॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड – ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

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आंतरविद्याशाखीय अभ्यास विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरण २०२० नुसार पद्व्युत्तर द्वितीय वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२४–२५ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, या विद्यापीठा अंतर्गत येणा–या सर्व संलग्नित महाविद्यालयामध्ये शैक्षणिक वर्ष २०२४–२५ पासून पद्व्युत्तर द्वितीय वर्षाचा राष्ट्रीय शैक्षणिक धोरण – २०२० लागू करण्याच्या दृष्टीकोनातून आंतर विद्याशाखीय अभ्यास विद्याशाखे अंतर्गत येणा–या अभ्यासमंडळांनी तयार केलेल्या पद्व्युत्तर द्वितीय वर्षाचा अभ्यासक्रमांना मा. विद्यापरिषदेने दिनांक १५ मे २०२४ रोजी संपन्न झालेल्या बैठकीतील विषय क्रमांक १८/५९–२०२४ च्या ठरावाअन्वये मान्यता प्रदान केली आहे.

त्यानुसार आंतर विद्याशाखीय अभ्यास विद्याशाखेतील खालील द्वितीय वर्षाचा अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२४–२५ लागू करण्यात येत आहेत.

01   M. S. W. II year. (Affiliataed College)

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या **www.srtmun.ac.in** या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड – ४३१ ६०६.
जा.क्र.:शै–१/एनइपी/आंविशाखापद्व्युत्तर/२०२४–२५/२६५
दिनांक १२.०९.२०२४

डॉ. सरिता लोसरवार
सहा.कुलसचिव
शैक्षणिक (१–अभ्यासमंडळ) विभाग

प्रत : १) मा. आधिष्ठाता, आंतर विद्याशाखीय अभ्यास विद्याशाखा, प्रस्तुत विद्यापीठ.
२) मा. संचालक, परीक्षा व मुल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
३) मा. प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
४) मा. संचालक, सर्व संबंधित संकुले व उपपरिसर, प्रस्तुत विद्यापीठ.
५) सिस्टीम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ. याना देवून कळविण्यात येते की, सदर परिपत्रक संकेतस्थळावर प्रसिद्ध करण्यात यावे.

SWAMI RAMANAND TEERTH

MARATHWADA UNIVERSITY, NANDED - 431 606

(Structure and Syllabus of Two Years Master Degree Program with Multiple Entry and Exit Option)

Subject

SOCIAL WORK

Under the Faculty of
INTERDISCIPLINARY STUDIES

For Affiliated Colleges

Effective from Academic year
2023 – 2024 Semester I and II
2024 – 2025 Semester III and IV
(As per NEP-2020)

Forward by the Dean, Faculty of Interdisciplinary Studies

From the Desk of the Dean:

Dr. C. R. Baviskar,
Associate Dean,
Faculty of Interdisciplinary Studies,
Swami Ramanand Teerth Marathwada University, Nanded

From,

The Desk of Chairman,

Board of Studies for the Subject of Social Work

(Under the faculty of Inter-Disciplinary Studies)

Swami Ramanand Teerth Marathwada University, Nanded

Preamble:

The social work education in India in general is expanding in manifolds. Now, the challenge is to ensure its quality to the stakeholders along with the expansion. To meet this challenge, the issue of quality needs to be addressed, debated and taken forward in a systematic manner. Accreditation is the principal means of quality assurance in higher education and reflects the fact that in achieving recognition, the institution or program of study is committed and open to external review to meet certain minimum specified standards. The major emphasis of this accreditation process is to measure the outcomes of the program that is being accredited. Program outcomes are essentially a range of skills and knowledge that a student will have at the time of graduation from the program. A Social work program must ensure that its graduates understand the basic concepts of Professional Social Work and must go through concurrent field work in dept of appreciate and use its methodologies and theories, and have acquired skills for life- long learning and Practice.

During preparation of the syllabus for social work subject under the faculty of interdisciplinary studies, the board suffered form the problem to prepare the syllabus under traditional subject though the social work education is professional education, since the social work education has been given one third weight age for the concurrent field work but due to the condition under NEP-2020. The professional course must have their council but to social work education have their council under preparation. So The board have problem to give proper weight age to the concurrent field work.

A Social work program must therefore have a mission statement which is in conformity with program objectives and program outcomes that are expected of the educational process. The outcomes of a program must be measurable and must be assessed regularly through proper feedback for improvement of the program. There must be a quality assurance process in place within the Institute to make use of the feedback for improvement of the program. The curriculum must be constantly refined and updated to ensure that the defined objectives and outcomes are achieved. Students must be encouraged to comment on the objectives and outcomes and the role played by the individual courses in achieving them. In line with this, the Faculty of interdisciplinary studies has taken initiative for the subject of social work to lead in incorporating philosophy of outcome-based education in the process of curriculum development.

I, as the Chairman, Board of Studies in Social work, S.R.T.M. University, Nanded happy to state here that, Program Educational Objectives were finalized in a meeting where more than 20 members from

different Institutes were attended, who were either Heads or their representatives Faculty of interdisciplinary studies for the subject of social work, The Program Educational Objectives finalized for Undergraduate & Postgraduate program in Social work are listed below.

- To provide students with a strong foundation in Social work Profession necessary to formulate, solve and analyze Social problems and to prepare them for graduate studies.
- To prepare students to demonstrate an ability to identify, formulate and solve Social problems.
- To prepare students to demonstrate for successful career in social work fields to meet needs of various Social organizations.
- To provide opportunity for students to concurrent field work as part of Social work education.
- To promote awareness among students for the life-long learning and to introduce them toprofessional ethics and codes of professional practice.
- To promote to prepare learners to developed skills of entrepreneurship.

- **Dr. Dinesh S. Maune**

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

LIST OF THE AD HOC BOARD OF (SOCIAL WORK)

INTER-DISCIPLINARY STUDIES

Details of the Board of Studies Members in Social Work
Under the faculty of Inter-Disciplinary Studies of S.R.T.M. University, Nanded.

Sr. No.	Name of the Member	Designation	Address	Mobile/ E-Mail Id.
01	**Dr. Dinesh Shivaji Maune**	Chairman	Mahatma Basweshwar Mahavidhalaya, Latur – 413 512.	9922244282 dineshmaune@gmail.com
02	**Dr. Ghanshyam Shivshankar Yelne**	Member	School of Social Sciences, SRTMU Nanded. Nanded – 431 606	9421473179 yelnenanded@gmail.com
03	**Dr. Narhari Govindrao Patil**	Member	Jawaharlal Nehru College of Social Work & Research Centre Cidco, Nanded – 431603.	9823097119 narharigp555@gmail.com
04	**Dr. Sanjay Durwasrao Gawai**	Member	Mahatma Basweshwar Mahavidhalaya, Latur – 413512.	9423345877 sanjaygawai.74@gmail.com
05	**Dr. Baburao Sambhaji Jadhav**	Member	School of Social Sciences, SRTMU Nanded – 431606	9975811041 Jadhavbs08@gmail.com

Invitee Member

06	**Dr. Manisha Anantrao Manjramakar,** Jawaharlal Nehru College of Social Work & Research Centre, Cidco, Nanded – 431 603.	9657250953 manjramkarmanisha@gmail.com
07	**Dr. A. A. Shaikh,** Jawaharlal Nehru College of Social Work & Research Centre, Cidco, Nanded – 431 603.	7798783786 aaffan786@gmai.com
08	**Dr. Ramesh Jare,** Tata Institute of Social Science, Tuljapur – Dist. Dharashiv.	9850355291 rameshjare@tiss.edu.
09	**Dr. Vaijanta Anand**, Nirmala Niketan Social Work College, Mumbai.	9820459664 vaijayanta@gmail.com
10	**Dr. Pabbawar,** CHA. Manager Flamingo Industries, Nanded – 431 603.	9209358715

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Interdisciplinary Studies
Credit Framework for Two Year PG Program
Subject: Social Work (MSW) Second Year

Year & Level 2	Sem. 2	Major Subject		RM 5	OJT / FP 6	Research Project 7	Practical's 8	Credits 9	Total Credits 10
		(DSC) 3	(DSE) 4						
2	3	**IDSCC 501 (4 Cr)** Concurrent Field Work Practice (Common to All) (20 Visits) **IDSCC 502 (4 Cr)** Administration of Welfare Services (Common to All) **IDSCC 503 (4 Cr)** **(Select one subject from group)** Medical & Psychiatric Social Work (MPSW) OR Social Work Practice With Families (FCW) OR Urban, Rural, Tribal Community Development (URTCD)	**IDSCE 501** (4 Cr) **(Select one subject from group)** Fields of Health & Social Work (MPSW) OR Gerontological Social Work (FCW) OR Social Policy and Planning for Urban, Rural, Tribal Community Development (URTCD)	----	-----	**IDSCR501 (4Cr)** Social Work Research Project	**IDSCP502 (1 Cr)** Practice in concern specialization **IDSCP503 (1 Cr)** Practice in concern specialization	22	44

4	IDSCC 551 (4 Cr) Concurrent Field Work Practice (Common to All) (20 Visits) IDSCC 552 (4 Cr) (Select one subject from group) Exploring The Path of Counselling (MPSW) OR Women & Children Issues & Welfare Initiative (FCW) OR Tribal Community Development (URTCD)	IDSCE 551 (4 Cr) (Select one subject from group) Medical Information for Social Work Intervention (MPSW) OR Social Work in Child Development (FCW) OR Government & Voluntary Agencies for Urban, Rural & Tribal Development (URTCD)	IDSPE 551 (2 Cr) Publication Ethics	- -	IDSCR551 (6 Cr.) Social work Research Project	IDSCP551 (1 Cr) Practice in concern specialization IDSCP552 (1 Cr) Practice in concern specialization	22	
	Exit option: Exit Option with PG Diploma *(after 2024-25)*							

M.S.W. Second Year Semester III *(Level 6.5)*

Teaching Scheme

	Course Code	Course Name		Credits Assigned			Teaching Scheme (Hrs)	
				Theory	Practical	Total	Theory	Practical
Major	**IDSCC- 501**	Concurrent Field Work Practicum		--	04	**04**	--	120
	IDSCC- 502	Administration of welfare Services		04	--	**04**	60	--
	IDSCC- 503 (Select one subject from group)	MPSW	Medical & Psychiatric Social Work	04	--	**04**	60	--
		FCW	Social Work Practice for Families					
		URTCD	Urban, Rural, Tribal Community Development					
Elective (DSE)	**ISWCE- 501 (Select one subject from group)**	MPSW	Fields of Health & Social Work	04	--	**04**	60	--
		FCW	Gerontological Social Work					
		URTCD	Social Policy and Planning for Urban, Rural, Tribal Community Development					
Research Methodology	**IDSCR- 501**	Social Work Research Project			04	**04**	--	120
DSC Practical	**IDSCP- 502**	Practice in concern specialization		--	01	**01**	--	30
	IDSCP- 503	Practice in concern specialization		--	01	**01**	--	30
Total Credits				**12**	**10**	**22**	**180**	**300**

M. S.W. Second Year Semester III *(Level 6.5)*
Examination Scheme
[20% Continuous Assessment (*CA)* and 80% End Semester Assessment (*ESA*)]
(For illustration we have considered a paper of 02 credits, 50 marks, needs to be modified depending on credits of individual paper)

Subject (1)	Course Code (2)	Course Name (3)		Test I (4)	Test II (5)	Avg. of (T1+T2)/2 (6)	Total (7)	CA (8)	ESA (9)	Total Col (6+7) / Col (8+9) (10)
				Theory				**Practical**		
				Continuous Assessment (CA)			**ESA**			
Major	**IDSCC- 501**	Concurrent Field Work Practicum		--	--	--	--	100	--	100
	IDSCC- 502	Social Welfare Administration		20	20	20	80	--	--	100
	IDSCC- 503 (Select one subject from group)	MPSW	Medical & Psychiatric Social Work	20	20	20	80	--	--	100
		FCW	Social Work Practice for Families							
		URTCD	Urban, Rural, Tribal Community Development							
Elective (DSE)	**IDSCE-501 (Select one subject from group)**	MPSW	Fields of Health & Social Work	20	20	20	80	--	--	100
		FCW	Gerontological Social Work							
		URTCD	Social Policy and Planning for Urban, Rural, Tribal Community Development							
Research Methodology	**IDSCR- 501**	Social Work Research Project		--	--	--	--	100	--	100
DSC Practical	**IDSCP- 502**	Practice in concern specialization		--	--	--	--	05	20	25
	IDSCP- 503	Practice in concern specialization		--	--	--	--	05	20	25

M. S.W. Second Year Semester IV *(Level 6.5)*
Teaching Scheme

	Course Code		Course Name	Credits Assigned			Teaching Scheme (Hrs/ week)	
				Theory	Practical	Total	Theory	Practical
Major	IDSCC- 551		Concurrent Field Work Practicum	--	04	**04**	--	120
	IDSCC- 552 (Select one subject from group)	MPSW	Exploring The Path of Counselling	04	--	**04**	60	--
		FCW	Women & Child Issues & Welfare Initiatives					
		URTCD	Tribal Community Development					
Elective (DSE)	IDSCE- 551 (Select one subject from group)	MPSW	Medical Information for Social Work Intervention	04	--	**04**	60	--
		FCW	Social Work for Child Development					
		URTCD	Government & Voluntary Agencies for Urban, Rural & Tribal Development					
Publication Ethics	IDSPE-551		Publication Ethics	02	--	**02**	30	--
Research Methodology	IDSCR-551		Social Work Research Project	--	06	**06**	--	180
DSC Practical	IDSCP- 551		Practice in concern specialization	--	01	**01**	--	30
	IDSCP- 552		Practice in concern specialization	--	01	**01**	--	30
Total Credits				**10**	**12**	**22**	**150**	**360**

M.S.W. Second Year Semester IV *(Level 6.5)*
Examination Scheme
[20% Continuous Assessment (*CA)* and 80% End Semester Assessment (*ESA*)]
(For illustration we have considered a paper of 02 credits, 50 marks, needs to be modified depending on credits of individual paper)

Subject (1)	Course Code (2)	Course Name (3)		Test I (4)	Test II (5)	Avg. of (T1+T2)/2 (6)	Total (7)	CA (8)	ESA (9)	Total Col (6+7) / Col (8+9) (10)
Major	**IDSCC- 551**	Concurrent Field Work Practicum		--	--	--	--	100	--	100
	IDSCC- 552 (Select one subject from group)	MPSW	Exploring The Path of Counselling	20	20	20	80	--	--	100
		FCW	Women & Child Issues & Welfare Initiatives							
		URTCD	Tribal Community Development							
Elective (DSE)	**IDSCE-551** (Select one subject from group)	MPSW	Medical Information for Social Work Intervention	20	20	20	80	--	--	100
		FCW	Social Work for Child Development							
		URTCD	Government & Voluntary Agencies for Urban, Rural & Tribal Development							
Publication Ethics	**IDSEP-551**	Publication Ethics		10	10	10	40	--	--	50
Research Methodology	**IDSCR- 551**	Social Work Research Project		--	--	--	--	150	--	100
DSC Practical	**IDSCP- 551**	Practice in concern specialization		--	--	--	--	05	20	25
	IDSCP- 552	Practice in concern specialization		--	--	--	--	05	20	25

Course Structure: *Major 1 - Teaching Scheme*

IDSCC- 501 Concurrent Field Work Practicum (Common to All)

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs.)		Credits Assigned		
		Theory	Practical	Theory	Practical	Total
IDSCC- 501	Concurrent Field Work Practicum	--	120	--	04	04

Major 1 - Assessment Scheme

IDSCC- 501 Concurrent Field Work Practicum (Common to All)

Course Code (1)	Course Name (2)	Practicum				
		CA				Total (CA)
		Field Visits	Field Work Seminar	Oral Viva	Rural/ Tribal Camp	
IDSCC- 501	Concurrent Field Work Practicum	50	10	15	25	100

IDSCC- 501: Concurrent Field Work Practicum (Common to All)
(Major 1) Curriculum Details

Course pre-requisite:

    1. ……………………………
    2. ……………………………

Course objectives:

Course outcomes:

Curriculum Details: *(There shall be FOUR Modules in each course)*

      In M.S.W. Third semester the learners will be practice as per specialization. Lerner will utilise 120 Hrs. for concurrent field practice for learning social case work method with 20 Visits. Every week learner will do concurrent field work for 12 Hrs.

      The 20 visits will be carrying out according to the needs of the Clients problems/ Agencies need / Supervisors observation for the requirement of the learner's skill improvement.

Course Structure: *Major 2 - Teaching Scheme* (Common To All)

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs.)		Credits Assigned		
		Theory	Practical	Theory	Practical	Total
IDSCC- 502	Social Welfare Administration	60	--	04	--	04

Major 2 - Assessment Scheme (Common To All)

Course Code (2)	Course Name (3)	Theory				Practical		Total [Col (6+7) / Col (8+9)] (10)
		CA			ESA (7)	CA (8)	ESA (9)	
		Test I (4)	Test II (5)	Avg. of (T1+T2)/2 (6)				
IDSCC-502	Social Welfare Administration	20	20	20	80	--	--	100

IDSCC- 502: Social Welfare Administration (Common To All)
(Major 1) Curriculum Details

Course pre-requisite:

   1…………………………
   2…………………………

Course objectives:

1. To understand the historical and theoretical foundations of social welfare administration.
2. To analyze the structure and functions of social welfare organizations and agencies.
3. To develop skills in program planning, implementation, and evaluation in social welfare settings.
4. To explore leadership, management, and decision-making in social welfare administration.
5. To examine current issues, challenges, and trends in social welfare and development administration.

Course outcomes:

- Students will analyze the structure, functions, and governance mechanisms of social welfare organizations and agencies, identifying key components and their interrelationships within the broader context of social welfare administration.
- Students will develop proficiency in conducting needs assessments, designing, and implementing social welfare programs using appropriate planning models and strategies, considering the diverse needs and preferences of target populations.
- Students will demonstrate competence in program implementation and management, including resource allocation, budgeting, staff supervision, and performance management, while adhering to ethical standards and legal requirements.
- Students will apply evaluation frameworks and methods to assess the effectiveness, efficiency, and impact of social welfare programs, utilizing evaluation findings to inform decision-making and enhance program quality and outcomes

ISDCC- 502: Social Welfare Administration (Common to All)

<u>Curriculum Details:</u> *(There shall be FOUR Modules in each course)*

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Introduction to Social Welfare Administration**	
	1.1	Historical overview of social welfare administration	
	1.2	Theoretical perspectives on social welfare policy and administration	**13**
	1.3	Role of social work administrators in shaping social welfare systems	
	1.4		
2.0		**Organizational Structure , Governance and evaluation**	
	2.1	Types of social welfare organizations and agencies	
	2.2	Organizational theories and models applicable to social welfare administration	
	2.3	Governance structures and decision-making processes in social welfare org.	**16**
	2.4	Evaluation frameworks and methods in social welfare	
	2.5	Using evaluation findings for program enhancement and accountability	
3.0		**Program Planning and Leadership Development**	
	3.1	Needs assessment and analysis in social welfare	
	3.2	Program planning models and approaches	
	3.3	Strategies for community-based program development	**15**
	3.4	Ethical leadership and decision-making in social welfare contexts	
	3.5	Developing leadership skills for effective social change	
4.0		**Program Implementation, Management and Emerging trends**	
	4.1	Implementation strategies and challenges in social welfare programs	
	4.2	Resource allocation and budgeting in social welfare organizations	
	4.3	Supervision, staff development, and performance management	**16**
	4.4	Emerging trends in social welfare administration	
	4.5	Future directions and challenges in social welfare administration	
		Total	**60**

Recommended Textbooks:
1. "Social Welfare Administration: Development and Management" by Rosalee A. Clawson and Gail L. Zellman
2. "The Handbook of Social Welfare Management" edited by Rino J. Patti
3. "Introduction to Social Work and Social Welfare: Empowering People" by Charles Zastrow and Karen K. Kirst-Ashman

Additional Resources:
- Journal articles from reputable social work and public administration journals
- Case studies and reports from social welfare organizations and agencies

Online resources such as webinars, podcasts, and professional organizations related to social welfare administration and development.

Course Structure: *Major3 - Teaching Scheme* **(Select one subject from group)**

Course Code	Course Name (Paper Title)		Teaching Scheme (Hrs.)		Credits Assigned		
			Theory	Practical	Theory	Practical	Total
IDSCC- 503 (Select one subject from group)	MPSW	Medical & Psychiatric Social Work	60	--	04	--	04
	FCW	Social Work Practice for Families	60	--	04	--	04
	URTCD	Urban, Rural, Tribal Community Development	60	--	04	--	04

Major 3 - Assessment Scheme

Course Code (2)	Course Name (3)		Theory				Practical		Total Col (6+7) / Col (8+9)] (10)
			CA			ESA (7)	CA (8)	ESA (9)	
			Test I (4)	Test II (5)	Avg. of (T1+T2)/2 (6)				
IDSCC-503 (Select one subject from group)	MPSW	Medical & Psychiatric Social Work	20	20	20	80	--	--	100
	FCW	Social Work Practice for Families	20	20	20	80	--	--	100
	URTCD	Urban, Rural, Tribal Community Development	20	20	20	80	--	--	100

IDSCC 503 (4 Cr): Select one subject from Group

Curriculum Details: *(There shall be FOUR Modules in each course)*

IDSCC 503 (4 Cr): Medical & Psychiatric Social Work (MPSW)

Course pre-requisite:

1…………………………
2…………………………

Course objectives:

1. To orient learners to fields of Medical & Psychiatric Social work

2. To able learners to understand concept of Medical & Psychiatric Social work

3. To orient learners about basic concepts of Medical & Psychiatric Social Work

4. To aware learners about current advances in the field of Psychiatric social Work

Course outcomes:

1. Learners will able to understand basic concept of Psychiatric Social Work

2. Learners will able to understand the concept of Medical & Psychiatric Social Work

3. Learner will know about current advances in the Fields of Psychiatric social Work

4. Learner will develop ability to deal with Psychiatric social Work

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IDSCC 503 (4 Cr): Select one subject from Group

Curriculum Details: *(There shall be FOUR Modules in each course)*

IDSCC 503 (4 Cr): Medical & Psychiatric Social Work (MPSW)

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Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		Understanding Medical & Psychiatric Work	
	1.1	Definition, Concept, Scope & Principles of M.P.S.W	
	1.2	Role & Functions of Medical & Psychiatric Social Workers	**13**
	1.3	Duties & Skills of Medical & Psychiatric Social Workers	
	1.4	Modern Attitude towards Psychiatric illness	
2.0		Fields of Medical Social Work	
	2.1	General Hospitals, Specific Disease Hospitals	
	2.2	I.C.T.C, Disability/ Differently abled Clinics	**13**
	2.3	Community Health Centres, Blood Banks ,Organ Donation Centres	
	2.4	Physical & Mentally Challenged Residential Institutions	
3.0		Current Fields of Medical & Psychiatric Social Work	
	3.1	Mental Health Institutions, Psychiatric Departments in General Hospital	
	3.2	Child Guidance Clinic, Family Therapy Centres	**17**
	3.3	De-Addiction Centres, Crisis Intervention Centres, Alcohol & Substance Abuse Centres	
	3.4	Psychosocial Care in Disasters, Care & Intervention of Rape victims	
4.0		Psychological Rehabilitation	
	4.1	Definition, Concept & Principles of Psychological Rehabilitation	
	4.2	Components of Psychological Rehabilitation	**17**
	4.3	Process of Psychological Rehabilitation	
	4.4	Role of Social Worker in Psychological Rehabilitation Government Initiative for Mental Health Promotion	
		Total	**60**

References:

1. Baron, A. Robert and Byrne, D. (2010). Social Psychology. New Delhi: Pearson Publications.

2. Morgan, C.T and King, R.A. (2007). Introduction to Psychology (7th Edition). New Delhi: Tata McGraw Hill.

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8. Page, J.D. (2010). Abnormal Psychology. New Delhi: Tata McGraw Hill.

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11. Campbell, Ian D., Ted Lankester, Ali son D. Rader (2000) : Setting up community Health Programme New Delhi .

12. Dutta, P. K. (1998) : Public Health & Social aspects – Khanna Publishers

13. L. Ramchandran, T. Dharmalingam (1983) A Textbook of Health Education, New Delhi, Vikas Publishing House Pvt. Ltd

IDSCC 503 (4 Cr): Select one subject from Group

Curriculum Details: *(There shall be FOUR Modules in each course)*

IDSCC 503 (4 Cr): Social Work Practice with Families (FCW)

Course pre-requisite:

1…………………………
2…………………………

Course objectives:

1. 1 To equip learners with theoretical knowledge for social work with families.
2. To study the Multiplicity of Family Problems.
3. To develop competencies in learners to use the method in practice while working with families.
4. To equip learners with values and skills necessary for working with families.

Course outcomes:

1. 1. To know the role of social workers engaged in working with families.
2. To understand the various types of interventions applicable for working with families.
3. To learn the specific skill sets required for the application of suitable and relevant practices.

Curriculum Details: *(There shall be FOUR Modules in each course)*

IDSCC 503 (4 Cr): Social Work Practice with Families (FCW)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Family as a social Institution**	
	1.1	Concept of family	
	1.2	Types and functions of family	**14**
	1.3	Changing situation in marriages and marital relationship	
	1.4	Need of pre-marriage counseling	
2.0		**Normative Family Functions and Structure and Changes**	
	2.1	Normative Family	
	2.2	Beyond joint and nuclear family	**16**
	2.3	New development Implications for the Family and its members	
	2.4	Changing Nature of Family in Globalization	
3.0		**Alternate Family Patterns and Structure**	
	3.1	Dual Earner Families	
	3.2	Single Parents Families	**15**
	3.3	Female Headed Households	
	3.4	Childless Families, Live in Relationship (Modern Family)	
4.0		**Role of Social Workers and Redressed Mechanisms with families**	
	4.1	Public Awareness Programme and Policies for Empowering the Family	
	4.2	An overview of Family Laws	**15**
	4.3	Redressal Mechanisms: Family Courts, Family Counselling Centres	
	4.4	Role of Social Workers: Facilitator, Advisor or Guide, Mentor, Advocate, Counsellor	
		Total	**60**

References :
1. Desai, M. (ed.) 1994, Family and Intervention: A Course Compendium, Bombay: Tata Institute of Social Sciences.
2. Engles, F. 1944, Origin of the Family, Private Property and the State. Bombay: People's Publishing House.
3. Hartman, A. and Laird, J. 1983, Family Centered Social Work Practice, New York: The Free Press.
4. Horchschild, A. 1989, The Second Shift: Working Parents and the Revolution at Home, New York: Viking.
5. India: Ministry of Welfare. 1994, India's Commitment of Family Well Being, An Overview of the Report of the National Seminars on the International Year of the Family, 1994. Bombay: Tata Institute of Social Sciences.
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7. Klein, D.M. and White, J.M. 1996, Family Theories: An Introduction, Thousand Oaks: Sage Publications.
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9. Raju, M.L. and Krishna, G.R. (Eds.) 1996, Future of Indian Family Challenges for Social Work Education, Tirupati: Sri Padmavati Mahila Visvavidyalayam.
10. Tate Institute of Social Sciences. 1993, Special Issue of The Indian Journal of Social Work on "Family Development", 54 (1), Mumbai: Tata Institute of Social Sciences.

IDSCC 503 (4 Cr): Select one subject from Group

Curriculum Details: *(There shall be FOUR Modules in each course)*

IDSCC 503 (4 Cr): Urban, Rural, Tribal Community Development (URTCD)

Course pre-requisite:

1…………………………
2…………………………

Course objectives:

1. Understand the concept and significance of community development in urban, rural, and tribal contexts.
2. Analyze the unique challenges faced by urban, rural, and tribal communities and propose suitable interventions.
3. Explore theoretical frameworks and practical approaches to community development.
4. Recognize ethical considerations in community development practice and demonstrate ethical decision-making
5. Evaluate the effectiveness of community development projects through case studies and empirical evidence.

Course outcomes:

1. Demonstrate a comprehensive understanding of community development's relevance in diverse community contexts.
2. Identify and propose appropriate interventions for the challenges faced by urban, rural, and tribal communities.
3. Apply theoretical perspectives and practical approaches to community development in different settings.
4. Exhibit ethical decision-making skills and awareness of ethical considerations in community development practice.
5. Evaluate the impact of community development projects and demonstrate readiness to contribute effectively to future initiatives.

IDSCC 503 (4 Cr): Select one subject from Group
Curriculum Details: *(There shall be FOUR Modules in each course)*
IDSCC 503 (4 Cr): Urban, Rural, Tribal Community Development (URTCD)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Introduction to Community Development**	
	1.1	Historical overview of community development theories and practices	
	1.2	Understanding the concept of community development	
	1.3	Importance of community development in addressing urban, rural, and tribal issues	**15**
	1.4	Role of social workers in community development initiatives	
	1.5	Ethical considerations in community development work	
2.0		**Urban Community Development**	
	2.1	Characteristics of urban communities	
	2.2	Challenges faced by urban communities (e.g., poverty, homelessness, unemployment)	
	2.3	Approaches to urban community development (e.g., asset-based community development, community organizing)	**15**
	2.4	Urban planning and its significance in community development	
	2.5	Case studies and best practices in urban community development projects	
3.0		**Rural Community Development**	
	3.1	Characteristics of rural communities	
	3.2	Unique challenges of rural communities (e.g., access to healthcare, infrastructure development)	
	3.3	Strategies for rural community development (e.g., sustainable agriculture, microfinance initiatives)	**15**
	3.4	Role of technology in rural development	
	3.5	Case studies highlighting successful rural community development interventions	
4.0		**Tribal Community Development**	
	4.1	Overview of tribal communities and their distinct cultural identities	
	4.2	Historical and contemporary challenges faced by tribal communities (e.g., land rights, cultural preservation)	
	4.3	Approaches to tribal community development (e.g., participatory development, indigenous knowledge systems)	**15**
	4.4	Importance of culturally sensitive approaches in tribal community development	
	4.5	Examples of successful tribal community development initiatives	
		Total	**60**

References:

1. Midgley, J. (2014). Community Development: Theory and Practice. SAGE Publications.

2. Rubin, H. J., & Rubin, I. S. (2012). Community Organizing and Development. Pearson.

3. Smith, L. T. (2012). Decolonizing Methodologies: Research and Indigenous Peoples. Zed Books.

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14. Corburn, J. (2015). Toward the Healthy City: People, Places, and the Politics of Urban Planning. MIT Press.

15. Furuseth, O. J., & Repstad, P. (2006). An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives. Ashgate.

IDSCE- 501 (Select one subject from group) 04 Credits

Course Structure: *Elective 1 - Teaching Scheme* (Select one subject from group)

Course Code	Course Name (Paper Title)		Teaching Scheme (Hrs.)		Credits Assigned		
			Theory	Practical	Theory	Practical	Total
IDSCE- 501 (Select one subject from group)	MPSW	Fields of Health & Social Work	60	--	04	--	04
	FCW	Gerontological Social Work	60	--	04	--	04
	URTCD	Social Policy & Planning for Urban, Rural & Tribal Community Development	60	--	04	--	04

Elective 1 - Assessment Scheme

Course Code (2)	Course Name (3)		Theory				Practical		Total Col (6+7) / Col (8+9)] (10)
			CA			ESA (7)	CA (8)	ESA (9)	
			Test I (4)	Test II (5)	Avg. of (T1+T2)/2 (6)				
IDSCE-501 (Select one subject from group)	MPSW	Fields of Health & Social Work	20	20	20	80	--	--	100
	FCW	Gerontological Social Work	20	20	20	80	--	--	100
	URTCD	Social Policy & Planning for Urban, Rural & Tribal Community Development	20	20	20	80	--	--	100

IDSCE-501: Fields of Health & Social Work (MPSW)
(Elective 1) Curriculum Details

Course objectives:

1. To orient learners about basic concepts about health
2. To aware learners about the ill effects of disease in human being
3. To aware learners about understanding of mental Health
4. To develop ability for prevention of Disease in learners
5. To develop skill to deal with community health problems

Course outcomes:

1. Learners will able to understand basic concept of Health
2. Learners will able to understand the ill effect of Disease
3. Learner will work for Healthy Mental Health
4. Learner will understand how to fight for prevention of Disease
5. Learner will develop ability to deal with Community Health Problem

IDSCE-501: Fields of Health & Social Work (MPSW)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Health**	
	1.1	Definition & Concept of Health	**15**
	1.2	Dimensions of Health, Determinants of Health	
	1.3	Positive Health, Social Health, Mental health	
	1.4	Positive Mental Health, Ecology of Health	
2.0		**Disease**	
	2.1	Definition & Concept of disease	**15**
	2.2	Communicable	
	2.3	Non-Communicable diseases	
	2.4	Consequences of ill Health on Individual, family and community	
3.0		**Prevention**	
	3.1	Definition and concept of Preventive medicine.	**15**
	3.2	levels of Prevention of Disease Primary, secondary and territory Prevention	
	3.3	Health Promotion, Heath Protection, Mass Health examination	
	3.4	Psycho social aspects of Physically and Mental disabilities and Non Communicable disorders	
4.0		**Community Health**	
	4.1	Definition, Concept & Scope of Community Health,	**15**
	4.2	Definition, Concept, Objectives & Areas of Public Health	
	4.3	Role of social worker in Community Health Care services	
	4.4	Role of school and community in Nourishing Mental Health	
		Total	**60**

References:

1. Park, K. (2010). Textbook of Preventive and Social Medicine, Jabalpur: BarnarsidassBhanot Publishers.

2. Morgan, C.T and King, R.A. (2007). Introduction to Psychology (7th Edition). New Delhi: Tata McGraw Hill.

3. Baron, A. Robert, (2001). Psychology. New Delhi: Pearson Publications,

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5. Albrecht Gray L. & Fitzpatrick R. Quality of Life in Health Care: Advances in Medical Sociology, Jai Press Mumbai, 1994,

6. Charles Leslie (ed). Asian Medical Systems, BaijaindraPrakashan, New Delhi, 1998.

7. Basu S.C, Handbook of Preventive & Social Medicine, 2nd edition, Current Books International, Culcutta, 1991.

8. National Health Policy, New Delhi: Ministry of Health & Family Welfare.

9. Duggal R &Ganguli L. Review of Health Care in India, Mumbai, CEHAT.2005

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12. Baron, A. Robert, (2001), Psychology. New Delhi: Pearson Publications.

13. Hayes, N. (1994). Foundations of Psychology: An Introductory Text. London: Routledge.

14. Hurlock, E.A. (1994). Developmental Psychology-Lifespan Approach. New Delhi: Tata McGraw Hill.

IDSCE- 501 (Select one subject from group) 04 Credits
IDSCE-501: Gerontological Social Work (FCW)
(Elective 1) Curriculum Details

Course objectives:

1. To develop an understanding pertaining to the concept of ageing.
2. To understand issues pertaining to Gerontological Problem.
3. To understand the social policy and programme for elderly persons.

Course outcomes:

1. Learner will be able to understand to concept scope of Gerontology.
2. Develop a comprehensive understanding of the vulnerabilities and capabilities of older person and examine the effectiveness of social security measures.
3. Comprehend the role of social worker in Gerontological setting and develop competence and skills in geriatric care.

IDSCE-501: Gerontological Social Work (FCW)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Concept of Gerontology**	
	1.1	Gerontology: Definition and scope	
	1.2	Understanding the elderly demographic	**15**
	1.3	Development of Psychological, Socio-cultural	
	1.4	Economic and Health perspectives	
2.0		**Issues pertaining to Geriatric Population**	
	2.1	Psycho-social & Health	
	2.2	Family support, Property Rights	**15**
	2.3	Occupation, Income, Retirement planning	
	2.4	Issues of neglect by Family and Society	
3.0		**Care setting for Elderly**	
	3.1	General Hospitals, Geriatric wards, Day care centre	
	3.2	Nursing homes, Home for the aged, Home based care	**15**
	3.3	Old age homes, Hobby centre's, Senior Citizen forum	
	3.4	Social works intervention for Senior Citizen	
4.0		**Social Policy and Programme**	
	4.1	National Policy on older Pension	
	4.2	Legal and Governmental Welfare benefits for Senior Citizens	**15**
	4.3	Role of NGO's working for elderly	
	4.4	Social security scheme for elderly persons	
		Total	**60**

Refenences :

1.   Bali. P. Arun, 2001 Care of the Elderly in India, Shimla, Indian Institute of Advanced Studies.

2.   Chatterjee, S.C. and K.P., Charian, V. 2008, Patna, Discourses on aging and Dying, New Delhi, Sage Publications.

3.   Dandekar, Kumudini. 1996 The Elderly in India, New Delhi, Sage Publications.

4.   Desai, Murli and Raju, Gerontological Social Work in India – Some Siva (Ed.) 2000. Issues and Perspectives, Delhi, BR Publishing House.

5.   Dey, A.B. (Ed.) 2003 Ageing in India : Situation Analysis and Planning for the Future, New Delhi / WHO and AIIMS.

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7.   Hurlock, Elizabeth. 1981 Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.

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9.   Kumar, Vinod (Ed.) 1996 Aging – Indian Perspective and Global Scenario, New Delhi, AIIMS.

10.   Rajan, Irudaya S., India's Elderly, New Delhi, Sage Publications, Mishra, U.S., and Sharma, S.P. 1999.

IDSCE- 501 (Select one subject from group) 04 Credits

IDSCE-501: Social policy & Program for Urban, Rural & Tribal Community Development (URTCD)

(Elective 1) Curriculum Details

Course objectives:
1. To develop an understanding pertaining to the concept of ageing.
2. To understand issues pertaining to Gerontological Problem.
3. To understand the social policy and programme for elderly persons.

Course outcomes:
1. Learner will be able to understand to concept scope of Gerontology.
2. Develop a comprehensive understanding of the vulnerabilities and capabilities of older person and examine the effectiveness of social security measures.
3. Comprehend the role of social worker in Gerontological setting and develop competence and skills in geriatric care.

IDSCE-501: Social policy & Program for Urban, Rural & Tribal Community Development (URTCD)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Introduction to Social Policy and Planning**	
	1.1	Understanding the concepts of social policy and planning	
	1.2	Historical overview of social policy development	
	1.3	Role of social policy in addressing URTCD issues	15
	1.4	Key stakeholders involved in social policy formulation and implementation	
	1.5	Ethical considerations in social policy and planning	
2.0		**Social Policy Analysis**	
	2.1	Frameworks for analyzing social policies	
	2.2	Methods and tools for policy analysis (e.g., SWOT analysis, stakeholder analysis)	
	2.3	Critically evaluating the effectiveness of social policies in addressing community development issues	15
	2.4	Identifying gaps and areas for improvement in existing social policies	
	2.5	Case studies illustrating successful and unsuccessful social policy Interventions	
3.0		**Policy Advocacy and Implementation**	
	3.1	Strategies for policy advocacy at local, regional, and national levels	
	3.2	Building coalitions and mobilizing community support for policy change	
	3.3	Understanding the policy implementation process and challenges	15
	3.4	Monitoring and evaluating policy implementation outcomes	
	3.5	Role of social workers in policy advocacy and implementation	
4.0		**Planning for Community Development**	
	4.1	Principles and approaches to community development planning	
	4.2	Participatory planning methods for engaging diverse community stakeholders	
	4.3	Integrating social, economic, and environmental considerations into community development plans	15
	4.4	Tools and techniques for community needs assessment and asset mapping	
	4.5	Case studies of successful community development planning initiatives	
		Total	**60**

References:

1. Alcock, P., May, M., & Wright, S. (2016). The Student's Companion to Social Policy. John Wiley & Sons.

2. Bardach, E., & Patashnik, E. M. (2015). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. CQ Press.

3. Gil, D. G. (2005). Unraveling Social Policy: Theory, Analysis, and Political Action Towards Social Equality. Policy Press.

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5. Weissert, C. S., & Weissert, W. G. (2016). Governing Health: The Politics of Health Policy. Johns Hopkins University Press.

6. Stone, D. (2012). Policy Paradox: The Art of Political Decision Making. W.W. Norton & Company.

7. Bacchi, C. (2009). Analysing Policy: What's the Problem Represented to Be? Pearson.

8. Marmor, T. R., Freeman, R. B., & Okma, K. G. H. (Eds.). (2015). Comparative Studies and the Politics of Modern Medical Care. Yale University Press.

9. Majone, G. (1989). Evidence, Argument, and Persuasion in the Policy Process. Yale University Press.

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11. Bardach, E. (2012). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. SAGE Publications.

12. Krieger, N., & Birn, A. E. (1998). A Vision of Social Justice as the Foundation of Public Health: Commemorating 150 Years of the Spirit of 1848. American Journal of Public Health, 88(11), 1603–1606.

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14. Baum, F., & Fisher, M. (2010). Why Behavioral Health Promotion Endures Despite Its Failure to Reduce Health Inequalities. Sociology of Health & Illness, 32(2), 338–355.

15. Furuseth, O. J., Repstad, P., & Stokke, K. (Eds.). (2009). The Ambiguities of Experience. Ashgate Publishing, Ltd.

Guidelines for Course Assessment:

A. Continuous Assessment (CA) (20% of the Maximum Marks):

This will form 20% of the Maximum Marks and will be carried out throughout the semester. It may be done by conducting **Two Tests** (Test I on 40% curriculum) and **Test II** (remaining 40% syllabus). Average of the marks scored by a student in these two tests of the theory paper will make his **CA** score (col 6).

B. End Semester Assessment (80% of the Maximum Marks):

(For illustration we have considered a paper of 04 credits, 100 marks and need to be modified depending upon credits of an individual paper)

1. **ESA Question paper will consists of 6 questions, each of 20 marks.**

2. **Students are required to solve a total of 4 Questions.**

3. **Question No.1 will be compulsory and shall be based on entire syllabus.**

4. Students need to solve **ANY THREE** of the remaining Five Questions (Q.2 to Q.6) and shall be based on entire syllabus.

Note: Number of lectures required to cover syllabus of a course depends on the number of credits assigned to a particular course. One credit of theory corresponds to 15 Hours lecturing and for practical course one credit corresponds to 30 Hours. For example, for a course of two credits 30 lectures of one hour duration are assigned, while that for a three credit course 45 Lectures.

Swami Ramanand Teerth Marathwada University, Nanded

Master of Social Work

Fourth Semester

Course Structure: *Major 1 - Teaching Scheme*

Concurrent Field Work Practicum (Common to All)

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs.)		Credits Assigned		
		Theory	Practical	Theory	Practical	Total
IDSCC- 551	Concurrent Field Work Practicum	--	120	--	04	04

Major 1 - Assessment Scheme

Concurrent Field Work Practicum (Common to All)

Course Code (1)	Course Name (2)	Practicum				
		CA				Total (CA)
		Field Visits	Field Work Seminar	Oral Viva	Study Tour	
IDSCC- 551	Concurrent Field Work Practicum	50	10	15	25	100

IDSCC- 551: Concurrent Field Work Practicum (Common to All)

(Major 1) Curriculum Details

Course pre-requisite:

   3. ……………………………
   4. ……………………………

Course objectives:

Course outcomes:

ISWCC- 551: Concurrent Field Work Practicum
(Common to All)

<u>**Curriculum Details:**</u> *(There shall be FOUR Modules in each course)*

  In M.S.W. Fourth semester the learners will be practice as per Specialization. Lerner will utilise 120 Hrs. for concurrent field practice for learning social case work method with 20 Visits. Every week learner will do concurrent field work for 12 Hrs.
  The 20 visits will be carrying out according to the needs of the Clients problems/ Agencies need / Supervisors observation for the requirement of the learner's skill improvement.

Course Structure: *Major2 - Teaching Scheme* **(Select one subject from group)**

Course Code	Course Name (Paper Title)		Teaching Scheme (Hrs.)		Credits Assigned		
			Theory	Practical	Theory	Practical	Total
IDSCC- 552 (Select one subject from group)	MPSW	Exploring the Path of Counselling	60	--	04	--	04
	FCW	Women and Children Issues and Welfare Initiative	60	--	04	--	04
	URTCD	Tribal Community Development	60	--	04	--	04

Major 2 - Assessment Scheme

Course Code (2)	Course Name (3)		Theory				Practical		Total Col (6+7) / Col (8+9)] (10)
			CA			ESA (7)	CA (8)	ESA (9)	
			Test I (4)	Test II (5)	Avg. of (T1+T2)/2 (6)				
IDSCC-552 (Select one subject from group)	MPSW	Exploring the Path of Counselling	20	20	20	80	--	--	100
	FCW	Women and Children Issues and Welfare Initiative	20	20	20	80	--	--	100
	URTCD	Tribal Community Development	20	20	20	80	--	--	100

IDSCC 552 (4 Cr): Select one subject from Group

Curriculum Details: *(There shall be FOUR Modules in each course)*

IDSCC 552 (4 Cr): Exploring the Path of Counselling (MPSW)

Course pre-requisite:

1…………………………
2…………………………

Course objectives:

1. To orient learners about concepts of counselling
2. To aware learners about the types of counselling
3. To aware learners about areas of counselling
4. To develop understanding issues of Counsellor's

Course outcomes:

1. Learners will able to understand concept of counselling
2. Learners will able to types of counselling
3. Learner will know about areas of counselling
4. Learner will understands issues of Counsellor's

IDSCC 552 (4 Cr): Select one subject from Group
Curriculum Details: *(There shall be FOUR Modules in each course)*
IDSCC 552 (4 Cr): Exploring the Path of Counselling (MPSW)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Basic of Counseling**	
	1.1	Definition, Concept, Scope, Goals, Principles of Counseling	
	1.2	Process & Stages of Counseling	
	1.3	Tools, Techniques & Skills of Counseling	13
	1.4	Issues in Counseling	
	1.5	Difference between Counseling & Psychotherapy	
2.0		**Types of Counseling**	
	2.1	Individual Counseling,	
	2.2	Marriage Counseling, Family Counseling	
	2.3	Group Counseling	13
	2.4	Employee Counseling	
	2.5	Telephonic Counseling	
3.0		**Counseling in Different Area**	
	3.1	Child Guidance & Counseling, Genetic Counseling	
	3.2	Suicide Prevention Counseling, Terminal Illness Counseling	
	3.3	De-addition Counseling	17
	3.4	Organ Donation Counseling, Crisis Intervention Counseling	
	3.5	HIV-AIDS Counseling, Bereavement & Death Counseling	
4.0		Issues of Counselor's	
	4.1	Qualities of Counselor	
	4.2	Ethical Issues in Counseling	
	4.3	Challenges faced by Counsellor's	17
	4.4	Attitudes & Values of Counselor, Obstacles in Counseling	
	4.5	Stress & Burn Out	
		Total	60

References:
1. Rao Narayan; Counseling Psychology.
2. Jitendra M. D.; Organizational communication 3. Chandrashekar C. R. (ed) 1999, A Manual on Counseling for lay – counselors, Benglore, Prasanna counseling centre.
4. Butter C. and Joyce V. (1998); Counseling Couples in Relationship, An Introduction to the Relate Approach. 5. Dennis E. E. and Merril John C., Basic Issues in Mass Communication.
6. Desai Murli (ed) 1994, Family and Interventions – A Course Compendium, Bombay, Tata Institute of Social Sciences.
7. Gibson Robert, Mitchell Marianne (2005) Introduction to Counselling and Guidance (6th Edition), New Delhi : Person Education Pvt. Ltd
8. Madhukar Indira (2000) Guidance and Counselling, New Delhi : Authors Press
9. Gandhi V. P., Media and Communication today.
10. Caranaugh M. E.; The Counseling Experience: A Theoretical and Practical Approach.
11. Kutnar K.; Mass Communication in India.
12. Meikote, Srinivas R. ; Communication for Development in the third word.
13 Dryden W.; Key Issues for Counseling in Action.
14. Noonam E. and Spring L. (eds.)1992; The Making of Counselor.
15. Pepinsky H.B. and Pepinsky P. N. (1954); Counseling Theory and Practice.
16. Dave Indu 1983, The Basic Essentials of Counseling, New Delhi, Sterling Publishers Pvt. Ltd.

IDSCC 552 (4 Cr): Select one subject from Group

Curriculum Details: *(There shall be FOUR Modules in each course)*

IDSCC 552 (4 Cr): Women and Children Issues and Welfare Initiative (FCW)

Course pre-requisite:

1…………………………
2…………………………

Course objectives:

1. To sensitize the concept, definition, objectives & Scope of Women Welfare
2. To aware about the policies & Programme of Women Welfare
3. To Develop Proper awareness for women and Child Welfare issues
4. To aware about the policies & Programme of Child Welfare

Course outcomes:

1. Learner will develop ability to understand women Welfare.
2. Learner will develop ability to Utilize various polices & Programme of Women Welfare.
3. Learner will understand women and Child Welfare issues in Depth.
4. Learner will explore and Utilize policies & Programme of Child Welfare

IDSCC 552 (4 Cr): Select one subject from Group
Curriculum Details: *(There shall be FOUR Modules in each course)*
IDSCC 552 (4 Cr): Women and Children Issues and Welfare Initiative (FCW)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**women welfare and Issues**	**14**
	1.1	Concept of women welfare, Status of Women Global & Indian Perspective, Demographic Characteristics of Women population in India	
	1.2	Women Empowerment: Definition, Objectives , Indicators & Process	
	1.3	Problem of Women in India: Illiteracy, Domestic Violence. Female Feticides, Child Marriage, Gender Disparity. Dowry, Women trafficking	
	1.4	Issue of education, religion, health, violence and politics	
2.0		**Policies and programmes of women welfare**	**16**
	2.1	Policies of Women Welfare: Five Year Plans for Women Welfare, The 73rd and 74th Amendments for Women Welfare, , One Stop Centre Scheme	
	2.2	National Policy for the Empowerment of Women- 2005,	
	2.3	Programmes of Women Welfare: Girl Child Protection Scheme (GCPS)	
	2.4	Domestic Violence Act (2005)	
	2.5	UJJAWALA: (A Comprehensive Scheme for Prevention of trafficking and Rescue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation)	
3.0		**Child Welfare**	**15**
	3.1	Child Welfare: Concept, Demographic characteristics of the child in India	
	3.2	Needs and problems of child, Stages of child development	
	3.3	Theories of child development: psychoanalytic theory, psychosocial theory, Cognitive-development theory	
	3.4	Role of social institutions and organizations in the development of children, Preparation of Child for different adult roles.	
4.0		**Child Welfare Programmes and policies**	**15**
	4.1	Historical review of child welfare in India	
	4.2	Programmes for child welfare: ICDS, Reproductive and Child Health Programme (RCH), Integrated programme for Street Children (IPSC)	
	4.3	The Right of Children to Free and Compulsory Education (RTE), National policy for children	
	4.4	National action plan for children, Maharashtra state policy for children, Commissions for protection of child rights.	
		Total	**60**

References:

1. Suchitra S Dinkar (2010). Child Development and Psychology, New Delhi: Axis Publications

2. Rashmi Agrawal (2008). Education for Disabled Children, New Delhi: Shipra publications

3. Michele Henderson, (2009). How to Motivate Children to Learn, New York Epitome Books

4. Maureen Jowitt (2005). Social work with children and families, UK: Learning Matters Ltd

5. Brotherton Graham (2010). Working with Children, young people and families, New York: Sage Publications.

6. Sharry, John (2005). Counselling Children, Adolescents and Families, New Delhi: Sage Publications

7. Anil Bhuimali (2009) Rights of disabled women and children in India. Serials publications

8. Mukhopadhyay Suresh & Mani MNG, Education of Children with special needs in India,

9. Edication Report, Pp 98-108, 2002.

10. National Initiative for Child Protection Childline India Foundation, 2000

11. Middleton-Moz, Jane (1983). Children of trauma. Rediscovering your discarded self. Deerfield Beach, Fl: Health Communication, Inc.

12. Miller. A. (1983). For your own good: Hidden cruelty in child-rearing and the roots of violence. New York: Farrar, Strauss, Giroux

13. Chaudhary, D. Paul Atma: Child Welfare Development. Delhi, Ram & Sons

14. Pyles, M.S. (1947): Institutions for Child Care & Treatment, New York: Child Welfare League of America.

15. India (1964): Council for Child-Welfare: A National Policy for Children, New Delhi,

IDSCC 552 (4 Cr): Select one subject from Group

Curriculum Details: *(There shall be FOUR Modules in each course)*

IDSCC 552 (4 Cr): Tribal Community Development (URTCD)

Course pre-requisite:

1…………………………
2…………………………

Course objectives:

1. Gain a comprehensive understanding of the socio-cultural context of tribal communities, including their diversity, historical experiences, and socio-economic challenges.
2. Explore traditional and contemporary governance structures in tribal communities and understand the role of tribal leaders in community decision-making processes.
3. Analyze livelihood patterns and economic development opportunities in tribal areas, and identify strategies for promoting sustainable livelihoods and economic empowerment.
4. Examine the health, education, and social service needs of tribal communities, and explore community-based approaches to addressing these needs.
5. Develop cultural sensitivity and ethical awareness in working with tribal communities, recognizing the importance of preserving indigenous knowledge and promoting community empowerment.

Course outcomes:

1. Students will demonstrate a deep understanding of the cultural diversity, historical context, and socio-economic challenges faced by tribal communities.
2. Students will be able to analyze traditional and contemporary governance structures in tribal communities, and evaluate the role of tribal leaders in community development.
3. Students will develop skills in identifying livelihood patterns, assessing economic development opportunities, and designing interventions for sustainable tribal economic empowerment.
4. Students will be prepared to assess the health, education, and social service needs of tribal communities, and design community-based interventions to address these needs.
5. Students will demonstrate cultural sensitivity, ethical awareness, and a commitment to promoting indigenous knowledge and community empowerment in their work with tribal communities.

Curriculum Details: *(There shall be FOUR Modules in each course)*
IDSCC 552 (4 Cr): Tribal Community Development (URTCD)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Understanding Tribal Communities**	
	1.1	Introduction to tribal communities: diversity, culture, and identity	
	1.2	Historical context: colonization, displacement, and marginalization	**15**
	1.3	Socio-economic challenges faced by tribal communities	
	1.4	Importance of cultural preservation and indigenous knowledge	
	1.5	Ethical considerations in working with tribal communities	
2.0		**Tribal Governance and Leadership**	
	2.1	Traditional governance structures and systems in tribal communities	
	2.2	Contemporary challenges to tribal governance: legal frameworks and land rights	
	2.3	Role of tribal leaders and elders in community decision-making	**15**
	2.4	Empowerment strategies for strengthening tribal governance	
	2.5	Case studies of successful tribal governance models	
3.0		**Livelihoods and Economic Development**	
	3.1	Analysis of livelihood patterns in tribal communities: traditional practices and contemporary challenges	
	3.2	Economic development initiatives in tribal areas: opportunities and constraints	
	3.3	Sustainable livelihood approaches: natural resource management, ecotourism, and indigenous crafts	**15**
	3.4	Role of microfinance and entrepreneurship in tribal economic empowerment	
	3.5	Case studies highlighting successful tribal economic development projects	
4.0			
	4.1	Health challenges in tribal communities: access to healthcare, traditional medicine, and public health interventions	
	4.2	Education disparities: barriers to access, cultural relevance, and quality of education	
	4.3	Social services delivery: challenges and opportunities for improvement	**15**
	4.4	Community-based approaches to healthcare, education, and social services	
	4.5	Innovative models of health, education, and social service provision in tribal areas	
		Total	**60**

References:

1. Mander, H., & Dutta, P. (Eds.). (2009). Tribal Development in India: Programmes and Perspectives. Sage Publications.

2. Das, M., & Chakma, N. (Eds.). (2017). Tribal Studies in India: Emerging Horizons. Routledge.

3. Ghai, A., & Shankar, D. (Eds.). (2016). Tribal Transformation in India: Tribal Studies of India Series. Mittal Publications.

4. Pathak, K. K. (2018). Tribal Development Administration in India. Atlantic Publishers & Distributors.

5. Upadhyay, V. (2018). Tribal Development: Theory and Practice. PHI Learning Pvt. Ltd.

6. Saxena, N. C. (2014). Tribal Development: Options, Constraints, and Strategies. Concept Publishing Company.

7. Banerjee, N. (2015). Tribal Development and Welfare Schemes in India. Deep & Deep Publications.

8. Atal, Y., & Sethi, R. R. (Eds.). (2017). Tribal Development in India: The Contemporary Debate. Routledge India.

9. Giri, A. K. (2013). Tribal Education: Past, Present and Future. Concept Publishing Company.

10. Pandey, S. K., & Ghosh, B. K. (2016). Tribal Development in India: Issues and Perspectives. Concept Publishing Company.

11. Sen, S. C., & Ghosh, B. (Eds.). (2016). Tribal Economy: Problems and Prospects. Deep & Deep Publications.

12. Mahapatra, R. (2016). Tribal Development in India: The Contemporary Debate. Routledge India.

13. Kumar, S. (2013). Tribal Development and Voluntary Organisations. Deep & Deep Publications.

14. Patnaik, A., & Prakash, N. (Eds.). (2018). Tribal Health Care: A Study of Satpuda Region. Springer.

15. Mohan, P. (2016). Tribal Development in India: Challenges and Prospects. Deep & Deep Publications.

IDSCE- 551 (Select one subject from group) 04 Credits

Course Structure: *Elective 1 - Teaching Scheme* (Select one subject from group)

Course Code	Course Name (Paper Title)		Teaching Scheme (Hrs.)		Credits Assigned		
			Theory	Practical	Theory	Practical	Total
IDSCE- 551 (Select one subject from group)	MPSW	Medical Information for Social Work Intervention	60	--	04	--	04
	FCW	Social Work For Child Development	60	--	04	--	04
	URTCD	Government & Voluntary Agencies for Urban, Rural & Tribal Community Development	60	--	04	--	04

Elective 1 - Assessment Scheme

Course Code (2)	Course Name (3)		Theory				Practical		Total Col (6+7) / Col (8+9)] (10)
			CA			ESA (7)	CA (8)	ESA (9)	
			Test I (4)	Test II (5)	Avg. of (T1+T2)/2 (6)				
IDSCE-551 (Select one subject from group)	MPSW	Medical Information for Social Work Intervention	20	20	20	80	--	--	100
	FCW	Social Work For Child Development	20	20	20	80	--	--	100
	URTCD	Government & Voluntary Agencies for Urban, Rural & Tribal Community Development	20	20	20	80	--	--	100

IDSCE- 551 **(Select one subject from group) 04 Credits**

IDSCE-551: Medical Information for Social Work Intervention (MPSW)
(Elective 1) Curriculum Details

Course objectives:

1. To orient learners about basic Medical information for Social Work Intervention
2. To aware about Psychosocial aspect of Health & Disease.
3. To aware learners about the information for Medical Diseases
4. To aware learners about social work Intervention Method in Different Medical Setting

Course outcomes:

1. Learners will able to understand basic Medical Information for Social Work Intervention
2. Learners will able to understand the Psychosocial Aspect of Health & Disease
3. Learner will able to get information about basic s/s of Medical Diseases.
4. Learner will know about social work Intervention Method in Different Medical Setting

IDSCE-551: Medical Information for Social Work Intervention (MPSW)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Understanding Health & Disease**	
	1.1	Definition & Concept of Health & Disease	
	1.2	Dimensions & Indicators of Health & Disease	15
	1.3	Causes & Types of Disease	
	1.4	Prevention and control of Disease	
2.0		**Psychosocial Aspect of Health & Disease**	
	2.1	Social Determinants of Health & its impact of Health Disparities	
	2.2	Cultural & Religious Obstacles in Health care Delivery	
	2.3	Health Inequalities in India	15
	2.4	Health Education & Promotion for Healthy Behaviour	
	2.5	Need of Collaboration between Health Care Professionals	
3.0		**Medical Diseases (Aetiology, Symptoms, Prevention and Treatment)**	
	3.1	Bacterial Diseases: Tetanus, Typhoid, Tuberculosis, Pneumonia	
	3.2	Viral Diseases: Chicken Pox, Measles, Chikungunya, Diphtheria, AIDS	15
	3.3	Protozoa Diseases: Malaria, Leishmaniasis, Amoebiasis	
	3.4	Parasitic Diseases: Tape Worm, Hook Worm, Guinea Worm	
4.0		**Social Work Intervention**	
	4.1	Structure and Functions of healthcare services in India	
	4.2	Approaches towards Health care in India	
	4.3	National Health Policy, 2002,National Rural Health Mission,	15
	4.4	Availability, Affordability and Accessibility (AAA) in Health Care	
	4.5	Role of Social Worker in Health & Disease	
		Total	**60**

References:

1. Park, K. (2010). Textbook of Preventive and Social Medicine, Jabalpur: Barnarsidass Bhanot Publishers.
2. Baru, R.V. 1998. Private Health Care in India: Social Characteristics and Trends. New Delhi: Sage Publications.
3. Dasgupta, M. and Lincoln, C. C. 1996. Health, Poverty and Development in India. New Delhi: Oxford University Press.
4. Dhillon, H.S. and Philip, L. 1994. Health Promotion and Community Action for Health in Developing Countries. Geneva: WHO. Katja, J. (Ed.) 1996.
5. Health Policy and Systems Development. Geneva: WHO.
6. Nadkarni, V.V. 1985. Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work. Bombay: Tata Institute of Social Sciences.
7.Phillips, D.R.andVerhasselt, Y. 1994. Health and Development. London: Routledge. Sundaram, T. 1996. Reaching Health to the Poor, Sourcebook on District Health Management. New Delhi:
8. Voluntary Health Association of India. 1995. Reproductive Health and Reproductive Rights. New Delhi
9. WHO 1978. Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care. Alma Ata: USSR.
10. Yesudian, C.A.K (ed.) 1991. Primary Health Care. Mumbai: Tata Institute of Social Sciences.

IDSCE-551: Social Work for Child Development (FCW)
(Elective 1) Curriculum Details

Course objectives:
1. The enable learner to understand concept understanding of Child development.
2. To enable the learner to study all domains of child development including cognitive, social and emotional aspect.
3. To highlight the issues and problems of child development.
4. To enable learner about child welfare policies and Programmes.

Course outcomes:
1. Develop Conceptual understanding of a Learner about Child Development.
2. Award about various aspects of Child development i.e. Cognitive, Social Emotional etc.
3. Describe and Analysis various current issues and problem of child development.
4. Relate child welfare policies and programmes in relation to child development.

IDSCE-551: Social Work for Child Development (FCW)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Introduction of child development**	
	1.1	Concept of child development, History of child development	
	1.2	Stages of child development	
	1.3	Principle of child development	**15**
	1.4	Theories of child development: Psychoanalytic theory, Psychosocial theory, Cognitive, developmental theory, Learning theory.	
2.0		**Issues and problems of child development**	
	2.1	Problems of children: Child labour, Child Abuse, Child trafficking	
	2.2	Children of sex workers, Children suffering from HIV / AIDS	
	2.3	Current issues in child development	**15**
	2.4	The disadvantaged child in urban, slum and rural setting, Gender discrimination, Violence within the family	
	2.5	Role of professional social worker in child development.	
3.0		**Children with special needs**	
	3.1	Mentally challenged, Learning disabilities	
	3.2	Emotionally disturbed, Visually impaired	**15**
	3.3	Physically disabilities, Understanding Abilities of Special Needs Child	
	3.4	Social work intervention in children with special needs.	
4.0		**Child welfare programmes and policy**	
	4.1	Concept of child welfare, Historical Review of child welfare in India, , ,	
	4.2	Programme for child welfare : Health, Nutrition, Education, Recreation and child rights	**15**
	4.3	National policy for children, Commission of protection of child rights	
	4.4	Hindu Adoption and maintenance Act, Guardianship and ward Act, Child Labour Act 1986.	
		Total	**60**

References :

1. Suchitra S. Dinkar (2010). Child Development and Psychology, New Delhi: Axis Publication.

2. Rashmi Agrawal (2008). Education for Disabled Children, New Delhi: Shipra Publications.

3. Michele Henderson, (2009). How to Motivate Children to Learn, New York: Epitome Books.

4. Maureen Jowitt (2005). Social work with children and families, UK: Learning Matters Ltd.

5. Brotherton Graham (2010). Working with Children, young people and families, New York : Sage Publications.

6. Sharry, John (2005). Counselling Children, Adolescents and Families, New Delhi : Sage Publications.

7. Anil Bhuimali (2009) : Rights of disabled women and children in India. Serials Publications.

8. Mukhopadhyay Suresh & Mani MNG, Education of Children with special needs in India.

9. Education Report, PP 98-108. 2002.

10. National Initiative for Child Protection Childline India Foundation, 2000.

IDSCE- 551 (Select one subject from group) 04 Credits

IDSCE-551: Government & Voluntary Agencies for U. R.T. Community Development (URTCD)

(Elective 1) Curriculum Details

Course objectives:

1. Understand the roles and functions of government and voluntary agencies in rural and urban development.
2. Analyze government policies and programs aimed at addressing the needs of rural and urban communities.
3. Evaluate the role and functioning of voluntary agencies in community development, including their organizational structures and funding mechanisms.
4. Explore strategies for fostering effective collaboration and partnership between government and voluntary agencies.
5. Develop skills in critiquing policies, identifying gaps, and making recommendations for improving rural and urban development initiatives.

Course outcomes:

1. Students will demonstrate a comprehensive understanding of the roles and functions of government and voluntary agencies in rural and urban development.
2. Students will be able to critically analyze government policies and programs, assessing their impact on rural and urban communities.
3. Students will gain insight into the organizational structures and funding mechanisms of voluntary agencies and their contributions to community development.
4. Students will develop skills in collaborative problem-solving and partnership-building between government and voluntary agencies.
5. Students will be prepared to engage in policy analysis and advocacy, contributing to the improvement of rural and urban development initiatives through evidence-based recommendations.

IDSCE-551: Government & Voluntary Agencies for U. R. T. Community Development (URTCD)

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0		**Introduction to Government and Voluntary Agencies**	
	1.1	Overview of the roles and functions of government and voluntary agencies in rural and urban development	
	1.2	Understanding the partnership between government and voluntary agencies in community development	
	1.3	Historical context and evolution of government and voluntary sector involvement in development initiatives	**15**
	1.4	Ethical considerations in collaboration between government and voluntary agencies	
	1.5	Case studies illustrating successful collaborations and challenges faced in rural and urban development projects	
2.0		**Government Policies and Programs for Rural and Urban Development**	
	2.1	Analysis of government policies and programs aimed at rural and urban development	
	2.2	Examination of key policy areas such as housing, education, healthcare, infrastructure, and employment	
	2.3	Impact assessment of government interventions on rural and urban communities	**15**
	2.4	Critique of policy gaps and recommendations for improvement	
	2.5	Case studies highlighting the implementation of government programs and their outcomes	
3.0		**Role and Functioning of Voluntary Agencies in Community Development**	
	3.1	Understanding the diversity of voluntary agencies and their contributions to rural and urban development	
	3.2	Analysis of the organizational structure, funding mechanisms, and governance of voluntary agencies	
	3.3	Identification of best practices and innovative approaches adopted by voluntary agencies	**15**
	3.4	Challenges faced by voluntary agencies in addressing the needs of rural and urban communities	
	3.5	Case studies showcasing the impact of voluntary agency initiatives on community development	
4.0			
	4.1	Strategies for fostering effective collaboration and partnership between government and voluntary agencies	
	4.2	Mechanisms for coordination, communication, and resource-sharing among stakeholders	
	4.3	Building community capacity and empowering local stakeholders through collaborative efforts	**15**
	4.4	Overcoming barriers to collaboration, including bureaucratic hurdles and funding constraints	
	4.5	Case studies illustrating successful models of collaboration and partnership in rural and urban development projects	
		Total	**60**

References:

1. Alcock, P., May, M., & Wright, S. (2016). The Student's Companion to Social Policy. John Wiley & Sons.

2. Bardach, E., & Patashnik, E. M. (2015). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. CQ Press.

3. Gil, D. G. (2005). Unraveling Social Policy: Theory, Analysis, and Political Action Towards Social Equality. Policy Press.

4. Kettl, D. F. (2015). System under Stress: The Challenge to 21st Century Governance. CQ Press.

5. Weissert, C. S., & Weissert, W. G. (2016). Governing Health: The Politics of Health Policy. Johns Hopkins University Press.

6. Stone, D. (2012). Policy Paradox: The Art of Political Decision Making. W.W. Norton & Company.

7. Bacchi, C. (2009). Analysing Policy: What's the Problem Represented to Be? Pearson.

8. Marmor, T. R., Freeman, R. B., & Okma, K. G. H. (Eds.). (2015). Comparative Studies and the Politics of Modern Medical Care. Yale University Press.

9. Majone, G. (1989). Evidence, Argument, and Persuasion in the Policy Process. Yale University Press.

10. O'Toole, L. J., Jr., & Meier, K. J. (2011). Public Management: Organizations, Governance, and Performance. Cambridge University Press.

11. Bardach, E. (2012). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. SAGE Publications.

12. Krieger, N., & Birn, A. E. (1998). A Vision of Social Justice as the Foundation of Public Health: Commemorating 150 Years of the Spirit of 1848. American Journal of Public Health, 88(11), 1603–1606.

13. Gilson, L., & McIntyre, D. (Eds.). (2008). Exploring Health Policy Development in Low- and Middle-Income Countries. Global Health Research Initiative, Canada.

14. Baum, F., & Fisher, M. (2010). Why Behavioral Health Promotion Endures Despite Its Failure to Reduce Health Inequalities. Sociology of Health & Illness, 32(2), 338–355.

15. Furuseth, O. J., Repstad, P., & Stokke, K. (Eds.). (2009). The Ambiguities of Experience. Ashgate Publishing, Ltd.

Course Structure: *Publication Ethics - Teaching Scheme* (Common To All)
*Publication Ethics - Assessment Scheme (*Common to All)

Course Code	Course Name (Paper Title)	Teaching Scheme (Hrs.)		Credits Assigned		
		Theory	Practical	Theory	Practical	Total
IDSPE- 551	Publication Ethics	30	--	02	--	02

IDSPE- 551: Publication Ethics (Common To All)

Course Code (2)	Course Name (3)	Theory				Practical		Total [Col (6+7) / Col (8+9)] (10)
		CA			ESA (7)	CA (8)	ESA (9)	
		Test I (4)	Test II (5)	Avg. of (T1+T2)/2 (6)				
IDSPE-551	Social Welfare Administration	10	10	10	40	--	--	50

(Major 1) Curriculum Details

Course pre-requisite:

   1…………………………
   2…………………………

Course objectives:

1. To understand the fundamental principles of research ethics and their application in the field of social work.
2. To explore the ethical responsibilities of authors, reviewers, editors, and publishers in the publication process.
3. To examine common ethical issues and challenges encountered in social work research publication.
4. To develop skills in critically evaluating research publications from an ethical perspective.
5. To cultivate strategies for promoting integrity, transparency, and accountability in scholarly communication.

Course outcomes:

1. Students will demonstrate a comprehensive understanding of the fundamental ethical principles governing research publication, including integrity, honesty, transparency, and accountability.
2. Students will be able to apply ethical principles to evaluate research publications in social work, identifying instances of plagiarism, data manipulation, conflicts of interest, and other ethical breaches.
3. Students will recognize the ethical responsibilities of authors, reviewers, editors, and publishers in the publication process, including authorship criteria, peer review standards, editorial decision-making, and conflict resolution mechanisms.
4. Students will develop critical thinking skills to analyze research publications from an ethical perspective, considering the implications of research design, data collection, analysis, and dissemination on ethical integrity
5. Students will enhance their professional development by gaining knowledge and skills relevant to responsible conduct of research, ethical authorship practices, and ethical engagement with diverse populations in social work research.

ISDPE- 551: Publication Ethics (Common to All)

Curriculum Details: *(There shall be FOUR Modules in each course)*

Module No.	Unit No.	Topic	Hrs. Required to cover the contents
1. 0			
	1.1	Overview of research ethics and its importance in social work research	**15**
	1.2	Historical perspectives on publication ethics	
	1.3	Key stakeholders in the publication process: authors, reviewers, editors, and publishers	
	1.4	Principles of integrity, honesty, and transparency	
2.0			
	2.1	Ethical considerations in research with vulnerable populations	**15**
	2.2	Cultural sensitivity and ethical research practices	
	2.3	Ethical implications of dissemination and impact on communities	
	2.4	Criteria for authorship and responsibilities of co-authors	
		Total	**30**

References:

1. "Publication Manual of the American Psychological Association" (APA)**:**

2. "Ethical Decision Making in Social Work" by Frederic G. Reamer**: .**

3. "Responsible Conduct of Research" by Adil E. Shamoo and David B. Resnik**:**

4. "Research Ethics: A Philosophical Guide to the Responsible Conduct of Research" by Gary Comstock**:**

5. "The Ethics of Research with Children and Young People: A Practical Handbook" by Priscilla Alderson and Virginia Morrow**:**

6. "Doing Ethical Research" by Maureen O'Dougherty and Linda L. J. Showman**:**

7. "The Oxford Handbook of Empirical Legal Research" edited by Peter Cane and Herbert M. Kritzer:

Guidelines for Course Assessment:

C. Continuous Assessment (CA) (20% of the Maximum Marks):

This will form 20% of the Maximum Marks and will be carried out throughout the semester. It may be done by conducting **Two Tests** (Test I on 40% curriculum) and **Test II** (remaining 40% syllabus). Average of the marks scored by a student in these two tests of the theory paper will make his **CA** score (col 6).

D. End Semester Assessment (80% of the Maximum Marks):

(For illustration we have considered a paper of 04 credits, 100 marks and need to be modified depending upon credits of an individual paper)

1. **ESA Question paper will consists of 6 questions, each of 20 marks.**

2. **Students are required to solve a total of 4 Questions.**

3. **Question No.1 will be compulsory and shall be based on entire syllabus.**

4. Students need to solve **ANY THREE** of the remaining Five Questions (Q.2 to Q.6) and

   shall be based on entire syllabus.

Note: Number of lectures required to cover syllabus of a course depends on the number of credits assigned to a particular course. One credit of theory corresponds to 15 Hours lecturing and for practical course one credit corresponds to 30 Hours. For example, for a course of two credits 30 lectures of one hour duration are assigned, while that for a three credit course 45 Lectures.