		D.	Rural, Urban and Tribal Community	
A160708T		E.	Foundation of Criminology	
A160709R	**Discipline Centric Elective(Select any one)**	**A.** Community visit		**4 Credits**
A160710R		**B.** Institutional Allotment		

UG SEMESTER-VIII
(for Four Year Undergraduate Programme)

Course Code		Course Name	Maximum Credit (20)
A160801T	**Core Course**	**Social Work Intervention with Groups and Communities**	**04 Credits**
A160802T	**Core Course**	**Social Welfare Administration and Social Action**	**04 Credits**
A160803R	**Minor Research Project**	**Minor Research Project**	**12 Credits**

Course Code	PG SEMESTER-II (for Two Year Post Graduate Programme- lateral entry)		Course Name	Maximum Credits (20)
A160801T	Core Course		Social Work Intervention with Groups and Communities	4 Credits
A160802T	Core Course		Social Welfare Administration and Social Action	4 Credits
A160803T	Discipline Centric Elective(select any one)	A.	Human Resource Management	4 Credits
A160804T		B.	Mental Health and Psycho-Somatic Factors of Health	
A160805T		C.	Social Work Intervention with Women	
A160806T		D.	Perspectives on Rural Community Development	
A160807T		E.	Criminal Justice System	
A160808T	Discipline Centric Elective(select any one)	A.	Organizational Behaviour and Organizational Development	4 Credits
A160809T		B.	Psychiatric Social Work and Personality Disorders	
A160810T		C.	Social Work Intervention with Youth	
A160811T		D.	Perspectives on Urban Planning and Urban Development	
A160812T		E	Penology and Correctional Administration	
A160813R	Ability Enhancement Course(select any one)	A.	Field Survey	4 Credits
A160814R		B.	Institutional Allotment	

Note: The Core Course will be same in the UG Semester-VIII and PG Semester-II.

PG SEMESTER-III/PG SEMESTER-I (One Year PG Programme-Lateral Entry)

Course Code			Course Name	Maximum Credits (20)
A160901T	Core Course		Social Work Research and Statistics	4 Credits
A160902T	Core Course		Social Policy, Planning and Development	4 Credits
A160903T	Discipline Centric Elective(select any one)	A.	Labour Legislation and Social Security	4 Credits
A160904T		B.	Community and Public Health	
A160905T		C.	Social Work Intervention with Elderly	
A160906T		D.	Social Work Intervention with Tribal Community	
A160907T		E	Human Rights and Criminal Justice System	
A160908T	Discipline Centric Elective(select any one)	A.	Social Work: Emerging Issues and Recent Trends	4 Credits
A160909T		B.	Counselling, Communication and Professional Competencies	

A160910T		C. Human Rights and Social Justice	
A160911R	**Ability Enhancement Course(select any one)**	**A.** Field Survey	**4 Credits**
A160912R		**B.** Institutional Allotment	

PG SEMESTER-VI/PG SEMESTER-II (One Year PG Programme)

Course Code		Course Name	Maximum Credits (20)
A161001R	MRP	**MASTER DISSERTATION**	**20 Credits**

Programme Outcomes: After completing this programme, the student will be able to:

PO1. Prepare students with the necessary knowledge and skills to enhance their training and employability at local, national, regional, and global organisations e.g. Childline, Nehru Yuva Kendra Sangathan, UNDP, UNAIDS, UNICEF, CARE India, Help Age India, SIFPSA etc.

PO2. Outline the ethical approach, culture-sensitive, eclectic and evidence-based participatory practice to work with Rural and Urban (including metro cities) communities.

PO3. Practice the basic and professional knowledge, skills, attitudes, ethics and values appropriate to the practices of social work profession in connection to the people belonging to diversified socio cultural background.

PO4. Implement the theory and practice of social work profession related to women, child, youth, disabled, old age and other vulnerable groups at local and regional level.

PO5. Engage in collaborative efforts at the local, global, and regional levels to address complex social issues and promote positive social change.

PO6. Formulate holistic approach towards the professional knowledge; skilled, empowered and gain insights with excellence in specific areas and also can get employment both in the public and private sector in the country and abroad an opportunity to be self-employed and starting own NGOs.

PO7. Expertise in assessing environmental risks and their impact on individuals, families, and communities.

PO8. Investigate contemporary social problems through survey, field work, educational camps and research work.

PO9. Propose the action plan for handling of different social issues like Drug Addiction e.g. NIRVAN Lucknow, Health Issues e.g. WHO, Child Abuse e.g. Satyarthi Foundation Delhi etc. through field work intervention based on the data obtained from research work.

PO10. Advocate for environmental justice by addressing the unequal distribution of environmental burdens and promote sustainable development.

PO11. Evaluate social policies and advocate for changes that promote inclusive development and also learn how to mobilize communities, build partnerships with the focus on employability and entrepreneurship.

Semester I

Name of the Course	:	**Social Work Profession: Concept, Philosophy and Development**
Course Number	:	A160701T
Course Outcomes	:	**After completing this course ,the student will be able to :** **CO 1.** Identify the key concepts of the social work profession, including its values, ethics, and principles. **CO 2.** Present the historical development of social work as a profession, considering its evolution at the local, regional, national and global level. **CO 3.** Apply effective communication and interpersonal skills in working with diverse individuals, groups, and communities. **CO4.** Explain strategies for effective employment and entrepreneurship in the field of social work, considering the changing needs of clients and communities. **CO5.** Create advocacy campaigns and community-based initiatives that promote sustainable development and environmental justice.

		CO6. Predict social work theories and models to develop interventions that promote gender equality.

Course Content

Unit 1	:	**Introduction to Social Work** Social Work: Related Concepts, Definitions, Objectives and Assumptions Social Work: Principles, Values and Philosophy Professional Social Work: Concept, Characteristics, Skills, Role and Functions of Professional Social Workers
Unit 2	:	**Historical Development of Professional Social Work** History of Professional Social Work in UK & USA History of Professional Social Work in China and Japan History of Professional Social Work in India Voluntarism and Gandhian Social Work
Unit 3	:	**Methods and Approaches to Social Work** Social Work Practice Methods: Direct Methods- Social Casework, Social Group Work, and Community Organization Social Work Practice Methods: Indirect Methods- Social Welfare Administration, Social Work Research, and Social Action
Unit 4	:	**Professional Social Work Practice** Social Work Intervention Levels: Micro (Individual Level), Meso(Group Level) and Macro (Community, Regional, National) Social Work Process: Intake, Assessment, Intervention, Evaluation, Termination and Follow up National and International Associations of Professional Social Work : ASSWI, NAPSWI, ISPSW, NASW, BASW, IASSW, IFSW

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E-Resources

➤ International Federation of Social Workers (IFSW): https://www.ifsw.org/

➤ National Association of Social Workers (NASW): https://www.socialworkers.org/

➤ International Association of Schools of Social Work (IASSWhttp://www.iassw-aiets.org/

- Social Work Degree Guide: https://www.socialworkdegreeguide.com/

- Council on Social Work Education (CSWE): https://www.cswe.org/

- British Association of Social Workers (BASW): https://www.basw.co.uk/

- Canadian Association of Social Workers (CASW): https://www.casw-acts.ca/

- Social Work Helper: https://www.socialworkhelper.com/

Name of the Course	:	**Social and Psychological Foundation of Social Work**
Course Number	:	A160702T
Course Outcomes	:	**After completing this course,the student will be able to :** **CO1.** Outline a comprehensive understanding of human values and professional ethics through analyzing, evaluating, and applying ethical principles in diverse social work contexts. **CO2.** Prepare frameworks for collaboration and advocacy with local, regional, national, and international organizations to promote employability. **CO3.** Utilize social work skills, such as assessment, communication, advocacy, and intervention, to promote positive change and empower individuals and communities. **CO4.** Analyse real-life scenarios to identify gender-related issues and their social and psychological implications. **CO5.** Construct innovative strategies and interventions that address the social and psychological barriers to entrepreneurship. **CO6.** Evaluate the social and psychological factors that influence human behaviour towards the Environment and sustainable Development
Course Content		
Unit 1	:	**Understanding Sociological Concept** Society, Community, and Social Groups Sociological Concepts: Caste, Class, Social Values, Norms, Culture, and Customs. Major Social Institutions: Family, Marriage and Religion Social Control: Concept, Features and Agencies (Local, Regional, and National)

Unit 2	:	**Human Behaviour and Personality** Human Behaviour: Concept, Determinants and Types Stress, Frustration and Conflict, Coping and Defence Mechanism Personality Development: Concept, Definition, Types Prejudices, Biases and Stereotypes
Unit 3	:	**Orientation of Social Psychology** Learning and Motivation Emotional Development and Cognitive Development Leadership: meaning, definition, characteristics and types Attitude and Perception
Unit 4	:	**Theories and Therapeutic Approaches** Psychoanalytical Theory of Sigmund Freud, Eric Erikson's Theory of Psycho–Social Development Humanistic Theory of Personality: Roger and Maslow Behavioural Theories of Personality: Miller and Bandura

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E- Resources :

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- Council on Social Work Education (CSWE): https://www.cswe.org/
- American Psychological Association (APA): https://www.apa.org/
- Social Work Today: https://www.socialworktoday.com/
- Social Work Helper: https://www.socialworkhelper.com/
- Social Work License Map: https://www.socialworklicensemap.com/

Core Course

Name of the Course	:	**Social Work Intervention with Individuals**
Course Number	:	A160703T

Course Outcomes		After completing this course ,the student will be able to :
		CO1. Outline critical thinking and problem-solving skills in addressing complex issues faced by individuals.
		CO2. Identify various assessment tools and techniques for employment readiness and entrepreneurial potential.
		CO3. Plan gender-specific social work interventions at local and regional level.
		CO4. Apply social work interventions methods that promote human values and uphold code of conduct in working with individuals.
		CO5. Evaluate social reforms to improve the well-being of individuals at national, and global contexts.
		CO6. Assess the individual problems related to environment.

Course Content		
Unit 1	:	**Understanding Social Casework** Historical Development of Social Casework in India and Abroad. Social Casework: Meaning, Definition Objectives, Values and Scope and Nature Social Casework Concepts: Person in Environment, Social Functioning, Social Role, Adjustment and Adaptation.
Unit 2	:	**Principles and Process of Social Casework** Social Casework: Generic and Specific Principles Social Casework Components: Person, Problem, Place and Process. Social Casework Process: Intake, Study, Diagnosis, Treatment, Termination, Evaluation and Follow-up.
Unit 3	:	**Therapeutic Approaches to Social Casework** Social Casework Approaches: Psycho-Social, Psycho-Analysis, and Problem Solving Crisis and Family Intervention Approaches to Social Casework. Rational Emotive Therapy and Task Centred Approach in Social Casework.
Unit 4	:	**Skills and Techniques of Practice of Social Casework** Skills of Social Casework Techniques of Social Casework Recording and Evaluation in Social Casework Social Casework Intervention with Different Clients/Service Users at local, regional and national level.

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E- Resources-

- ➢ National Association of Social Workers (NASW): https://www.socialworkers.org/
- ➢ Social Work Helper: https://www.socialworkhelper.com/
- ➢ The New Social Worker Online: http://www.socialworker.com/
- ➢ Social Work Today:https://www.socialworktoday.com/
- ➢ Institute for Clinical Social Work: https://www.icsw.edu/
- ➢ American Psychological Association (APA): https://www.apa.org/

Elective Course (Specialisation Based)

Name of Course	:	Labour Welfare, Industrial Relation and Trade Unionism
Course Number	:	A160704T
Course Outcomes		**After completing this course,the students will be able to :** **CO1**. Outline the application of human values in trade union activities and decision-making processes. **CO2.** Identify the laws and regulations related to labour welfare, industrial relations, and trade unionism at the local, provincial, national, and international context. **CO3.**Explain the role and challenges of trade unions in the modern workplace and their implications for employment and entrepreneurship. **CO4.**Applyethical principles in using problem-solving skills for handle labour disputes and fostering better employer-employee relationships. **CO5.**Design the integration of trade unions in a manner that promote positive environment cultureat workplace **CO6.**Assess the impact of gender-based discrimination on organizational performance and productivity that contribute towards sustainable development.
Course Content		
Unit 1	:	**Understanding Labour Welfare** Origin and Growth of Labour Welfare: Indian and Global Perspectives Labour Welfare: Concept, Meaning, Definition, Types, Need and Scope Labour Welfare: Approaches, Principles, Policy and Programmes Welfare Officer: Qualifications, Role and Functions
Unit 2	:	**Introduction to Industrial Relations** Industrial Relations: Concept, Objectives and Scope and Approaches of Industrial Relations Reflectors and Determinants of Industrial Relations

		The Industrial Employment (Standing Orders) Act, 1946
Unit 3	:	**Understanding Trade Unionism and Collective Bargaining** Labour Movement in India and ILO The Indian Trade Unions Act, 1926 Collective Bargaining: Concept, Definition, Objective, Principles and Stages, Theories of Collective Bargaining Industrial Disputes: Concept, Types, Causes and Consequences, Machinery for Settlement of Industrial Disputes, The Industrial Disputes Act, 1947
Unit 4	:	**Understanding Labour Problems** Constitutional and Legal Provisions Related to Indian Working Class Special Categories of Indian Labour: Organized and Unorganized Labour, Bonded Labour, Women and Child Labour, Contract Labour, Agriculture Labour, Domestic Worker and Migrant Labour Worker's Participation in Management: Process, Strategies, Policy and Schemes Industrial Social Work: Concept, Meaning, Definition, Objectives Industrial Social Work: Provisions and Role of Social Worker

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E- Resources

➤ www.ilo.org
➤ www.aflcio.org
➤ www.tuc.org.uk
➤ www.actu.org.au
➤ www.ituc-csi.org

Name of the Course	:	**Health and Medical Social Work**
Course Number	:	A160705T

Course Outcomes	:	After completing this course,the students will be able to :
		CO1. Demonstrate the principles of human values and professional ethics in the context of health and medical social work.
		CO2. Explain the various roles and responsibilities of health and medical social workers in PHC &CHC, medical colleges, and other National and International organizations.
		CO3. Utilize assessment and intervention skills to facilitate effective patient advocacy and case management.
		CO4. Summarize the principles and practices of health and medical social work in employment and entrepreneurship.
		CO5. Assess the impact of social and environmental factors on the health and well-being of individuals.
		CO6. Assess the effectiveness of interventions and strategies implemented to address gender disparities and promote sustainable development in healthcare.

Course Content		
Unit-1	:	**Health and Diseases** Health : Concept, Components, Dimensions and Determinants and Indicators Indigenous System of Medicine in India Communicable and Non-Communicable Diseases: Concept, Symptoms, Causes and Prevention.
Unit-2	:	**Programme and Health Care Services** Health Care Services in India Primary Health Care: Concept, Issues of availability, affordability and accessibility to health care services in India. Health Policies and health care programmes in India
Unit -3	:	**Health and Administration** Demography : Concept Census and its Impact on Health Occupational Health and Diseases Effect of Globalization in Health Care
Unit -4	:	**Understanding Medical Social Work** Medical Social Work: Concept, Definition, Scope and Principles History of Medical Social Work in UK, USA, India. Essential Skills of Medical Social Worker. Application of Medical and Psychiatric Social Work in Different Setting

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E- Resources

➢ National Association of Social Workers (NASW) - (https://www.socialworkers.org/)

➢ Society for Social Work and Research (SSWR) - (https://www.sswr.org/)

➢ Health & Social Work Journal - (https://academic.oup.com/hsw)

Name of Paper	:	**Social Work Intervention with Family and Children**
Course Number	**:**	A160706T

Course Outcomes		After completing this course,the students will be able to :
		CO1. Identify effective communication and relationship-building skills when working with families and children.
		CO2. Outline the importance of human values and professional ethics in social work intervention with family and children.
		CO3. Discuss the opportunities of employment and entrepreneurship in the field of family and children welfare.
		CO4. Examine the impact of National, and International policies on family and children's well-being.
		CO5. Critique gender-sensitive approaches at local and regional context in social work practice with families and children.
		CO6. Analyse the inter-connection of environmental issues and sustainable development, social work practice.

Course Content		
Unit 1	:	**Introduction to Family** Family: Concept, Definition, Function and Structure Types of Family Family Problems: Family Violence, Family Conflicts, Working Parents, Single Parents Family Welfare: Concept, Objectives and Importance
Unit 2	:	**Needs and Problems of Child Welfare** Health Issues: Infant Mortality and Morbidity, Reproductive and Child Health, Health of Adolescent Girls, Contemporary Problems of Children in India **Violence Against Children** **Educational Status of Children India** Social Work Intervention in the Field of Child Welfare
Unit 3	:	**International and National Provisions** Child Rights: Concept, Objectives and Importance, UN Declaration on the Rights Constitutional Provisions, National Policy for Children Supportive Agencies: UNICEF, NIPCCD, CARA, CSWB, NCC and ICCW Development Programmes: ICDS, MDM, Sabla Scheme, KGBV, IPSC, Sarva Siksha Abhiyan, Swadhar Grah,
Unit 4	: : : : :	**Policies and Programmes** Child Labour (Prohibition and Regulation) Act,1986; Prohibition of Child Marriage Act, 2006 Hindu Adoption and Maintenance Act-1956; Right to Education Act-2009 The Protection of Children from Sexual Offences Act (*POCSO*), 2012; Juvenile Justices(Care and Protection of Children)Act,2000

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E- Resources:

➢ https://www.childwelfare.gov/
➢ https://www.socialworkers.org/
➢ https://www.childtrends.org/

Name of the Course	:	**Rural, Urban and Tribal Community**
Course Number	:	A160707T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Outline the significance of skill development in enhancing employability and livelihoods. **CO2.** Identify the concepts and factors influencing employment and entrepreneurship in different community settings. **CO3.** Analyze the impact of National, and International policies on rural, urban, and tribal communities. **CO4.** Explain impact of gender inequality on the well-being and development of individuals and communities. **CO5.** Construct strategies to promote human values and ethical practices within rural, urban, and tribal communities. **CO6.** Evaluate the effectiveness of environmental conservation and sustainable development initiatives in diverse contexts.
Unit 1	:	**Understanding Rural Community** Community: Concept, Definition and Characteristics Rural Community: Historical Development, Socio-Economic and Political Aspects Rural Issues: Poverty, Indebtedness, Unemployment, Illiteracy
Unit 2	:	**Understanding Urban Community** Urban Community I: Concept, Meaning, Definition and Characteristics Urban Community II: Historical Analysis, Urban Community Development: Concept, Need and Urban Planning Urbanization: Emerging Trends, Factors, Consequences
Unit 3	:	**Understanding Tribal Community** Tribes: Concept, Meaning, Definition and Characteristics; Nomadic & De-Notified Tribes Tribal Community: Concept, Definition, Characteristics and Problems of Tribal Community Social System of Tribes: Socio-Economic conditions; Cultural and Religious Aspects Demographic Structure of Tribal Community in India

Unit 4	:	**Constitutional Legal Enactment and Development** 73rd and 74th Constitutional Amendment and Other Important Provisions Structure, Function and Power of Local Self Governance POA Act 1989, PESA Act 1996 Scheduled Tribes and other Traditional Forest Dwellers Act 2006: Objectives and Features, Provisions

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➢ सामुदायिक संगठन : डॉ गुरनाम सिंह, रैपिड बुक सर्विस
➢ सामुदायिक संगठन एवं अभ्यासः आर.बी.एस वर्मा एवं अतुल प्रताप सिंह
➢ ग्रामीण समाजशास्त्रः राजेन्द्र कुमार शर्मा, एटलांटिक पब्लिशर्स एवं डिस्ट्रीब्यूटर्स
➢ नगरीय समाजशास्त्रः शारदा तिवारी, अर्जुन पब्लिशिंग हाउस
➢ ग्रामीण विकासः कटार सिंह, सेज पब्लिकेशन्स

E-Resources

➢ Rural Health Information Hub (https://www.ruralhealthinfo.org)
➢ Urban Institute (https://www.urban.org) –
➢ https://www.ncai.org
➢ https://www.un.org/development/desa/en/

Name of the Paper	:	**Foundation of Criminology**
Course Number	:	A160708T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Identify the effectiveness of crime prevention strategies at different geographical levels. **CO2.** Prepare national level strategies to address gender-based violence and promote gender equality within the criminal justice system. **CO3.** Apply critical thinking and analytical skills to understand crime patterns, trends, and their causes at local and regional context. **CO4.** Analyse the ethical principles and human values related to criminology and criminal justice. **CO5.** Evaluate entrepreneurial and employment opportunities related to crime prevention, security consulting, or criminal justice reform. **CO6.** Assess the role of criminology in promoting sustainable development and environmental justice.

Course Content		
Unit 1	:	**Understanding Crime and Criminology** Crime, Criminology and Criminal Justice: Meaning, Definitions and Importance. Historical Development of Criminology, Nature and Scope of Criminology. Criminology's Relations with Social Sciences. Social Work Practice in the field of Criminology.
Unit 2	:	**Crime and Criminal Typology** Typology of Crimes: Crimes against Human Body and Crimes against Property. Crimes against Vulnerable Groups: Crimes against Women and Children. Economic Crimes: White Collar Crimes and Organized Crimes, Environmental Crimes, Cyber Crimes, Terrorism, Victimless Crimes, Hate Crimes, Honour Crimes. Criminal Typology: Adult Offenders and Juveniles in Conflict with Law, Habitual Offenders, Professional Offenders, Recidivist and Violent Offenders.
Unit 3	:	**Criminal Laws** General Exception: Necessity and Mistake, Infancy, Insanity and Intoxication, Right to Private Defence of Body, Right to Private Defence of Property. Cognizable and Non-Cognizable Offence: FIR, Investigation, Arrest and Charge Sheet- Custody, Remand and Bail, Compoundable and Non-Compoundable. Right to Accused (pre-sentence hearing Sec 235(2), 248(2), Fair/Speedy - Trial, Right against self-incrimination- Rights of Victims (Plea Bargaining and Victim Participation) - Free Legal Aid.
Unit 4	:	**Psychology and Crime Data** Criminal Psychology and Criminal Behaviour Mental Health and Criminal Behaviour: Psychopath, Drugs and Crime, Personality and Other Significant Mental Disorders. Crime Statistics in India. Uniform Crime Reporting Statistics (UCR) and National Crime Victimization Surveys (NCVS).

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- https://www.asc41.com/publications/index.html

Name of the Paper	:	Social Work Practicum A. Community Visit B. Institutional Allotment
Core Course	:	A160709R and A160710R
Course Outcomes		**After completing this course ,the students will be able to :** **CO1.** Outline the knowledge of ethical principles and values in social work practice. **CO2.** Identify the effective communication skills in interacting with individuals, families, groups, and communities. **CO3.** Analyse the social, economic, and cultural factors influencing social work practice at national, and global levels.

	CO4. Apply gender-responsive interventions and programs at local and regional level that promote gender equality and empower individuals and communities.	
	CO5. Evaluate employment and entrepreneurship opportunities in various social work settings,	
	CO6. Assess policies and initiatives that address environmental justice and sustainable practices within social work practice.	
Course Contents		
	Orientation Programme	
	Observational Visits of Agencies (Five)	
	Open Community Visit/ Skill Laboratory Workshop	

References:

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Core Course

Name of the Course	:	**Social Work Intervention with Group**
Course Number	:	A160801T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Prepare strategies to promote and uphold human values and professional ethics in group and community interventions. **CO2.** Select eco-friendly practices and promote environmental sustainability within group and community interventions **CO3.** Apply skills in conflict resolution, negotiation, and consensus building within groups and community. **CO4.** Utilize the Collaboration with local, regional, national, and international organizations to address group and community-related issues **CO5.** Create skills in project management, resource mobilization, and program planning for employment and entrepreneurship. **CO6.** Design group interventions that address gender equality and gender sensitivity.
Course Content		
Unit 1	:	**Understanding Group and Social Group Work** Group: Meaning, Definitions, Characteristics, Function and Types Social Group Work: Meaning, Definition, Objectives and Principles Social Group Work Models Group Dynamics: Group Conflict & Confrontation, Group Behaviour
Unit 2	:	**Approaches, Skills, Process and Group Dynamics** Approaches in Group work: Gestalt Therapy, and Transactional Analysis. Skills and Techniques for Group Worker Group Work Stages: Forming, Storming, Norming, Performing, Adjourning Programme Planning, Recording, Monitoring and Evaluation
Unit 3	:	**Practice of Community Organization** Community Organization: Concept, Need, Features Goals and Models of Community Organization Community Organization: Strategies and Principles Approaches of Community Organization
Unit 4	:	**People's Participation in Community Organization** People's Participation: Concept, Objectives, Principles, Challenges Functions and Limitations of Community Worker Various approaches of people's participation Various Tools/Techniques for people's participation: PLA, RRA/PRA, and SARAR

References:

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➤ सामुदायिक संगठन : डॉ गुरनाम सिंह, रैपिड बुक सर्विस

➤ सामुदायिक संगठन एवं अभ्यासः आर.बी.एस वर्मा एवं अतुल प्रताप सिंह

➤ ग्रामीण समाजशास्त्रः राजेन्द्र कुमार शर्मा, एटलांटिक पब्लिशर्स एवं डिस्ट्रीब्यूटर्स

➤ नगरीय समाजशास्त्रः शारदा तिवारी, अर्जुन पब्लिशिंग हाउस

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➤ https://www.asgw.org/

➤ https://www.socialworkwithgroups.org/

➤ https://www.socialworkers.org/Practice/Community-Practice

➤ https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/understand-describe-community/main

➤ https://ctb.ku.edu/

Name of the Course	:	**Social Welfare Administration and Social Action**
Course Number	:	A160802T
Course Outcomes	:	**After completing this course, the students will be able to :** **CO1.**Identify ethical dilemmas and apply human values in decision-making frameworks in the context of social welfare administration **CO2.**Outline effective communication, problem-solving, and teamwork skills in the context of social welfare administration **CO3.**Analyze the social welfare systems, policies, and programs at the local, regional, national, and international levels **CO4.**Explain gender-based discrimination and violence in the context of social welfare administration **CO5.**Revise strategies for promoting environmental sustainability in social welfare policies and practices.

		CO6.Evaluate strategies for promoting entrepreneurship and self-employment in the social welfare sector.
Course Content		
Unit 1	:	**Introduction to Social Welfare Administration** Social Welfare Administration: Concept, Meaning, Definition, Objectives and Scope Principles of Social Welfare Administration Mechanism of Social Welfare Administration: Decision Making, Communication, Good Governance
Unit 2	:	**Social Welfare Administration Agencies** Components of Social Welfare Administration-I: Planning, Organising, Staffing and Directing Components of Social Welfare Administration-II: Coordinating, Reporting, Budgeting, Evaluation and Feed Back Organizational Structure and Functions of Social Welfare Agencies
Unit 3	:	**Understanding Social Action** Social Action: Concept, Meaning, Definitions, Objectives Principles and Strategies of Social Action Approaches of Social Action: Paulo Freire, Saul Alinskey's, Gandhian Approach, Radical Practice,
Unit 4	:	**Introduction to Social Movements** Social Movement: Concept, Features, Factors, and Type Social Movements in India Environmental Movements in India Relationship between Social Movement, Social Action and Social Change

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E-Resources-

➢ https://www.socialworkhelper.com/
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➢ https://www.socialworkers.org/

Name of Course	:	**Human Resource Management**
Course Number	:	A160803T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Identify the legal and regulatory frameworks influencing HR practices in National and International organizations. **CO2.** Outline the skills and knowledge necessary to pursue employment and entrepreneurial opportunities at the local, regional, and national levels. **CO3.** Apply data analysis and interpretation skills to human resource metrics and workforce planning. **CO4.** Analyse the environmental impact of HR policies and practices for sustainable development. **CO5.** Evaluate the effectiveness of gender diversity initiatives in HR management. **CO6.** Assess the impact of Human values and ethical behaviour on organizational culture and employee morale.
Course Content		
Unit 1	:	**Understanding Human Resource Management** Human Resource Management: Concept, Meaning, Definition, Objectives and Scope Human Resource Management: Principles, Functions and Structure HR Manager: Essential Qualities, Core Competencies, Role and Functions of HR / Personnel Manager, Status of HR Manager in Industrial Organizations.

Unit 2	:	**Introduction to Human Resource Planning** Human Resource Planning: Meaning, Objectives Methods, Influencing Factors of HRP, HR Budgeting Recruitment: Meaning, Objectives, Types, Sources and Process Selection: Meaning, Objectives, Steps and Methods. Placement and Induction: Concept, Meaning, Definition, Objectives, Principles and Process
Unit 3	:	**Training and Appraisal System** Training: Concept, Meaning, Definition, Objectives, Types and Methods Performance Appraisal System: Meaning, Objectives, Needs, Process, and Tools, New Trends in PAS-360 Degree Method and Other Modern Techniques and Methods of PAS. Job Evaluation: Concept, Meaning, Definition, Objectives, Methods and Process
Unit 4	:	**Promotion, Transfer and Salary Administration** Promotion: Meaning, Definition, Objectives, Principles, Types, Transfer: Meaning, Definition, Objectives, Principles, Types Wage and Salary Administration: Policy, Types of Wages and Wage Boards Dearness Allowances: Concept, Method of Computing, DA and Consumer Price Index, Fringe Benefits and Perquisites.

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E-Resources-

- https://www.hrmi.org/
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Name of Course	:	**Mental Health and Psycho-Somatic Factors of Health**
Course Number	:	A160804T
Course Outcomes	:	**After completing this course, the students will be able to :** **CO1.** Identify the specific needs of individuals within their family and community. **CO2.** Outline sustainable practices and interventions that promote mental well-being. **CO3.** Apply critical thinking and problem-solving skills to assess and address mental health issues. **CO4.** Analyse gender biases and stereotypes within mental health systems. **CO5.** Evaluate the impact of personal values and beliefs on professional practices in mental health. **CO6.** Create employment and entrepreneurial opportunities in the mental health settings in India and abroad.
Course Content		

Unit 1	:	**Psycho-Somatic Factors of Illness** Psycho-Somatic Illness: Concept, definitions Causes, Symptoms, Diagnosis, Treatment and Prevention Risk Factors of Psycho-Somatic Disorder Common Physical Diseases Mental Health Act 2017
Unit 2	:	**Mental Health and Psychiatric Assessment** Concept and Importance of Mental Health, Components of Mental Health, Models of Mental illness, Measures for Promoting Mental Health, Mental Health Problems among Vulnerable Groups **Psychiatric Assessment:** history taking and mental status examination, use of interviews, psycho-social and multi-dimensional assessment.
Unit 3	:	**Therapies for Mental and Personality Disorders** Behaviour Therapy and Cognitive Behaviour Therapy Humanistic Experimental Therapy Family and Group Therapy Psychotherapy Psychodynamic Therapy
Unit 4	:	**Health And Extension Services** Health Extension Services In India Health Education, School Health Services, Health Insurance System Relationship Of Yoga And Health Application of Yoga in the Treatment of Physical Diseases

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- https://www.apa.org/
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- https://psychcentral.com/

Name of the Course	:	**Social Work Intervention with Women**
Course Number	:	A160805T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Identify the needs and challenges of women at local and regional and National level. **CO2.** Outline the interconnection between gender and other social categories to better understand the experiences of diverse groups of women. **CO3.** Plan the strategies to empower women as agents of change in environmental conservation and sustainable development. **CO4.** Analyse the effectiveness of national and international policies and programs aimed at promoting employment and entrepreneurship in the field of women welfare. **CO5.** Evaluate the ethical dimensions of various social work interventions with women and propose ethical guidelines for practice. **CO6.** Create appropriate communication and counseling skills to facilitate positive change and empowerment for women.
Course Content		
Unit 1	:	**Introduction to Status and Wellbeing** Status of Women in India: Ancient, Pre-independence and Post-independence Era Global Status of Women: Ancient, Medieval and Modern Perspectives Women's Wellbeing: Concept, Meaning and Scope Situational Analysis of Women in India - Educational, Health, Political, Economic and Legal
Unit 2	:	**Understanding Women Movements and Problems** Women Movements: Pre-independent, Post-independent, Current Women Movements. Feminism and its Theories: Liberal, Marxist, Radical and Socialist. Women's Problems: Physical and Mental Health Problems, Dowry, Domestic Violence, Divorce, Desecration, Rape, Sexual Abuse, Sexual Harassment and Prostitution, Malnutrition and Health, Education, Sex Ratio and Mortality

Unit 3	:	**Legal Framework for Women Justice**
		Special Provisions: Constitutional Provisions, IPC – Sections 498A, 302/304B, 354, 363-373, 376 and 509, The Special Marriage Act- 1954, Hindu Marriage Act- 1956
		Special Legislations: The Immoral Traffic (Suppression)Act, 1956, The Maternity Benefits Act, 1961, Dowry Prohibition Act 1961, The Equal Remuneration Act, 1976, Domestic Violence Act, 2005, The Family Court Act, 1954
		Indecent Representation of Women (Prohibition) Act-1986, The Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal Act-2013 Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994, The Medical Termination of Pregnancy Act, 1971
Unit 4	:	**Empowerment and Social Work Intervention for Women**
		Women's Empowerment: Concept, Meaning, Definition, Objectives, Need and Scope
		Women's Empowerment through Participation in Political and Decision Making Process, Socio-Economic Changes CEDAW, Role of NGOs in Women Empowerment, Social Work Intervention and Women Empowerment.
		Women Empowerment Policies,
		Women Empowerment Schemes and Programmes

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- https://www.scwren.org/
- https://www.socialworkers.org/Practice/Policy-Advocacy/Social-Issues/Women

Name of Course	:	**Perspectives on Rural Community Development**
Course Number	:	A160806T
Course Outcomes	:	**After completing this course, the students will be able to :** **CO1.** Outline ethical principles and values to decision-making processes in rural community development. **CO2.** Identify employment opportunities in rural areas and the role of entrepreneurship in community development **CO3.** Compute strategies for collaboration and cooperation between rural communities, governments, NGOs, and international organizations to promote sustainable development **CO4.** Apply skills to work with administrative setup for rural development. **CO5.** Assess the relationship between rural community development and environmental sustainability **CO6.** Evaluate the impact of gender-related factors on rural community development, such as access to resources, decision-making, and participation

Unit 1	:	**Introduction to Rural Development** Rural Development: Concept, Meaning, Definition and Need Theories of Rural Development Problems and Issues of Rural Development in India : Poverty, Unemployment, Health and Sanitation, Illiteracy, Social Inequality Problems Related to Agriculture Steps taken at World Level: IMF, UNICEF, WORLD BANK
Unit 2	:	**Approaches of Rural Development** Approaches to Rural Development: Concept, Meaning, Definitions, and Types Strategies to Rural Development: Concept, Meaning, Definitions, Types- Growth Oriented, Spatial Planning, Integrated, Holistic and Participatory Various Experiments for Rural Reconstruction: Gandhian Constructive Programmes and Tagore"s Sriniketan Model, Etawah Pilot Project Recent Rural Development Models: Result Based Monitoring System (RBM/PIME), PURA.
Unit 3	:	**Rural Planning and Marketing** Rural Planning: Concept, Features, Objectives, Significance and Barriers Rural Planning under the Five Year Plans and NITI Ayog Agrarian Economy and Rural Marketing: Concept, Meaning, Definitions, Need and Significance
Unit 4	:	**Programs and Agencies for Rural Development** Rural Development: Role of Cottage and Village Industries Rural Employment Programmes and Poverty Alleviation: Mid-Day- Meal Programme, MGNREGA, Sarva Shiksha Abhiyan, Skill Development Programme, Digital India, DDU, GKY Rural Development Agencies: CAPART, NIRD, NABARD and Rural Cooperatives Sustainable Rural Development: Concept, Need and Significance

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➢ https://www.rcap.org/

➢ https://www.undp.org/rural-development

➢ https://enrd.ec.europa.eu/

➢ http://www.rdiland.org/

Name of the Course	:	**Criminal Justice System**
Course Number	:	A160807T
Course Outcomes	:	**After completing this course, the students will be able to :** **CO1.** Identify the role of Human Values and professional ethics in law enforcement, judiciary, and corrections. **CO2.** Outline advocacy and communication skills to effectively communicate ideas, arguments, and reports related to the criminal justice system. **CO3.** Analyse the potential for employment and entrepreneurship in areas such as private security, forensic services, and criminal justice consulting. **CO4.** Explain the structure, functions, and interrelationships of the criminal justice system at local, regional, national, and global levels. **CO5.** Assess the intersection of environmental issues and the criminal justice system, such as environmental crimes and regulations. **CO6.** Evaluate the role of gender in criminal behavior, victimization, and the administration of justice.
Course Content		
Unit 1	:	**Introduction to Criminal Justice System** Criminal Justice System: Meaning, Purpose and Social Relevance. Legislative Process and Criminal Justice System. National and International Perspective. Accusatorial and Inquisitorial Systems of Criminal Justice System.
Unit 2	:	**Police System and Prison System** Present Indian Police Administration and Structural Organisation. Functions and Role of the Police and Criticism of the Police. Prison and Prison Organization: Concept, Structure and Functions of Prison Organization. Types of Prisons and Correctional Institutions in India. Role of Professional Social Worker in Correctional Institutions and Police System.

Unit 3	:	**Judicial System** Judicial Administration in India: Presiding Officer, Prosecutor and Defence Counsel & Modern Judicial Systems: Fast Track Court, Juvenile Justice Board, and Special Court. Fundamental Elements in Judicial Functioning: Due Process, Speedy Trials and Access to Justice. Alternative Dispute Resolution System (ADRS): Arbitration, Mediation and Counselling, Lok Adalats.
Unit 4	:	**Prosecution System** Meaning, Purpose, Relevance and Need of Prosecution System. Prosecution Organization in the States. Need for Independent Prosecution Agency. Relationship between Prosecution and Criminal Justice System.

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- ➢ National Criminal Justice Reference Service (NCJRS) - https://www.ncjrs.gov/
- ➢ Bureau of Justice Statistics (BJS)- : https://www.bjs.gov/
- ➢ U.S. Department of Justice - https://www.justice.gov/
- ➢ The Innocence Project - https://www.innocenceproject.org/
- ➢ American Civil Liberties Union (ACLU) - https://www.aclu.org/
- ➢ National Institute of Justice (NIJ) - https://nij.ojp.gov/
- ➢ Law Enforcement Information Network (LEIN) -https://www.lein.org/
- ➢ National Crime Records Bureau (NCRB): https://ncrb.gov.in/
- ➢ Ministry of Home Affairs (MHA): https://www.mha.gov.in/
- ➢ Supreme Court of India: https://www.sci.gov.in/
- ➢ National Legal Services Authority: http://nalsa.gov.in/
- ➢ Central Bureau of Investigation (CBI): https://www.cbi.gov.in/

Elective Course (Specialisation Based)

Name of Course	:	**Organizational Behaviour and Organizational Development**
Course Number	:	A160808T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Outline Indian culture, values, professionalism and integrity in interactions with colleagues, subordinates, and superiors. **CO2.** Identify opportunities for employment and entrepreneurship within the organizational context. **CO3.** Apply problem-solving and critical thinking skills to analyze and address organizational issues. **CO4.** Analyze the local, regional National and international organizational strategies. **CO5.** Assess gender biases and stereotypes in the workplace. **CO6.** Produce sustainable practices within organizations to promote environmental responsibility.
Course Content		
Unit 1	:	**Introduction to Organizational Behaviour** Organizational Behaviour: Evolution, Concept, Meaning, Definitions, Objectives Organizational Behaviour: Models, Approaches Industrial Psychology: Meaning, Definitions, Nature, Objectives and Scope
Unit 2	:	**Understanding Employee Morale and Decision Making** Employee Morale: Meaning, Importance, Measures and Techniques of promoting morale in the Organization. Motivation: Meaning, Definitions and Importance, , Theories of Motivation. Attitude: Concept, Meaning, Definitions and Importance and Theories Employee Counselling- Concept, Need, Methods and Techniques
Unit 3	:	**Introduction to Organizational Structure and Development** Organizational Development: Meaning, Definitions, Characteristics, Objectives, Process and Techniques. Organizational Development Interventions: Team Building, Survey feedback, Grid Training, MBO, T-Group Training, Sensitivity Training and Effectiveness of Training. Organizational Structure, Organizational Climate and Organizational Innovations.

Unit 4	:	**Introduction to Organizational Communication**
		Organizational Communication: Meaning, Component, Significance and Skills of Effective Communication.
		Principles of Communication, Process of Communication and Barriers in Organizational Communication.
		Models of Organizational Communication: Shannon and Weaver, Berlo, Schramm, Burnt Lund, Interactive/Convergence, Constructionist and Linear.
		Occupational Stress: Concept, Stressors, Impact on Employee and Employer, Stress Management.

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➢ https://www.journals.elsevier.com/organizational-behavior-and-human-decision-processes
➢ https://www.siop.org/

Title of Paper	:	**Psychiatric Social Work and Personality Disorders**
Course Number	:	A160809T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Outline of the ethical principles and values relevant to psychiatric social work practice. **CO2.** Identify various employment and entrepreneurship opportunities in the field of psychiatric social work related to personality disorders, such as working in psychiatric hospitals, outpatient clinics, rehabilitation centres, or private practice. **CO3.** Apply assessment skills to identify and evaluate symptoms, strengths, and challenges associated with personality disorders. **CO4.** Plan for environmental interventions and sustainable practices that promote mental well-being and prevent personality disorders. **CO5.** Evaluate gender-sensitive and inclusive practices in the provision of psychiatric social work services. **CO6.** Assess the legal and policy frameworks related to mental health and personality disorders at the local, regional, national, and international levels.
Course Content		
Unit-1	:	**Introduction to Psychiatry Social Work** Psychiatry Social Work: Concept, Definitions and scope Major Approaches in Psychiatric Social Work Geriatric Psychiatry, Psychiatric Rehabilitation and Community Psychiatry Relationship between Psychology and Psychiatry, Community Mental Health: Concept, Definitions and Determinants, Objective
Unit-2	:	**Understanding Abnormal Behaviour** Abnormal Behaviour: Meaning, concept, Causes and Symptoms of Abnormal Behaviour. Major Mental Disorders: Psychosis-Schizophrenia, Paranoia, Bipolar Disorder, Autism Minor Mental Disorders: Psychoneurosis: Anxiety, Depression, Hysteria, And Obsessive Compulsive Disorder, Phobia, Illusions, Delusion and Hallucination Practice of Psychiatric Social Work: Role and Functions.
Unit -3	:	**Personality Disorders and Community Psychiatry** Personality Disorders: Concept, Meaning, Definitions and Determinants Types of Personality Disorders: Schizoid, Narcissistic, Anti-Social, Borderline, Avoidance, Dependent. Treatment of Personality Disorders Psychotic Disorder

Unit -4	:	**Psychiatric Social Work Practice** Practice of Psychiatric Social Work in Different Settings I: Family Service Agencies, Child Welfare Agencies, School Settings, Practice of Psychiatric Social Work in Different Settings II: Correctional Institutions, General Hospital Settings, De-addiction Centres, Role and Duties of Psychiatric Social Worker

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Name of the Course	:	**Social Work Intervention with Youth**
Course Number	:	A160810T

Course Outcomes	**After completing this course ,the students will be able to :** **CO1**. Identify the ethical principles and values that guide social work practice with youth. **CO2.** Outline problem-solving and critical thinking skills to assess and address the needs and challenges faced by youth. **CO3.**Analyze impactful interventions that promote the holistic development and well-being of youth, bridging the gap between local, regional, national, and international levels of youth development initiatives. **CO4.** Utilize policies and programs that promote equal access to employment and entrepreneurship opportunities for youth. **CO5**. Design programmes for youth engagement in environmental conservation and sustainable development initiatives. **CO6.**Assess the gender-specific challenges and inequalities faced by youth in different contexts.

Course Content		
Unit 1	:	**Understanding Youth Welfare and Development** Youth: Concept, Meaning, Definition and Characteristics Youth Welfare: Concept, Meaning, Definitions, Characteristics, and Model of Youth Work Youth Development: Concept, Meaning, Definitions, Characteristics and Influencing Factors, Inter-generational Conflicts; Youth Power Youth as a Change Agents in Socio-Political Movements, Role of Youth in Nation Building
Unit 2	:	**Needs and Problems of Youth Development** Developmental Needs: Socialization of Youth, Education, Employment, Motivation and Sensitization, Development of Self-Identity. Problems Faced by Youth Youth Development: Concept, Competencies, Character, Confidence Community Engagement Framework for Youth Development: Factors, Promoting and hindering Youth engagement Role of Social Workers in Youth Development
Unit 3	:	**Policies and Programs for Youth Development** Policies for Youth Development: National Policy for Youth, Sports Policy, Education Policy, Employment Policy and HRD Policy. Administrative Structure: Youth Welfare Administration at Central, State and District Levels, National Commission for Youth. Schemes for Youth Development: Nehru Yuva Kendra Sangathan, National Youth Corps, National Programme for Youth & Adolescent Development, International Cooperation, Youth Hostels.

		Development Programmes: Assistance to Scouting & Guiding Organisations, National Discipline Scheme, National Young Leaders Programme, National Service Scheme.
Unit 4	**:**	**Institutional Guidance and Employment for Youth** Rajiv Gandhi National Institute of Youth Development (RGNIYD) YMCA, YWCA, Employment and Career Guidance Youth and Entrepreneurship: Meaning of self-employment and Entrepreneurship, Areas of Self-employment for Urban and Rural youth, developing Entrepreneurial Capabilities among youth Youth Action, Youth and Media, Youth Counselling, Youth in the Context of Globalization

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➢ https://www.socialworkers.org/Practice/Children/Children-Families
➢ https://www.childwelfare.gov/pubPDFs/social-emotional-well-being.pdf
➢ https://www.samhsa.gov/sites/default/files/programs_campaigns/engage_youth_prevention.pdf

Title of Paper	:	**Perspectives on Urban Planning and Urban Development**
Course Number		A160811T
Course Outcomes		**After completing this course,the students will be able to :** **CO1.**Outlinethe interconnections between local, regional, national, and international factors that influence urban planning and development. **CO2.**Identify and analyze the gender dimensions of urban planning, recognizing the specific needs and challenges faced by different genders in urban environments. **CO3.**Apply ethical principles and values in urban planning practices, demonstrating integrity, accountability, and responsibility towards the well-being of urban residents. **CO4.**Use critical thinking and problem-solving skills to address complex urban challenges and propose innovative solutions.

		CO5. Assess the potential for employment and entrepreneurship in urban planning, considering the establishment of consulting firms or startups that address urban development issues. **CO6**.Evaluate principles of sustainable development in urban planning, considering the environmental impact of urbanization and promoting eco-friendly practices.
Unit 1	:	**Understanding Urban Planning** Rural Urban Planning: Concept, Meaning, Definitions, Characteristics, Needs and Importance Methods and Approaches to Urban Planning Urban Social Problems: Pollution, Crime, Prostitution, Drug Addiction and Housing, Human Trafficking, and Urban Traffic problems Urban Development Planning: Town and Country Planning Act and Nagar-Palika Act
Unit 2	:	**Slum Dwellers and Urban Development** Slums: Concept, Meaning, Definitions, Characteristics and Factors Slum Clearance Board, Policy and Programs for Slum Dwellers Urban Development: Concept, Meaning, Definitions, Objectives and Models Urban Development Policies and Programmes
Unit 3	:	**Legal Framework** History of Local Self Government 74th Amendments in the Constitution: Structure and Functions Municipal Government Composition: Structure and Problems in Municipal administration. Metropolitan Development Authority: Programmes and Limitations
Unit 4	:	**Geographical Information System** Geographic Information System: Concept, Meaning, Definitions and Nature Geographic Information System: Process and Methods Application of Geographic Information System in Urban development and Administration Limitations in using Geographic Information System.

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Name of the Course	:	**Penology and Correctional Administration**
Course Number	:	A160812T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Outline the social, cultural, and institutional factors that contribute to gender disparities within the correctional system. **CO2.** Identify and promote eco-friendly initiatives and programs within correctional settings. **CO3.** Apply human values and ethical principles in the field of penology and correctional administration. **CO4.** Use leadership and management skills to ensure efficient and effective correctional operations. **CO5.** Produce innovative ideas and solutions to promote employment and entrepreneurship for individuals involved in penology and correctional administration. **CO6.** Understand the national and international legal frameworks and policies governing the field.
Course Content		
Unit 1	:	**Introduction to Penology** Penology: Definition, Nature and Scope. Punishment: Definition, Nature and Scope and Types. Theories of Punishment: Retributive Theory, Preventive Theory, Deterrence Theory and Reformation Theory. Evolution of Correctional Philosophy: Medical Model and Rehabilitation Model.
Unit 2	:	**Corrections: Acts, Procedures and Rules** Prisons Act, Prisoners Act, Transfer of Prisoners Act, Juvenile Justice (Care and Protection) Act, 2000. Uttar Pradesh Prison Manual. Various Prison Reforms Committees and Commissions. Model Prison Manual and U.N. Standard Minimum Rules for Treatment of Prisoners.
Unit 3	:	**Institutional Corrections** Institutionalization; Prison: Meaning and Purpose, Prison sub-culture, Prison Routine- Prison Adalat. Classification System of Correctional Institutions: Adult Institutions, Juvenile Institutions, Women Institutions, Open Prisons. Reformation and Rehabilitation Programs: Counselling Programs, Vocational Training Programs, Educational Programs and Recreational Programs. Issues and Challenges Faced by Correctional Social Worker.

Unit 4	:	**Community Based Corrections** Probation: Concept and Scope of Probation in India. Probation of Offenders Act: Probation Procedures: Pre-sentence Investigation Report Revocation of Probation Etc. Parole: Meaning and Scope; Provisions and Rules. Alternative Community based Correctional Approaches in other Countries.

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➢ American Correctional Association. (n.d.). Retrieved from https://www.aca.org/

➢ Bureau of Justice Statistics. (n.d.). Retrieved from https://www.bjs.gov/

Name of the Course	:	Social Work Practicum A.Field Work Survey B. Institutional Allotment
Course Number	:	A160813R and A160814R
Course Outcomes		**After completing this course, the students will be able to:** **CO1.**Outline the human values and professional ethics into a comprehensive ethical framework for decision-making. **CO2.**Identify the opportunities and challenges in the field of employment and entrepreneurship. **CO3.** Apply acquired social work intervention skills to address needs and problems of individual, groups and communities. **CO4.** Compile sustainable practices for environmental conservation and development. **CO5**. Assess the role of national and international organisation in human needs and solving their problems **CO6.**Evaluate gender-related initiatives and propose strategies for further improvement.
Course Contents		
		Agency Based Concurrent Field Work
		Field Exposer Visits

Referencess:

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➤ Subedar, I. S. (2001): "Field Work Training in Social Work", Rawat Publication, New Delhi.

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➤ Singh, R. R. (1985). "Field Work in Social Work Education". New Delhi: Print way India

Semester – III

Name of Course	:	**Social Work Research and Statistics**
Course Number	:	A160901T
Course Outcomes	:	**After completing this course ,the students will be able to :** **CO1.**Prepare research proposals that adhere to ethical standards and promote human values in social work practice. **CO2.**Outline the importance of local, regional, national, and international contexts in conducting research and interpreting statistical data in social work. **CO3.**Apply research and statistical knowledge to analyze and propose interventions for gender-related challenges in social work practice. **CO4.**Utilize research and statistical data to address employment and entrepreneurship challenges in the social work field. **CO5.** Assess the impact of social work research and statistics on environment and sustainable development. **CO6.**Create effective research skills, including literature review, data collection, data analysis, and report writing.
Course Content		

Unit 1	:	**Understanding Research** Meaning of Research, Scientific Research, Social Research and Social Work Research Basic Elements of Social Research: Concept and Constructs, Fact and Theory, Variables, Relation and Association, Research Questions, Operational Definitions, Census and Survey. Types of Social Research: Qualitative, Quantitative and Mixed
Unit 2	:	**Preparation of Research** Formulation and Selection of Research Problems Review of Literature: Meaning, Purpose, Stages and Presentation Hypotheses : Meaning, Definition, Importance, Characteristics, Types Research Design: Meaning and Dimensions Sampling Design: Meaning, Types, Determination in Error; Universe and Sample
Unit 3	:	**Understanding Data Processing** Tools of Data Collection Methods and Sources of Data Collection Data Analysis Writing Research Report Statistical Measures of Data Analysis: Mean, Median, Mode, Standard Deviation; Correlation-Product Moment Correlation, Spearman's rank correlation; Simple Regression; Test of Significance -'t' test and Chi-square test, F Test.
Unit 4	:	**Computer Applications in Social Sciences** Computer Applications in Social Sciences: Definition of Computer- Types of Computer, Anatomy of Computer, Brief History of Computer, Computer generations, Spread Sheets, Statistical Package MS Word, MS Excel and PowerPoint Presentation

References:

➢ Patel, A. & Bhatt, N. (2023). Statistical Methods for Social Work. Himalaya Publishing House.

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➢ Nicola, B., Richard, K. & Rose Mary, S.(2003): "SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows", Palgrave Macmillan

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➢ Lal Das, D.K. (2000): "Practice of Social Research", Rawat Publications, Jaipur

➢ Coolidge, Frederick, (2000): "Statistics: A Gentle Introduction", Sage Publication, New Delhi.

E- Resources

➢ Social Work Research: http://www.socialworkresearch.org
➢ National Association of Social Workers (NASW) Research: https://www.socialworkers.org/Practice/Research
➢ Social Work Policy Institute (SWPI): https://www.socialworkpolicy.org/research/
➢ Institute for Research on Poverty (IRP): https://www.irp.wisc.edu/ -
➢ https://www.acf.hhs.gov/

Name of Course	:	Social Policy, Planning and Development
Core Course	:	A160902T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Identify the key concepts, theories, and frameworks related to social policy, planning, and development for employment and entrepreneurship. **CO2.** Present the knowledge of social policies, planning processes, and development frameworks in local, regional, national, and international contexts**.** **CO3.** Utilize ethical principles and human values in social policy, planning, and development practices. **CO4.** Apply planning and development skills to address social challenges and promote sustainable development in various contexts. **CO5.** Design comprehensive social policy frameworks and development plans that consider gender equality. **CO6.** Evaluate the impact of social policies, planning, and development initiatives on employment, entrepreneurship, and overall socio-economic development.
Course Content		
Unit 1	:	**Introduction to Social Policy and Social Planning**
		Social Policy: Concept, Meaning, Definition , Objectives, Determinants and Sources, Approaches, Theories and Models Social Planning: Concept, Definition, Objectives, and Scope Social Planning: Models, Process and Functions
Unit 2	:	**Understanding Social Policy**
	: : : :	Social Policy and Related Concepts: Public Policy, Economic Policy and Social Welfare Policy Policy Implementation and Evaluation Social Policy Relating to Social Issues: Health, Education, Housing, Environment, Unemployment, Poverty Social Policy Relating to Vulnerable Groups: Children, Women, Senior Citizens, Youth, Backward Classes and Differently Abled
Unit 3	:	**Understanding Social Planning**
		Approaches to Social Planning Levels of Social Planning: Micro, Meso and Macro Concept of Planned Development and NITI Ayog. Contributions of Five Year Plans in Social Planning Major Pitfalls of Social Planning, Social Planning
Unit 4	:	**Dimension of Development**

	:	Development : Concept, Meaning, Objectives and Indicators Human Development UNDP and Human Development Indicators and Social Capability Index Sustainable Development: Goals and Conventions

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➢ Kabra Kamal Nayan (2004): Development Planning In India: Exploring an Alternative Approach Indian Institute of Public Administration, New Delhi

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- Gangrade, K. D. Social Legislation in India (Vol-1 & Vol.2), Concept Publishing Company, Delhi.

E-Resources-

- United Nations Development Programme (UNDP) - www.undp.org
- World Bank - www.worldbank.org
- United Nations Social Development Network (UNSDN) - www.unsdn.org
- International Institute for Sustainable Development (IISD) - www.iisd.org
- International Federation of Social Workers (IFSW) - www.ifsw.org
- Social Policy and Development Centre (SPDC) - www.spdc.org.pk

Elective Course (Specialisation Based)

Name of Course	:	**Labour Legislation and Social Security**
Course Number	:	A160903T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Identify influence of international frameworks and conventions on National labour legislation. **CO2.** Outline the role of social security in promoting employment and entrepreneurship to support workers' welfare. **CO3.** Compile Ethical principles and Human Values promoting fairness, justice, and respect for human rights in the context of labour relations. **CO4.** Apply critical thinking and problem-solving skills in dealing with labour-related disputes. **CO5.** Assess gender-related issues in the context of labour legislation and social security. **CO6.** Evaluate the impact of labour legislation on the environment and sustainable development.

Course Content		
Unit 1	:	**Understanding Growth of Protective Labour Legislation** Labour Legislation: Meaning, Need, Principle and Scope, Growth of Labour Legislation in India before and after Independence. Factory Act 1948: Objectives and Salient Features Mines Act, 1952: Salient Features, Objectives and Provisions. Plantation Act, 1951: Salient Features, Objectives and Provisions.
Unit 2	:	**Industrial Relation Legislations** Apprentice Act, 1961: Salient Features, Objectives and Provisions. The Contract Labour (Regulation and Abolition) Act, 1970: Salient Features, Objectives and Provisions. The Employment Exchanges (Compulsory Notification of Vacancies) Act, 1959
Unit 3	:	**Determination of Wage and Bonus** Payment of Wages Act, 1936: Salient Features, Objectives and Provisions. Minimum Wages Act, 1948: Salient Features, Objectives and Provisions. The Payment of Bonus Act, 1956: Salient Features, Objectives and Provisions.
Unit 4	:	**Understanding Social Security** Social Security: Concept, Objectives, Types and Scope The Workmen's Compensation Act, 1923 The Maternity Benefits Act, 1961. The Employee State Insurance Act, 1948, The Employee's Provident Funds and Miscellaneous Provisions Act, 1952 The Payment of Gratuity Act, 1972

References:

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E-Resources-
- https://www.ilo.org/
- https://www.ssa.gov/

Name of Course	:	**Community and Public Health**
Course Number	:	A160904T
Course Outcomes		**After completing this course, the students will be able to:** **CO1.**Outline ethical principles to promote equity, justice, and respect for human rights in community and public health interventions. **CO2**Identify problem-solving skills to address complex health challenges at local, regional, national context. **CO3.**Apply employment and entrepreneurial knowledge to create innovative solutions for community health issues. **CO4.**Explain strategies to address health disparities and promote health equity in diverse communities. **CO5.**Assess the impact of environmental issues on community health and develop sustainable solutions. **CO6.**Evaluate national and international strategies to address gender-based health disparities and promote gender equality in public health interventions.
Course Content		
Unit 1		**Introduction to Community and Public Health** Community Health: Concept, Definition, Brief History, Factors Public Health : History, Concept, Definition, Objectives, Principles and Approaches Public Health Nutrition: Concept, Meaning, Definition, Deficiency Disorders: Prevalence and Risk Factor Public Health Administration
Unit 2	:	**Health Planning and Health Care**

		Health Planning in Health Care Sustainable Development Goals: Targets and Achievements. Telemedicine: New Horizons in Public Health National Health Mission, AYUSH, Medical Tourism.
Unit 3	:	**Relevant Health Programmes** Polio Eradication Program, RNTCP (Tuberculosis), Universal Immunization Programme - Objectives, Initiatives and Achievements. Vector Borne Disease Control Program, Diarrhoea Management Programme: Objectives, Initiatives and Achievements. Sexually Transmitted Disease and HIV/AIDS Control Program. Programmes Related to Control and Prevention of Non-communicable Diseases.
Unit 4	:	**Understanding International Organizations** International Health Organizations - WHO, UNICEF, UNFPA, UNDP. FAO, ILO, USAID, RED CROSS, WORLD BANK Structure, Objectives and Services of Voluntary Health Organizations in India. International Health Regulations.

References:

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- Surendra Singh, P.D. Mishra,(2000): "Health and Disease: Dynamics and Dimensions", New Royal Book Company, Lucknow.

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- Centers for Disease Control and Prevention (CDC) - www.cdc.gov
- World Health Organization (WHO) - www.who.int
- National Institute of Public Health and the Environment (RIVM) - www.rivm.nl
- American Public Health Association (APHA) - www.apha.org
- Public Health Agency of Canada - www.canada.ca/en/public-health

Name of the Paper	:	**Social Work Intervention with Elderly**
Course Number	:	A160905T
Course Outcomes		**After completing this course, the students will be able to:** **CO1.** Identify the importance of Human values and Professional Ethics to recognize the dignity and worth of elderly individuals. **CO2**. Outline sustainable practices to create an age-friendly environment. **CO3.** Apply active listening skills to understand the needs and concerns of elderly individuals. **CO4.** Analyse needs assessments to identify specific challenges faced by the elderly population in a local, regional, or national context. **CO5.** Create informational brochures or pamphlets that provide elderly individuals with key facts and resources related to employment opportunities and entrepreneurship options. **CO6.** Assess the effectiveness of their interventions by collecting feedback from participants to better meet the unique needs of elderly individuals based on their gender identities.
Course Content		

Unit 1	:	**Introduction to Elderly** Elderly: Concept, Definitions, Characteristics, Meaning and Definition of Gerontology, Evolution of Gerontological Social Work in India. Demographical Profile of the Elderly at National and International Level. Psychological and Sociological Theories of Ageing. Changing Roles, Power and Status of Elderly and Guiding Principles of Working with Elderly.
Unit 2	:	**Needs and Problems Faced by Elderly** Status of Elderly in Different Family Types in India, Issues of Neglect, Abuse, Violence and Abandonment and Changing Family Norms Physical, Mental, Sexual, Emotional Economic, Social and Spiritual Aspects of issues in Elderly. Mental Health Consequences of Ageing: Anxiety, Depression, Suicide Tendencies and Dementia. Issues Related to Social Security, Pension, Housing, Division of Property and Caring for the Elderly.
Unit 3	:	**Provisions Regarding Welfare of Elderly** Constitutional and Legal Safeguards for Elderly and International Concerns. National Policy on Older Person, 1999, Maintenance and Welfare of Parents and Senior Citizen Act, 2007 Supportive Roles of National and International Organizations, Facilitative Role of Civil Society and Community Based Approached in Age Care.
Unit 4	:	**Services to Older Persons** Intervention in Improving Well-being and Quality of Life Counselling and Guidance Services for Preparation of Old Age Lifestyle Management and Retirement Plan Programme, Grief Counselling. Livelihood and Family Related Interventions, Community services, Self-help/support Groups of the Elderly as well as Care Givers, Institutional Services for the Elderly.

References:

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➢ Gurumurthy, K. G. (2023). Challenges and Opportunities in Social Care of Elderly in Urban India. Springer.

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➤   Sharma, M. L., Dak, T. M. (1987). "Ageing in India", New Delhi.

E-Resources:

➤   National Association of Social Workers (NASW): www.socialworkers.org

➤   Gerontological Society of America (GSA): www.geron.org

➤   Administration for Community Living (ACL): www.acl.gov

Name of the Paper	:	**Social Work Intervention with Tribal Community**
Course Number	:	A160906T
Course Outcomes		**After completing this course,the students will be able to :** **CO1.** Identify the core values and ethical guidelines relevant to social work intervention with tribal communities. **CO2.** Identify the power dynamics and social structures that contribute to gender inequalities within tribal communities. **CO3**. Apply cultural competence and sensitivity in social work practice with tribal communities. **CO4.** Plan community-based interventions that promote environmental sustainability and resource conservation within tribal communities. **CO5.** Create collaborative networks and partnerships with local, regional, national, and international stakeholders to address the concerns of tribal communities effectively. **CO6.** Evaluate the effectiveness of different intervention strategies and approaches in promoting sustainable employment and entrepreneurship in tribal communities.
Unit 1	:	**Understanding Tribal Development** Tribal Development: Concept, Meaning, Definition, Characteristics and Needs Approaches and Perspectives to Tribal Development: Assimilation and Integration; Environmental, Gandhian Perspectives, MADA Tribal Development Model: WADI, WAYANOD and Tribal Sub-plans Tribal Development Movement in India Problems and Issues of Tribal Development
Unit 2	:	**System and Administrative Development** Tribal Political System: Traditional and Current Power structure and Impact of 73rd Amendment Administrative Structure: Structure and Functional Mechanism at Central, State and District National Commission for Scheduled Tribes, Tribal Cooperative Marketing Development Federation of India, Tribal Research Institute
Unit 3	:	**Policies and Programmes** Tribal Development Policy in India Tribal Development Programmes: IRDP, JRY, PMRY, TRYSEM, VKY, Eklavya Model Residential School Programme Role of Bureaucracy and NGO in the Implementation of Tribal Welfare Scheme Role of Five Year Plans and NITI Ayog in Tribal Development
Unit 4	:	**Social Work Intervention with Tribal Community** Social Work Intervention Strategies for Tribal Communities Application of Social Work Methods and Role of Social Worker Ethics adopted to Solve Tribal Problems Role of Voluntary Agencies in Rural and Tribal Development

References:

➢ Kumar, A. (2023). Indigenous Practice of Social Work in Northeast India: Issues and Challenges. Springer.

➢ Sharma, R. (2023). Social Work Intervention and Tribal Communities: Methods and Approaches. IntechOpen.

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➢ Surya Kumari,C. (1990): "Tribal Development and Financial Institutions in India". Allahabad.

Name of the Course	**:**	**Human Rights and Criminal Justice System**
Course Number	**:**	A160907T
Course Outcomes	:	**After completing this course, the students will be able to:** **CO1.** Identify the complexities of gender-based discrimination, violence, and inequalities within the criminal justice system and society. **CO2.** Outline human rights principles to the analysis of environmental challenges and their implications for sustainable development. **CO3.** Apply human rights standards and ethical principles to various aspects of the criminal justice system. **CO4.** Utilize skills in conflict resolution and mediation techniques, as they explore alternative methods of addressing criminal justice issues while respecting human rights. **CO5.** Evaluate policies, laws, and regulations governing employment and entrepreneurship in light of human rights standards and principles. **CO6.** Assess the effectiveness of national and international mechanisms for accountability and redress in cases of human rights violations within the criminal justice system.
Course Content		
Unit 1	**:**	**Indian Perspective on Human Rights** Human Rights: Meaning, Nature and Definition. Indian Constitution and Human Rights: Preamble of Constitution, Meaning: Rule of Law. Fundamental Rights, Directive Principles of State Policy, Fundamental Duties Established in Indian Court. National Human Rights Commission (NHRC) in India, State Human Rights Commission in India and Human Rights NGOs.
Unit 2	**:**	**Human Rights and Police** Human Rights in Policing: Rights of Arrested, Accused Persons- Rights of Person under Preventive Detention. Law Enforcement and Human Rights (HRs) Violations: Illegal Detention and Torture in Custody – Fake Encounter Killing. UN Convention Against Torture- Code of Conduct for Law Enforcement Officers.

Unit 3	:	**Human Rights and Judiciary** Human Rights in Court: Right to Bail- Bail on personal Bond – Other Instances where Bail must be Granted. Right Guaranteed for a Fair Trial - Free Legal Aid. Cases to be Tried by Women Judges- In Camera Trial. Writ of Habeas Corpus – Right to Appeal.
Unit 4	:	**Human Rights and Correctional Administration** Human Rights in Correctional Administration: Rights of Prisoners- Rights of Juveniles in Conflict with Law in India. Human Rights Violations in Prisons: Problem of Under-trial Prisoners in Rights Perspective. Social Work Mandate for Human Rights: General Principle in the NASW, 2000A. United Nations Standard Minimum Rules for the Treatment of Prisoners. Victim Compensation Scheme - Sec 357 A CrPC.

References:

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➢ Ben Emmerson and Richard Morgan (2000): "Human Rights and Criminal Justice" Sweet & Maxwell

➢ Borgohain, B. (1999): "Human Rights – Social Justice and Political Challenges". Kanishka Publishers, New Delhi

➢ Desrochers, J. (1987): "India"s Search for Development and Social Justice: Analysis of Indian Society", The Development Debate, CSA Publications, Bangalore

➤ Lyer V.R.K. (1980): "Some Half-Hidden Aspects of Indian Social Justice", Eastern Book Co., Lucknow.

E- Resources

➤ Human Rights Watch (https://www.hrw.org)
➤ Amnesty International (https://www.amnesty.org)
➤ United Nations Human Rights (https://www.ohchr.org)
➤ American Civil Liberties Union (https://www.aclu.org)
➤ International Criminal Court (https://www.icc-cpi.int)

Discipline Centric Elective – B

Name of the Course	:	**Social Work: Emerging Issues and Recent Trends**
Course Number	:	A160908T
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Outline to promote human rights, social justice, and non-discrimination in professional practice. **CO2.** Identify advanced skills in assessing the needs and strengths of individuals, families, and communities in diverse social work settings. **CO3.** Plans for promoting employment and entrepreneurship opportunities in social work. **CO4.** Apply social work theories and frameworks to address environmental challenges and promote sustainability. **CO5.** Evaluate the impact of emerging issues and recent trends on social work practice, policy, and advocacy at local, regional, national, and international levels. **CO6.** Assess the effectiveness of strategies employed to address gender issues in social work.
Course Content		
Unit 1	:	**Water Sanitation and Hygiene** WASH: Concept, Meaning Definition, Purpose Component: Water, Environmental Hygiene, Personal Hygiene and Sanitation Impact on Health, Hygiene related Diseases, Factor influencing WASH Practices WASH in Institutional Settings
Unit 2	:	**Waste Management** Waste: Concept, Meaning, Definition, Sources and Composition Process and Types of Waste: Municipal Solid Waste, Hazardous Waste and Radioactive Waste Waste Management Models and Approaches Treatment of Waste

Unit 3	:	**Population Planning** Population: Concept, Meaning, Definitions and Characteristics Determination of Population Dynamics Status of Population Growth; National Population Policy 2000 Population Planning and Programmes
Unit 4	:	**Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ)** LGBTQ: Concept, Meaning, Definition, Terminology History Status of LGBTQ: National and International Level Problems and Challenges faced by LGBTQ Policies and Programmes

References:

➤ Sharma, A., & Joshi, N. (2023). Innovations in social work: Addressing contemporary issues. Routledge India.

➤ Patel, M., & Singh, R. (2023). Social work in a changing world: Trends and developments. Oxford University Press India.

➤ Kapoor, D. (2023). Contemporary social work issues and interventions. Springer India.

➤ Birchall, D., & Lyons, K. (Eds.). (2019): Social Work in a Changing Society: Issues, Challenges and Opportunities. Bristol University Press.

➤ Healy, K. (2018): Social Work Theories in Context: Creating Frameworks for Practice (2nd ed.). Palgrave Macmillan.

➤ Weinstein and Pillai (2017): Demography the Science of Population, Rawat Book Publications, Jaipur.

➤ Srinivasan (2017): Population Concerns in India: Shifting Trends, Policies and Programmes, Sage Publications, New Delhi.

➤ Ritzer, G., & Stepnisky, J. (2017): Modern Sociological Theory (9th ed.). SAGE Publications.

➤ LeCroy, C. W. (2016): Case Studies in Child, Adolescent, and Family Treatment (2nd ed.). Wiley.

➤ H. Slephanie and Simon R. (2013): Human trafficking around the world: Hidden in plain sight

➤ Winter Dyk J., perin, B. and Reichel P. (2012): Human trafficking: Exploring International nature, concern and complexities, CRC press, Boca Ration.

➤ Oxon Bernat, F.P (2011): Human Sex trafficking, Routledge, England.

➤ Bales K and soodalter R (2009): the slave next door : Human trafficking and slavery in America today

➤ Upadhyay, Lalit (2007) Women in Indian Politics, Panchculla: Better Books.

- Vernooy, Ronnie (2006), Social and Gender Analysis in Natural Resource Management, Sage Publications, New Delhi.

- Meena Acharya and Puspa Ghimre., (2005). Gender Indicators of Equality, Inclusion and Poverty Reduction: Measuring Programme/Project Effectiveness. *Economic and Political Weekly*. Vol 40 No. 44 and 45 October 29 – November 04

- Pandey, A K. (2004). Gender Equality Development and Women Empowerment, Anmol Publications Pvt. Ltd, New Delhi.

- Agrawal, Namita (2002) Women and Law in India, Women Studies and Development Centre, December, New Century Publication.

- Keith F.(2002): Handbook on Solid waste Management MCgraw Hill

- Singh, R. (1990). Social work: Emerging issues and recent trends. Delhi University Press.

E-Resources-

- WASH handbook for teachers and facilitators UNICEF publication. https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

- Water Sanitation and Hygiene (WASH) in school UNICEF.

- https://reliefweb.int/sites/reliefweb.int/files/resources/wash_handbook_-

- National Association of Social Workers (NASW). (n.d.). Emerging Issues. Retrieved from https://www.socialworkers.org/News/Social-Work-Matters/Emgering-Issues

- Social Work Today. (n.d.). Special Issues. Retrieved from https://www.socialworktoday.com/archive/so11p14.shtml

Name of the Course	:	**Counselling, Communication and Professional Competencies**
Course Number	:	A160909T
Course Outcomes	:	**After completing this course, the students will be able to :** **CO1.** Present personal values and ethical beliefs to enhance professional practice in counseling and communication. **CO2.** Identify proficient use of counselling and communication skills to develop professional relationship with individual and groups **CO3.** Apply knowledge and skills to explore employment and entrepreneurial opportunities in counselling and communication. **CO4.** Compare counseling theories and practices across different regions and countries.

		CO5. Design national strategies to integrate environmental sustainability into counseling and communication practices. **CO6.** Evaluate the influence of gender norms and stereotypes on counseling and communication processes.

Course Content		
Unit 1	:	**Understanding Self** Meaning and Concept of Self, Self Esteem Self-Image and Self-Acceptance Real Self and Ideal Self. Factors Affecting Self: Attitudes, Values, Experiences and Reactions of Others Various Life Situations: Achievements, Frustrations, Failures, Crisis and Self-Defeating Behaviour
Unit 2	:	**Techniques and Attributes of Professional Personality** Transactional Analysis and SWOT Analysis Johari Window, Mirror Reflection Techniques, Six Thinking Hats Ethical Values and Decision Making, Appropriate Professional Habits, Self-Control Multi-Tasking Abilities Professional Knowledge Relevant to Practice: Creativity, Priority Setting and Time Management
Unit 3	:	**Introduction to Counselling** Counselling: Concept, Meaning, Definitions, Characteristics and Objectives Counselling: Types and Principles Counselling Related Concepts: Guidance, Psychotherapy, Advice Tools and Techniques of Counselling Treatment Approaches in Counselling: Psychoanalytical, Person Centred and Gestalt Therapy. Ethical Issues and Obstacles in Counselling
Unit 4		**Communication** Communication: Concept, Meaning, Definitions, Characteristics Types of Communication: Formal, Informal, Interpersonal, Intrapersonal, Transpersonal Components and Process of Communication Mass Communication and Mass Media Barriers of Communication

References:

➢ Kumar, R., & Verma, S. (2023). Counselling and Communication Skills: A Comprehensive Guide. New Delhi: Sage Publications India Ltd.

➢ Chopra, R., & Sharma, A. (2023). Professional Competencies in Counselling: Theory and Practice. New Delhi: Pearson India.

➢ Patel, M. (2023). Effective Communication in Professional Settings. Mumbai: McGraw Hill Education.

➢ Singh, P., & Kumar, V. (2023). Counseling Skills and Techniques: A Practical Approach. New Delhi: Oxford University Press India.

➢ Corey, G., Corey, M. S., & Callanan, P. (2020): "Issues and ethics in the helping professions (10th ed.)". Brooks/Cole.

➢ Egan, G. (2018): "The skilled helper: A problem-management and opportunity-development approach to helping (11th ed.)". Brooks/Cole.

➢ Gudykunst, W. B., & Ting-Toomey, S. (2017): "Bridging differences: Effective intergroup communication (4th ed.)". Sage Publication.

➢ Crawford, Karen and Janet Walker, (2010): "Social Work and Human Development", Learning Matters Pvt Ltd. (3rd Edition) UK.

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➢ Fossard Estade (2005): "Writing and Producing Radio Drama", Sage Publication New Delhi.

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➢ Jain Rashmi (2003): "Communicating Rural Development (Strategies and Alternatives)", Rawat Publication, Jaipur.

➢ O"Hagan, Kieran, (2003): "Competence in Social Work Practice – A Practical Guide for Professionals", London.

➢ Parth Sarathi. (2002): Planning, Auditing and Developing Human Resources, Manak Publications, New Delhi.

➢ Davis, Martin (2002): "Companion to Social Work", USA: Blackwell Publishers Ltd.

➢ Beckett, C. (2002): "Human Growth and Development", Sage Publication, New Delhi.

➢ Aswathappa, K. (2001): "Human Resource & Personal Management (Text & Cases)", Tata McGraw Hill, New Delhi.

➢ Heun, Linda R., Heun, Richard E. (2001): "Developing Skills for Human Interaction", Charles E. Merrill Co, London.

➢ Patri, Vasanta (2001): "Counselling Psychology", Authors Press, New Delhi.

➤ Lakshmi, K. S. (2000): "Encyclopedia of Guidance & Counselling. Vol. 1 & 4", Mittal Publications, Delhi.

➤ Lindon, J. & Lindon, L. (2000): "Mastering Counselling Skills", Macmillan London.

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➤ Andal, N. (1998): "Communication Theories and Models, Himalaya Publishing House, Mumbai.

➤ Young, M.E. (1992): "Counselling Methods and Techniques: An Eclectic Approach", Macmillan, New York.

E-Resources:
➤ https://www.counseling.org/
➤ https://www.mindtools.com/pages/main/newMN_TCS.htm
➤ https://www.counseling.org/
➤ https://www.psychologytoday.com/
➤ https://www.goodtherapy.org/
➤ https://www.socialworkers.org/
➤ https://www.betterhelp.com/
➤ https://www.iabc.com/
➤ https://www.toastmasters.org/
➤ https://www.communication-skills-training.com/
➤ https://www.mindtools.com/communication-skills.html
➤ https://www.coursera.org/browse/personal-development/communication-skills
➤ https://www.linkedin.com/learning/
➤ https://www.amanet.org/
➤ https://www.shrm.org/

Name of the Course	:	**Human Rights and Social Justice**
Course Number	:	A160910T
Course Outcomes	:	**After completing this course, the students will be able to :** **CO1.** Outline the historical, cultural, and political contexts of human rights and social justice at the local, regional levels. **CO2.** Identify employment and entrepreneurial opportunities in India and abroad. **CO3.** Apply ethical principles and values in addressing social justice issues. **CO4.** Utilize leadership skills to promote social justice and equality in various contexts.

		CO5. Evaluate the impact of gender mainstreaming strategies on promoting gender equality. **CO6.**Develop strategies for integrating environmental sustainability and human rights principles.
Course Content		
Unit 1	:	**Introduction to Human Rights** Human Rights: Concept, Sources and Characteristics and Classification Basic Concepts I: Values, Dignity Liberty, and Equality Basic Concepts II: Justice, Unity and Diversity
Unit 2	:	**History and Philosophy of Human Rights** Human Rights History National and International Perspectives Generations of Human Rights Human Right Movements in India
Unit 3	:	**Human Rights in India** Constitutional Provisions and Laws related to Human Rights National Human Rights Commission: Structure and functions State Human Rights Commission: Structure and functions Causes and Consequences for Violation of Human Rights
Unit 4	:	**Understanding Social Justice** Social Justice: Concept, Meaning, Definition and Features Philosophy of Social Justice Constitutional and Legal Provisions for social justice Social Justice for Vulnerable Sections Schemes for Social Justice and Empowerment

References:

➢ Singh, R. (2023). Human rights and social justice: Theory and practice. Oxford University Press.

➢ Kumar, A., & Sharma, M. (2023). Advancing social justice through human rights. Sage Publications India.

➢ Patel, S. (2023). Contemporary issues in human rights and social justice. Routledge India.

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➢ Rajagopal, B. (2019). International human rights law and practice. Cambridge University Press.

➢ Sengupta, A. (2018). Human rights and social justice: Perspectives from India. Routledge.

➢ Baxi, U. (2016). The future of human rights (4th ed.). Oxford University Press.

➢ Basu, D. D. (2015). Introduction to the constitution of India (22nd ed.). Prentice-Hall of India.

➤ Nussbaum, M. C. (2011). Creating capabilities: The human development approach. Belknap Press.

➤ Michelle Alexander (2010): "The New Jim Crow: Mass Incarceration in the Age of Color blindness" The New Press.

➤ Gangrade, K.D.2008. "Social Legislation in India Vol. 1 & 2", Concept Publishing Co. New Delhi.

➤ Hallen G.C. (2007): "Dynamics of Social Security", Rastogi Publication: Meerut.

➤ Subramaniam, S (2007): "Human Rights- International Challenges", Manes Publications, New Delhi.

➤ Iyer, Krishna V.K. (2007) "Social Justice; Sunset or Dawn". Eastern Book Company, Lucknow,

➤ Howard Zinn (2005) "A People's History of the United States" Harper Perennial.

➤ Naseema, C. (2002): "Human Rights Education: Conceptual and Pedagogical aspects". Kanishka Publishing House, New Delhi

➤ Rehman, K. (2002): "Human Rights and the Deprived". Commonwealth publishers, New Delhi

➤ Baxi, U. (2002): "The Future of Human Rights". Oxford University press, New Delhi

➤ Waghmare, B,S, (2001): "Human Rights – Problems and Prospects". Kalinga Publications, Delhi.

➤ Kothari S. & Sethi H (Ed) (2001): "Rethinking Human Rights", Lokayan.

➤ Johannes Morsink (2000): "The Universal Declaration of Human Rights: Origins, Drafting, and Intent" University of Pennsylvania Press.

➤ Nirmal, C.J. (1999): "Human Rights in India – Historical, Social and Political Perspectives". Oxford University Press, Delhi

➤ Borgohain, B. (1999): "Human Rights – Social Justice and Political Challenges". Kanishka Publishers, New Delhi

➤ Mahajan, G. (Ed.). (1998): "Democracy, Difference and Social Justice". Cambridge University Press, New Delhi.

E- Resources:

➤ Amnesty International (www.amnesty.org)
➤ Human Rights Watch (www.hrw.org)
➤ Human Rights Campaign (www.hrc.org)
➤ Oxfam International (www.oxfam.org
➤ Global Witness (www.globalwitness.org)

Ability Enhancement

Name of Course	:	**Social Work Practicum** **A.** Field Survey **B.** Institutional Allotment
Course Number	:	A160911R and A160912R
Course Outcomes		**After completing this course, the students will be able to :** **CO1.** Outlinepersonal values and ethical dilemmas encountered during community visits and institutional practices. **CO2.** Identify the social, economic, and environmental factors that contribute to sustainable development. **CO3.** Apply proficiency in communication, active listening, empathy, and problem-solving skills. **CO4.** Utilize their knowledge to assess the employment and entrepreneurship landscape in the community and identify potential opportunities for individuals and groups. **CO5.** Evaluate the effectiveness of existing interventions and support systems addressing gender issues in the community, and make recommendations for improvement. **CO6.** Assess the strengths and limitations of different local, regional, national, and global organizations in addressing social issues.
Course Contents		
		Agency Based Concurrent Field Work
		Field Exposer Visits

References:

➤ Verma, R.B.S. & Singh, Atul Pratap. (2013): "Standard Manual for Field Work Practicum in Social Work", New Royal Book Company, Lucknow.

➤ Verma, R.B.S. & Singh, Atul Pratap. (2010): "Skill Training for Social Workers: A Manual", Sage Publication, New Delhi.

➤ "Handbook of Field Work Practice Learning in Social Work", New Royal Book Company, Lucknow.

➤ Subedar, I. S. (2001): "Field Work Training in Social Work", Rawat Publication. New Delhi.

➤ CIDT. (2001): "Participation, Learning and Action", University of Wolverhampton

➢ Garrett, Annett (1972): "Interviewing – Its Principles and Methods, Family Service Association of America", New York.

➢ Madhukar Indira (2000): "Guidance and Counselling", Authors Press, New Delhi.

➢ Singh, R. R. (1985): "Field Work in Social Work Education", New Delhi: Print way India.

➢ Nelson Jones, Richard, (1984), "Practical Counselling and Helping Skills", Harper and Row, London.

Semester IV

Name of the Course	:	**Dissertation/ Minor Research Project (MRP)**
Course Number	:	A161001R
Course Outcomes		**After completing this course, the students will be able to:** **CO1.** Prepare to acquire in-depth knowledge of the local, regional, national, and international concerns related to the research area. **CO2.** Identify research methods and techniques to investigate specific environmental and sustainable development problems **CO3.** Apply relevant theories and frameworks to analyse and understand specific employment and entrepreneurship contexts. **CO4.** Utilize critical thinking skills by encouraging students to evaluate existing literature, analyse different perspectives, and develop their own arguments based on evidence. **CO5.** Create a comprehensive understanding of the fundamental concepts, theories, and principles related to human values and professional ethics. **CO6.** Assess the potential impact of proposed interventions or strategies on reducing gender disparities
Course Contents		
Description		a. In addition to theory courses and Social Work Practicum, each student will be required to undertake an independent research work and prepare a dissertation based on primary data, during the 4th Semester. The topic of such research dissertation shall be relevant and shall be finalized only after the Department approves the same. b. Each student will be supervised in their research dissertation by faculty member from the Department. No faculty member shall be permitted to supervise more than fifteen (15) MSW students, in their research dissertation, in an academic year. Periodic individual conference, related to research dissertation of each student, shall be conducted by the field work teacher/supervisor. The teacher/supervisor may also conduct group conference, of students placed under his/her supervision.

➤		c. Each student will be required to take part in Class Room Presentations in the context of research dissertation. Assignments regarding such presentations shall be related to the research methodology and tools of research being developed by the student. The student who fails to take part in such class room presentations will forfeit the marks earmarked for such activity. d. Such dissertation will be based on quantitative or qualitative research methods. However, a mixed-method approach, making use of both quantitative and qualitative data is also permissible. The sample size for quantitative research shall not be less than 50 respondents. Not less than 225 hours shall be spent by the student for such research dissertation. Independent passing in Research Dissertation is mandatory for passing the 4th Semester. e. It will be mandatory for each student to appear for an External Viva Voce in Research Dissertation during the 4th Semester. Such external evaluation and viva-voce shall be conducted by an external examiner appointed by the Board of Studies of the Department.
Internal	:	Dissertation assessment marks (both internal and external) shall be awarded keeping in view the following break-up –
		Periodic Individual Conference
		Periodic Group Conference
		Class Room Presentation
External		Dissertation Evaluation
		Dissertation Based Viva Voce

References:

➤ Ranjit Kumar (2019): "Research Methodology: A Step-by-Step Guide for Beginners" SAGE Publications

➤ Chris Hart (2018): "Doing Your Masters Dissertation: Realizing Your Potential as a Social Scientist" SAGE Publications.

➤ Lawrence A. Machi and Brenda T. McEvoy (2016): "The Literature Review: Six Steps to Success" Corwin

➤ Umberto Eco (2015): "How to Write a Thesis" MIT Press,

➤ John W. Creswell (2014): "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" SAGE Publications

➤ Gupta, S.C., (2012): "Fundamentals of Statistics, 7th revised "., Himalaya Publishing House, New Delhi.

➤ William Strunk Jr. and E. B. White (2011): "The Elements of Style" Pearson,

➤ "Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis"

- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (2008): "The Craft of Research" University of Chicago Press.
- Paul J. Silvia (2007): "How to Write a Lot: A Practical Guide to Productive Academic Writing" American Psychological Association
- Kumar, R., (2006): "Research Methodology, 2nd"., Pearson Education, New Delhi.
- Nicholas Walliman, (2004): "Your Undergraduate Dissertation: The Essential Guide for Success (SAGE Study Skills Series)". 1 Edition. SAGE Publications Ltd.
- Kothari, C. R., (2004): "Research Methodology –Methods and Techniques, 2nd ",
- Laldas, D. K., (2000): "Practice of Social Research", Rawat Publication, New Delhi.

E- Resources

- University of Warwick, 2010. Dissertation Guidelines for Undergraduate Study. Available: http://www2.warwick.ac.uk/study/cll/currentstudents/undergraduatemodules/ce 302dissertatio n/dissertation_guidelines_2010.pdf.
- Research Methods Knowledge Base - www.socialresearchmethods.net (Comprehensive guide to research methods)
- ResearchGate - www.researchgate.net (Platform for researchers to share and access scholarly articles)
- JSTOR - www.jstor.org (Digital library of academic journals, books, and primary sources)
- ProQuest - www.proquest.com (Database of dissertations, theses, and academic publications)
- Research Methodology - www.researchmethodology.net (Provides guidance on research methods and tools)
- www.dissertationresearch.co.uk