



॥ 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

Fax : (02462) 215572

Academic-1 (BOS) Section

website: srtmun.ac

Phone: (02462)215542

E-mail: bos@srtmun.ac

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

परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, या विद्यापीठा अंतर्गत येणा-या सर्व संलग्नित महाविद्यालयांमध्ये शैक्षणिक वर्ष २०२४-२५ पासून पदव्युत्तर द्वितीय वर्षाचा राष्ट्रीय शैक्षणिक धोरण - २०२० लागू करण्याच्या दृष्टीकोनातून आंतर विद्याशाखीय अभ्यास विद्याशाखे अंतर्गत येणा-या अभ्यासमंडळांनी तयार केलेल्या पदव्युत्तर द्वितीय वर्षाचा अभ्यासक्रमांना मा. विद्यापरिषदेने दिनांक १५ मे २०२४ रोजी संपन्न झालेल्या बैठकीतील विषय क्रमांक १८/५९-२०२४ च्या ठरावान्वये 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. (University Campus, & Sub Campus, Latur, Parbhani, Kinwat.)

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/आविशाखापदव्युत्तर/२०२४-२५/२६४
दिनांक १२.०९.२०२४



C. J. J.
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 प्रसिध्द करण्यात यावे.

SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED - 431 606



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

TWO YEARS MASTERS PROGRAMME IN
Social Work (M.S.W.)

**SRTM University main campus, Sub-Campus, Latur, Sub-Campus,
Parbhani and Late Shri. Uttamrao Rathod Tribal Development and
Research centre, Kinwat**

**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

National Education Policy 2020 has been announced on 29.07.2020 course Government of India. NEP 2020 proposes a new and forward-looking vision for India's Higher Education System through quality universities and colleges. Its key is in the curriculum and its practical implementation. NEP 2020 foresees more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. The introduction of Research Methodology and ethics will widen the vision and broaden the perspectives of the learners.

The curriculum must be exciting, relevant, and regularly updated to align with the latest knowledge requirements and meet specified learning outcomes. High-quality pedagogy is necessary to impart the curricular material to students successfully; pedagogical practices determine the learning experiences provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to improve learning and continuously test the knowledge application.

When syllabi are developed and framed appropriately at University, it will result in the upbringing and nourishment of multidisciplinary and holistic citizens. Emphasis is on outcome-based learning. Every course has well-defined objectives and outcomes. The assessment guidelines also provide clarity and precision to the vision behind prescribing the particular course content.

The syllabus of four year undergraduate bachelor course is a reformative and constructive step in the effective implementation of National Policy on Education 2020 by the Swami Ramanand Teerth Marathwada University. It is a product of rigorous exercise undertaken by the respective Board of Studies of the University which was prepared the guidelines provided by the steering committee set up by the Government of Maharashtra. This syllabus reflects the philosophical foundation through documents on National Education Policy 2020 which was provided by the Ministry of Education of Government of India and University Grants Commission, New Delhi.

This syllabus consists of content and activities that will empower the students for inculcating 21st century skills. The highlights of syllabus offers; holistic, inter- multi-trans disciplinary approach, research component, flexibility, technology embedded teaching- Two Years PG Credit Framework of Faculty of IDS of S.R.T.M.U. Nanded Page 3 of 42 learning, value based and skill enhancement, which defines educational experience and opens up a whole new world of opportunities.

This syllabus structured on various predefined verticals that includes major subject and minor subject, generic or open electives, vocational and skill enhancement courses, ability enhancement courses, value education courses, Indian knowledge system, co-curricular courses which will be leading towards graduation and perusing their career thereafter. There are total eight semesters for four year undergraduate course where, each semester is of 22 credits and students will have to choose semester wise specific vertical carefully.

Introducing Case Studies and Field Projects has created a unique opportunity for the higher education institute to bridge the gap between the academia, industry and the community, NEP believes effective learning requires a comprehensive approach that involves an appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support.

We are sure that the Graduate centers of this university and its affiliated colleges will implement the course effectively and successfully, resulting in a healthy and more creative academic ambience.

The design and development of syllabus is a continuous process, therefore all these syllabi are constantly under review. It is a request to teachers and students to suggest addition and changes in the present syllabus for supporting bright future of the learners.

Professor Dr. Chandrakant Ragho Baviskar

Dean (IC), Faculty of Interdisciplinary Studies

Swami Ramanand Teerth Marathwada University

Nanded- 431 606 (Maharashtra state)

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 and post-graduation from the program. A Social work program must ensure that its graduates and post graduate students 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 weightage 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 weightage 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 and Postgraduate program in Social work are listed below. To provide students with a strong foundation in Social work Profession necessary to formulate, solve and analyse social problems and to prepare them for postgraduate 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 to professional ethics and codes of professional practice.
- To promote to prepare learners to developed skills of entrepreneurship.

- Dr. Dinesh S. Maune

Details of the Board of Studies Members in Social work
under the faculty of Interdisciplinary Studies of S.R.T.M. University, Nanded.

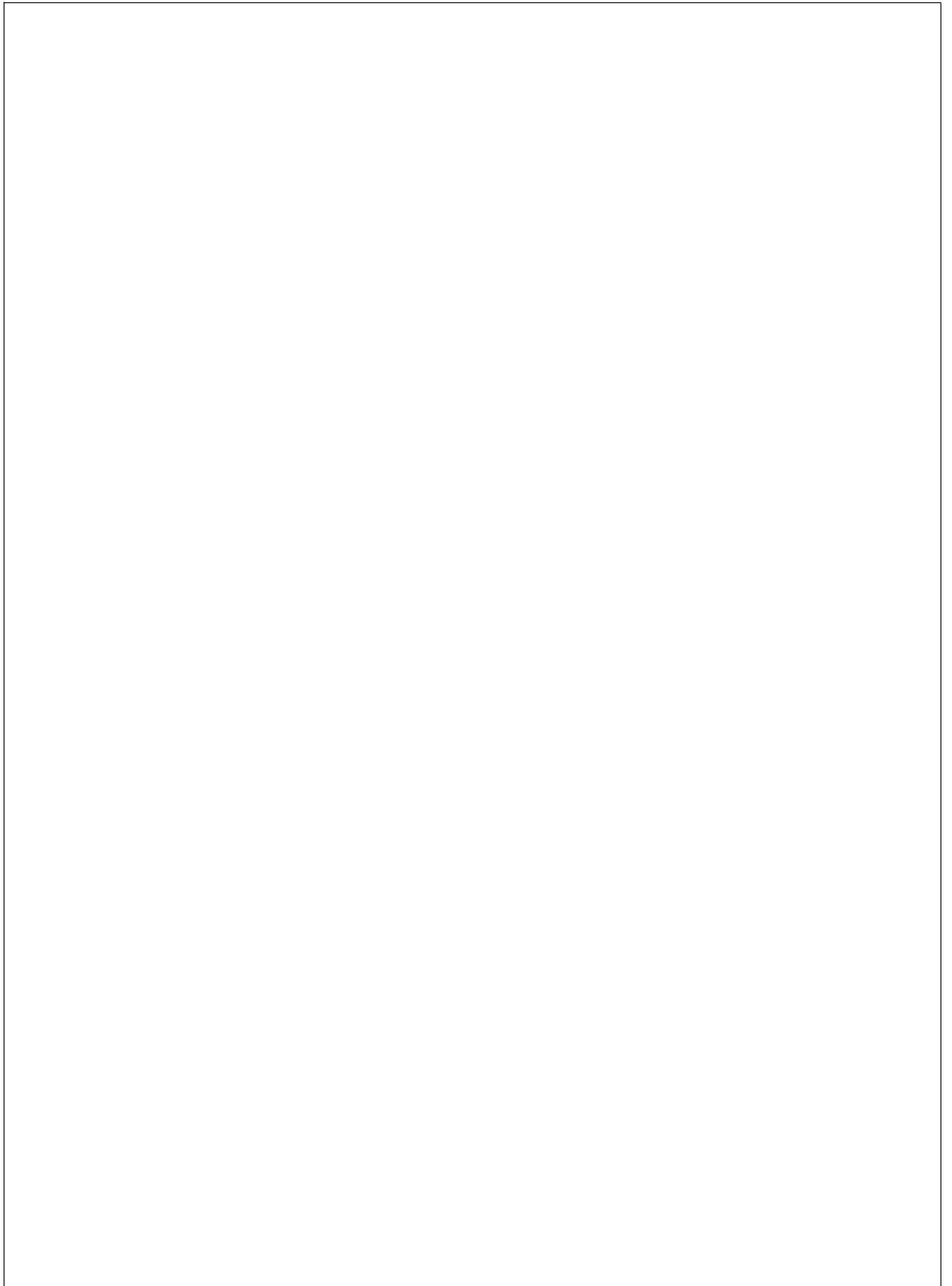
<i>Sr No</i>	<i>Name of the Member</i>	<i>Designation</i>	<i>Address</i>	<i>Mobile No\ E-Mail</i>	
1	Dr. Dinesh Shivaji Maune Associate Professor	Chairman	Mahatma Basweshwar Mahavidhyalya Latur 413512	9922244282 dineshmaune@gmail.com	
2	Dr.Ghanshyam Shivshankar Yelne Director	BOS Member	School of Social Sciences, SRTMU, Nanded.	9421473179 yelnenanded@gmail.com	
3	Dr.Baburao Sambhaji Jadhav Assistant Professor	BOS Member	School of Social Sciences	9975811041 Jadhavbs08@gmail.com	
4	Dr.Sanjay Durwasrao Gawai Associate Professor	BOS Member	Mahatma Basweshwar Mahavidhyalya Latur 413512	9423345877 Sanjaygawai.74@gmail.com	
5	Dr. Narhari Govindrao Patil Assistant Professor	BOS Member	J.N. College of Social Work & Research Centre, Nanded.	9823097119 Narharigp555@gmail.com	

Invitee Member

6	Dr.Manisha Anantrao Manjarmkar Associate Professor	BOS Special Invitee Member	J.N. College of Social Work & Research Centre, CIDCO, Nanded. 431603.	9834182163 manjramkarmanisha@gmail.com	
7	Dr.Asifoddin Ainoddin Shaikh Assistant Professor	BOS Special Invitee Member	J.N. College of Social Work & Research Centre, CIDCO, Nanded. 431603	7798783786 Aaffan786@gmail.com	
8	Dr.Bhalchandra Deshamukh In-charge Principal	BOS Special Invitee Member	Gulab Nabi Azad College of Social Work, Pusad. District.Yavatmal	bddeshmukh@rediffmail.com	
9	Dr. Parshuram Shahpurkar In-charge Principal	BOS Special Invitee Member	Dr.Babasaheb Ambedkar Marathwada University,Sambhajinagar's College of Social Work,	villagesamruddhi@gmail.com 9420763060	

	10	Dr.Sagar Kondekar In-chargeDirector	BOS Special Invitee Member	School of Social Sciences , Sub-Campus, SRTMU,Nanded.	sskondekar@gmail.com 9922304670				
2	3	IDSCC501 (4Cr) Concurrent Field Work (Common to All) (20 field visits) IDSCC502 (4Cr) Social Welfare & Development Administratio n (Common to All) IDSCC503 (4Cr) (Select one subject from group) Labour Welfare OR Social Work and Community Health. Or Social Policy	IDSCE501 (4 Cr) Industrial Relations and Personnel Management Or Rural Development and Panchayati Raj. Or Urban Rural and Tribal community Development OR Medical and Psychiatric social Work	--	--	Social work Research Project IDSCR5 51 (4Cr)	IDSCP50 2 (1 Cr) Practice in concern speciali zation IDSCP50 3 (1 Cr) Practice in concern speciali zation	22	44

		and Planning Or Social work in the field of Health						
4		IDSCC551 (4 Cr) Concurrent Field Work (FW 20 visit) (Common to all) DSCC552 (4Cr) (Select one subject from group) Labour Legislation Or Social development Or Tribal Development or Health Disease, Disability and social work intervention	IDSCE551 (4Cr) (Select one subject from group) Human Recourses Development Or Gender studies Or Government & Voluntary Agencies for Rural Development OR Counseling in the field of Medical and Psychiatric Social Work	IVAPE 551 Publication Ethics (2 Cr)		Social work Research Project IDSCR552 (6 Cr)	IDSCP551 (1 Cr) Practice in concern specialization IDSCP552 (1 Cr) Practice in concern specialization	22



Semester- III
IDSCC501
(4 Cr) 120 hours
[Total Marks: 100 College assessment: 100]
Concurrent Field Work
(Common to All specialization students.)

Course Objectives

1. Acquire knowledge of the field work for to work with, community, society, different settings like rural setting, urban Setting, Medical setting and in Industrial Settings.
2. Obtain knowledge of field work Practicum for attain the capacity to select and set priorities, to plan, to make realistic goals, and select appropriate strategies to fulfil the goals to better development of society.
3. Develop field work skills in the utilization of social work methods, techniques, principles and intervention Strategies for profession while working with families, society and communities.

Learning Outcomes

1. To help students to develop understanding on various socioeconomic issues and role of social work practice in different situations during field work Practicum specifically in community organization.
2. To help students develop field work knowledge, skills and attitude to the practice of social work profession during community organization .
3. To develop student understanding on professional social work practice and train them to practice it in rural setting, urban Setting, Medical setting and in Industrial Settings.

Field Work Contents (Tasks /Activities)

I- Orientation Visits:

II- There shall be minimum 5 orientation visits in a semester to provide an exposure to and understanding of the services provided in responses to people's needs to governmental and non-governmental organization highlighting the role of social work profession in health setting, rural community, government and Non-Governmental institutions, CSR Agency and Industry.

Soon after the completion of "orientation visits to fields of social work", a student shall be conducted to share the orientation visit experiences and learning. The students shall submit report based on experiences and leanings of Orientation Visits, which they are expected to produce at the time of internal Viva-Voce examination conducted at the end of the semester.

II Concurrent Field Work Practicum:

Ongoing learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days (or its equivalent to 15 clock hours) each week of third semester of MSW . the semester and for 24 days (180 clock hours) in the semester excluding the days/hours spent for orientation visits, Individual/Group Conference and Skill laboratory workshops.

The third semester students are placed in villages/open community, Local self Governance organization, ITDP, ICDS government organization or hospitals or NGO's or government offices or counselling centres or welfare organizations or service organizations for two consecutive semesters (third and fourth semester). The faculty supervisors would assist students to prepare a plan of action

for the respective semester field work activities in consultation with agency supervisors based on syllabus.

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

IDSCC502**Social Welfare and Development Administration****Teaching Scheme**

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned			Total
		Theory	Practical	Theory	Practical		
IDSCC501	Social Welfare and Development Administration						
		04	--	04	--		04
		04	--	04	--		04

Assessment Scheme:

IDSCC502	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9)) (10)]
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCC502	Social Welfare and Development Administration	20	20	20	80	--	--	100

Course Overview:

This course provides a comprehensive examination of the principles, policies, and practices of social welfare administration and development. It explores the role of administrators in planning, implementing, and evaluating social welfare programs and services to address the needs of diverse populations.

Course Objectives:

- To understand the historical and theoretical foundations of social welfare administration.

- To analyze the structure and functions of social welfare organizations and agencies.
- To develop skills in program planning, implementation, and evaluation in social welfare settings.
- To explore leadership, management, and decision-making in social welfare administration.
- To examine current issues, challenges, and trends in social welfare and development administration.

Course Outcomes:

Students will demonstrate a comprehensive understanding of the historical development and theoretical foundations of social welfare administration, recognizing how these factors have shaped contemporary social welfare systems and policies.

- 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.

IDSCC502
Social Welfare and Development Administration

Course Outline

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Social Welfare Administration		15
	1.1	Historical overview of social welfare administration	
	1.2	Theoretical perspectives on social welfare policy and administration	
	1.3	Role of social work administrators in shaping social welfare systems	
	1.4	Registration of welfare organization, Creation of Bylaws, Society's Registration Act and Public Trust Act	
2.	Organizational Structure, Governance and evaluation		15
	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 organizations	
	2.4	Evaluation frameworks and methods in social welfare	
3	Program Planning and Leadership Development		15
	3.1	Needs assessment and analysis in social welfare	
	3.2	Program planning models and approaches	
	3.3	Strategies for community-based program development	
	3.4	Ethical leadership and decision-making in social welfare contexts	
4.	Program Implementation, Management and Emerging trends		15
	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		
	4.4	Emerging trends 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:

1. Journal articles from reputable social work and public administration journals
2. Case studies and reports from social welfare organizations and agencies
3. Online resources such as webinars, podcasts, and professional organizations related to social welfare administration and development.

IDSCC503 (4 Cr)
(Select one subject from group)
Labour Welfare

Course Overview:

This course provides an in-depth examination of labour welfare policies, programs, and practices aimed at promoting the well-being and rights of workers in various employment sectors. It explores the role of social workers in advocating for labour rights, addressing workplace issues, and facilitating collective action for improved working conditions.

Course Objectives:

1. To understand the historical development and theoretical foundations of labour welfare.
2. To analyze the structure, functions, and challenges of labour welfare systems and institutions.
3. To explore strategies for promoting workplace health, safety, and social security.
4. To understand the concept of International Labour Organisation.
5. To critically evaluate current trends, policies, and initiatives in labour welfare.

Outcome

1. Students will demonstrate a comprehensive understanding of the historical development and theoretical foundations of labour welfare, including key concepts, movements, and theoretical perspectives shaping labour rights and social justice.
2. Students will analyze labour laws, regulations, and welfare policies, understanding their implications for workers' rights, workplace conditions, and social welfare provisions.
3. Students will demonstrate competence in promoting workplace health and safety, identifying occupational hazards, and advocating for preventive measures to protect workers' health and well-being.
4. Students will acquire knowledge of social security schemes, benefits, and entitlements available to workers, understanding their importance for economic security, retirement planning, and social protection.
5. Students will examine issues associated with International Labour Organisation.

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCC503	Labour Welfare	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9)) (10)]
		Test I	Test II	Avg of (T1+T2)/2	ESA (7)	CA (8)	ESA (9)	

		(4)	(5)	(6)				
IDSCC503	Labour Welfare	20	20	20	80	--	--	100

IDSCC503 (4 Cr)**Labour Welfare**

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Labour Welfare		15
	1.1	Definition, Concept, meaning and Philosophy of Labour welfare	
	1.2	Principals of Labour welfare	
	1.3	Historical overview of labour welfare movements	
	1.4	Role education ,rules and functions of Labour welfare officer	
2.	Labour Laws, Policies Occupational Health and Safety		15
	2.1	Overview of labour laws and regulations	
	2.2	Analysis of labour welfare policies and programs	
	2.3	Role of government and non-governmental organizations in labour welfare	
	2.4	Workplace health hazards and safety regulations	
3	Social Security Benefits and workers education Board		15
	3.1	Social security schemes for workers	
	3.2	Pension, insurance, and retirement benefits	
	3.3	Access to healthcare and other social services for workers	
	3.4	Functions of workers education Board	
4.	International Labour Organisation , Current Issues and Trends		15
	4.1	Introduction ,concept ,functions of ILO	
	4.2	International treaties' on Labour welfare	
	4.3	Emerging trends in labour welfare	
	4.4	Globalization and its impact on labour rights	
		Total	60

Recommended Textbooks:

1. "Labour Welfare and Social Security" by P. K. Padhi
2. "Labour Welfare Administration in India" by A. M. Sarma
3. "Social Work Practice in Occupational Settings" by Monica Magnussen

Additional Resources:

- Journal articles from reputable social work and labour welfare journals
- Reports and publications from international labour organizations

Online resources such as webinars, podcasts, and professional organizations related to labour welfare.

IDSCC503
Social Work and Community Health.
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCC503	Social Work and Community Health.	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9))] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCC503	Social Work and Community Health.	20	20	20	80	--	--	100

LEARNER OBJECTIVES

1. To acquire knowledge of health and community health.
2. To understand the concept of health education.
3. To develop understanding of social work intervention at community level.
4. To develop understanding with role of NGO's/Social worker in Community Health.
5. To develop understanding with new concepts and legal laws related to Health.

LEARNING OUTCOME:

1. Students come up with understanding the Concepts, Definition, Determinants, indicators, Policy and programmes.
2. To acquaint with the knowledge of Organizational structure and administration existed for

health care in India.

3. To understand the need of health education.

4. To develop the legal understanding and knowledge of emerging new concepts associated with Health.

IDSCC503

Social Work and Community Health.

COURSE OUTLINE

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Health.		15
	1.1	Definition and Concept of Health.	
	1.2	Determinants of Health	
	1.3	Indicators of Health	
	1.4	Health care policy and Programmes of India	
2.	Community Health		15
	2.1	Concept and Definition of Community Health	
	2.2	Organizational structure for Community Health in India	
	2.3	Administration of Community Health system.	
	2.4	Some Important Concepts and Legislation related to Health. Gender and health, Reproductive health, sex education and personal hygiene,	
3	Health Education		15
	3.1	Concept and Definition of Health Education.,.	
	3.2	Principles of Health Education	
	3.3	Contents of Health Education programme.	
	3.4	Need and importance of Health Education	
4.	Social Work Intervention and NGOs in Community Health.		15
	4.1	Social Work Intervention in Community Health	
	4.2	Role , Functions and Problems of NGO's working in the	

		field of Community Health	
	4.3	National and International organization working in the field of community Health. (UNICEF, WHO, FAO, SAID, REDCROSS, CARE, FORD FONDATION).	
	4.4	Role of Social Worker, Functions, Areas, Problems and Challenges.	
		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,
4. Hayes, N. (1994). Foundations of Psychology: An Introductory Text. London: Routledge.
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
10. Baron, A. Robert and Byrne, D. (2010). Social Psychology. New Delhi: Pearson Publications.
11. Morgan, CT and King. R.A. (2007). Introduction to Psychology (7th Edition). New Delhi: Tata McGraw Hill
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.

IDSCC503
Social Policy and Planning
Teaching Scheme

Course Code	Course Name \ (Paper Title)	Teaching Scheme		Credits Assigned			
IDSCC503	Social Policy and Planning for Urban, Rural, Tribal Community Development	Theory	Practical	Theory	Practical	Total	
		04	--	04	--	04	

Assessment Scheme:

Course Code	Course Name	Theory				Practical		Total [(Col (6+7)/Col(8 +9)] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2) /2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCC503	Social Policy and Planning for Urban, Rural, Tribal Community Development	20	20	20	80	--	--	100

Learning Objectives:

1. Understand the principles and concepts of social policy and planning as they relate to urban, rural, and tribal community development.
2. Analyze and evaluate existing social policies and their effectiveness in addressing community development issues across diverse contexts.
3. Develop skills in policy analysis, including the use of frameworks and methods to critically assess social policies.
4. Gain knowledge of strategies and techniques for policy advocacy at various levels and the role of social workers in this process.

5. Learn principles and methods of community development planning, including participatory approaches and needs assessment.

Learning Outcomes:

1. Students will demonstrate a comprehensive understanding of the principles and concepts of social policy and planning in the context of urban, rural, and tribal community development.
2. Students will be able to critically analyze and evaluate existing social policies, identifying strengths, weaknesses, and areas for improvement.
3. Students will develop skills in policy analysis, including the ability to apply frameworks and methods to assess the impact of social policies on community development outcomes.
4. Students will be prepared to engage in policy advocacy efforts, employing strategies and techniques to advocate for policy change and social justice.
5. Students will demonstrate proficiency in community development planning, including the ability to use participatory approaches and conduct needs assessments to design effective community development interventions.

IDSCC503
Social Policy and Planning

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Social Policy and Planning		15
	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 urban, rural, and tribal community development issues	
	1.4	Key stakeholders involved in social policy formulation and implementation	
2.	Social Policy Analysis		15
	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	
	2.4	Identifying gaps and areas for improvement in existing social policies	
3	Policy Advocacy and Implementation		15
	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	
	3.4	Monitoring and evaluating policy implementation outcomes	
4.	Planning for Community Development		15
	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	
	4.4	Tools and techniques for community needs assessment and asset mapping	
		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.

IDSCE501

Social work in the Field of Health Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCC502	Social work in the Field of Health	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9))] (10)
		Test I	Test II	Avg of (T1+T2)/2	ESA	CA	ESA	
		(4)	(5)	(6)	(7)	(8)	(9)	
IDSCC502	Social work in the Field of Health	20	20	20	80	--	--	100

Course Objectives

- To provide students with a comprehensive understanding of Changing concept of health ,Various dimensions of health and Determinants of health.
- To equip students with Concept of disease, Classification of disease, Disease control, elimination and eradication and Consequence of ill health.\
- To teach students about the concept of preventive medicine, Levels of prevention, indicators and Health Promotion and prevention of Disease.
- To familiarize students with the Concept, Objectives and scope of Community Health.
- To provide students with a comprehensive understanding of Need and Social Work Intervention in Community Health Practice.
- To equip students with Skills required for Social Worker in Health Care.

Outcomes:-

- Students will develop a nuanced understanding of the evolving concept of health, including its various dimensions
- Students will gain a thorough understanding of disease concepts, including definitions, classifications, and the mechanisms of disease control, elimination, and eradication.
- Students will acquire knowledge of preventive medicine principles, including the different levels of prevention , relevant health indicators, and strategies for health promotion.
- Students will understand the core concepts, objectives, and scope of community health.
- Students will comprehend the need for social work interventions in community health practice.

- Students will develop practical skills required for social work within healthcare settings.

IDSCC501
Social work in the Field of Health

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Health		15
	1.1	Definition of Health	
	1.2	Dimensions of Health-Physical, Mental, Social, Cultural Spiritual, Inter-Relationship of all Dimensions of Health.	
	1.3	Changing Concept of Health and Basic Rules for Healthy Living	
	1.4	Factors affecting health, Social determinants of Health	
2.	Disease		15
	2.1	Definition & Concept of disease and Iceberg of disease.	
	2.2	Classification of disease (Communicable & Non-Communicable)	
	2.3	Disease control, elimination and eradication.	
	2.4	Consequence of ill health on individual, family and community.	
3	Prevention		15
	3.1	Definition and concept of preventive medicine.	
	3.2	Levels of prevention of Disease.	
	3.3	Type of Health indicators and Health Promotion.	
	3.4	Disease prevention.	
4.	Community Health		15
	4.1	Definition, Concept, Objectives and scope of Community Health.	
	4.2	Need for Social Work Intervention in Community Health Practice.	
	4.3	Skills required for Social Worker in Health Care	
	4.4	Role of Social worker in Community Health Care Services	

			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,
4. Hayes, N. (1994). Foundations of Psychology: An Introductory Text. London: Routledge.
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
10. Baron, A. Robert and Byrne, D. (2010). Social Psychology. New Delhi: Pearson Publications.
11. Morgan, CT and King. R.A. (2007). Introduction to Psychology (7th Edition). New Delhi: Tata McGraw Hill
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.

IDSCE501
Industrial Relations and Personnel Management

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCC502	Industrial Relations and Personnel Management.	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Teaching Scheme

Assessment Scheme:

Course Code	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9))] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCC502	Industrial Relations and Personnel Management	20	20	20	80	--	--	100

Course Description:

This course provides an in-depth understanding of Industrial Relations and personnel management principles and practices within Industrial settings.

Course Objectives:-

- To understand the concept ,historical development and theoretical foundations of industrial relations.
- To provide students with a comprehensive understanding of Concept, Meaning, definition, Principals, functions and role of Personnel Manager in Industry.
- To provide students with a comprehensive understanding of strategies for recruiting, interviewing, and selecting staff members in industrial Settings.
- To familiarize students with the Manpower Planning

Course Outcome :-

- Students will demonstrate a comprehensive understanding of the historical development and theoretical foundations of industrial relations and basic concept
- Students will gain a thorough understanding of the concept, meaning, and definition of personnel management in an industrial context.
- Students will learn the key principles, functions, and roles of a Personnel Manager, including how these elements contribute to effective management within an organization.
- Students will be able to identify and implement effective strategies for recruiting staff members in Industrial setup.
- Students will develop skills in conducting interviews and assessing candidates.
- Students will understand various selection techniques and how to apply them to choose the best candidates for specific roles.
- Students will become familiar with the processes and techniques involved in manpower planning.

IDSCE501
Industrial Relations and Personnel Management

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Industrial Relations and workplace Conflict		15
	1.1	Meaning, Concept and Definition of Industrial Relations.	
	1.2	Historical overview of industrial relations.	
	1.3	Theoretical perspectives on labour-management relations.	
	1.4	Machinery for the settlement of workplace Conflict.	
2.	Introduction to Personnel Management.		15
	2.1	Concept Meaning and definition of Personnel Management	
	2.2	Principals of Personnel Management	
	2.3	Functions of Personnel Department	
	2.4	Role of Personnel Manager in Industry.	
3	Recruitment and Selection		15
	3.1	Job Analysis and Descriptions	
	3.2	Recruitment Strategies and Techniques	
	3.3	Interviewing and Selection Processes	
	3.4	Legal Considerations in Hiring	
4.	Manpower Planning		15
	4.1	Concept Meaning and definition Manpower Planning.	
	4.2	Need for Manpower planning.	
	4.3	Objectives of Manpower Plan.	
	4.4	Manpower planning process.	
		Total	60

References:-

1. "Industrial Relations: Theory and Practice" by Michael Salamon
2. "Labor Relations and Collective Bargaining: Private and Public Sectors" by Michael R. Carrell and Christina Heavrin
3. "Social Work and the Workplace: Practice, Policy, and Organizational Behavior" edited by Michael J. Austin.
4. Dynamic Personnel Administration – Rudrabaswvraj M. N.
5. Personnel / Human Resource Management – Decenzo David A. & Stephen P Robbins.
6. Personnel Management – Monnapa Arun & Saiyda Mirza S.
7. Personnel Management and IR – Nair N. G. & Nair Lata
8. Dale, Yoder Personnel Management & Industrial Relations.
9. Northcott Personnel Management Principles & Practices.
10. Flippo Personnel Management. Sen-Gupta & others Personnel Management & Industrial relations.
11. Strauss & Sayle Personnel Management & Industrial Relations.
12. Indian Institute of Personnel Management in India. Personnel Management. Charles Myer Industrial Relations in India. Rudra Basavraj Personnel Administration practices in India R.S.Davar Personnel Management & Industrial relation C.B.Mamoria Personnel Management & Industrial Relations P.C.Shejwalkar Personnel Management & Industrial Relations

IDSCE501**Rural Development and Panchayati Raj**

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCC501	Rural Development and Panchayati Raj	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Teaching Scheme**1. Assessment Scheme:**

IDSCC501	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9))] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ES A (9)	
IDSCC551	Rural Development and Panchayati Raj	20	20	20	80	--	--	100

Course Overview:

This course provides an in-depth examination of rural development policies, programs, and strategies, with a focus on the role of Panchayati Raj institutions in grassroots governance and community development. It explores the challenges and opportunities of rural development within the context of social work practice.

Course Objectives:

- To understand the concepts, theories, and principles of rural development.
- To analyze the structure, functions, and roles of Panchayati Raj institutions in local governance and rural development.

- To explore strategies for community mobilization, participation, and empowerment in rural development initiatives.
- To examine the role of social workers in promoting sustainable rural development and addressing rural poverty and inequality.
- To critically evaluate current issues, trends, and challenges in rural development and Panchayati Raj.

Course Outcome:

- Students will demonstrate a comprehensive understanding of the concepts, theories, and principles of rural development and Panchayati Raj.
- Students will analyze the structure, functions, and roles of Panchayati Raj institutions in local governance and rural development.
- Students will develop skills in community mobilization, participation, and empowerment, utilizing participatory approaches and methods to engage rural communities in identifying needs.
- Students will explore strategies for promoting sustainable livelihoods and economic development in rural areas.
- Students will engage in reflective practice, continuous professional development, and collaborative efforts with local stakeholders, government agencies, NGOs, and community-based organizations to address rural development challenges and promote social justice and well-being in rural communities

IDSCE501

Rural Development and Panchayati Raj

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Rural Development		15
	1.1	Definition and scope of rural development	
	1.2	Theoretical perspectives on rural development	
	1.3	Historical overview of rural development policies and programs	
	1.4	Social welfare programs and schemes for rural communities	
	1.5	Developmental schemes for weaker section of society	
2.	Rural Governance and Panchayati Raj		15
	2.1	Concept and evolution of Panchayati Raj institutions	
	2.2	Structure and functions of Gram Panchayats, Panchayat Samitis, and Zila Parishads.	
	2.3	Role of Panchayati Raj in local governance and rural development.	
	2.4	73 rd Amendments of Panchayati Raj. Act and Gramsabha procedure, functions and importance.	
3	Community Mobilization , Participation, Sustainable livelihoods		15
	3.1	Strategies for community mobilization and participation in rural development.	
	3.2	Participatory approaches and methods for community engagement.	
	3.3	Strengthening community-based organizations and self-help groups.	
	3.4	Sustainable livelihoods approaches in rural development and Rural employment generation programs microenterprise development and role of NGO's in Rural development.	
4.	Current Issues and Trends		15
	4.1	Emerging trends in rural development and Panchayati Raj.	
	4.2	Digital technologies and e-governance initiatives in rural areas.	
	4.3	Future directions and challenges in promoting inclusive and sustainable rural development.	

	4.4	Sustainable natural resource management practices and Millennium development and human development goals and rural development.	
		Total	60

Recommended Textbooks:

"Rural Development: Principles, Policies, and Management" by S. A. M. M. Hossain

"Panchayati Raj and Rural Development" by J. C. Johari

"Rural Social Work: Building and Sustaining Community Capacity" by Leo C. Bissonnette and

Jack

Rothman

Additional Resources:

- Journal articles from reputable rural development and social work journals
- Government reports and policy documents related to rural development and Panchayati Raj
- Online resources such as webinars, podcasts, and professional organizations focused on rural development and community empowerment.

IDSCE501**Urban, Rural, Tribal Community Development****Teaching Scheme**

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCE501	Urban, Rural, Tribal Community Development	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9)) (10)]
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCE 501	Urban, Rural, Tribal Community Development	20	20	20	80	--	--	100

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 skills.

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.

IDSCE501**Urban, Rural, Tribal Community Development****Course Outline**

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Community Development		15
	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	
	1.4	Role of social workers in community development initiatives	
2.	Urban Community Development		15
	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)	
	2.4	Urban planning and its significance in community development and Case studies and best practices in urban community development projects	
3	Rural Community Development		15
	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)	
	3.4	Role of technology in rural development	

4.	Tribal Community Development		15
	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)	
	4.4	Importance of culturally sensitive approaches in tribal community development	
		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.
4. Reisch, M. N., & Lowe, J. I. (2000). "Of Means and Ends": Reconsidering the Values of Social Justice within Professional Social Work. *Social Work*, 45(4), 317–326.
5. Checkoway, B. (2011). *Renewing the Urban Agenda: Community Development in the 21st Century*. SAGE Publications.
6. Rothman, J., Erlich, J., & Tropman, J. (2009). *Strategies of Community Intervention: Macro Practice*. Pearson.
7. Banks, S. (2006). *Ethics and Values in Social Work*. Palgrave Macmillan.
8. Shucksmith, M., & Brown, D. L. (2017). *Routledge International Handbook of Rural Studies*. Routledge.
9. Cloke, P., Marsden, T., & Mooney, P. (2007). *Handbook of Rural Studies*. SAGE Publications.
10. Bhattacharya, D. (2015). *Development and Indigenous Peoples: Experiences from India and the Global South*. Routledge.
11. O'Connor, A., & Wyn, J. (2015). *Youth and Society: Exploring the Social Dynamics of Youth Experience*. Oxford University Press.
12. Chambers, R. (1997). *Whose Reality Counts? Putting the First Last*. Intermediate Technology Publications.

13. Mertens, D. M. (2014). *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods*. SAGE Publications.
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.

IDSCE501**Medical and Psychiatric Social Work**

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCE501	Medical and Psychiatric Social Work	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Teaching Scheme

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9))] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCE501	Medical and Psychiatric Social Work	20	20	20	80	--	--	100

Assessment Scheme:**Course objectives:**

- To orient learners to fields of Medical & Psychiatric Social work.
- To able learners to understand concept of Social work in the field of medical..
- To orient learners about basic concepts of Psychiatric Social Work in various setting.
- To aware learners about the concept of Psychological Rehabilitation in the field of Psychiatric social Work

Course outcomes:

- Learners will able to understand basic concept of Psychiatric Social Work.
- Learners will able to understand the concept of Social work in the field of medical..

- Learner will know about Psychiatric Social Work in various setting.
- Learner will develop knowledge on Psychological Rehabilitation in the field of Psychiatric social Work .

IDSCE501**Medical and Psychiatric Social Work****COURSE OUTLINE**

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Medical & Psychiatric Social Work		15
	1.1	Definition, Concept & Scope of Medical & Psychiatric Social Work, Principles of Medical & Psychiatric Social Work, Types of Medical & Psychiatric Social Work.	
	1.2	Historical Development of Medical & Psychiatric Social Work in U.K, U.S.A & India.	
	1.3	Traditional & Modern Attitude towards Psychiatric illness.	
	1.4	Role & Functions of Medical & Psychiatric Social Workers, Mental Health & Wellbeing.	
2.	Social Work in Medical Field		15
	2.1	Medical Case Manager, Clinical Program Manager, Critical Disease Manager, Camps Manager	
	2.2	Community Health Centers.	
	2.3	Physical & Mentally Challenged Residential Institutions	
	2.4	Blood Banks, Organ Donation Centers and Eye donation Movement.	
3	Psychiatric Social Work in Special Setting		15
	3.1	Mental Health Institutions, Psychiatric Departments in General Hospital.	
	3.2	DeAddiction Centers, Social Work in Industry Worker Health (CSR).	
	3.3	Child Guidance Clinic, Crisis Intervention Centers, Psychosocial Care in Disasters, Alcohol, Substance Abuse.	
	3.4	Care & Intervention of Rape victims & PLHA (Peoples Living with HIV/ AIDS).	
4.	Psychological Rehabilitation		15
	4.1	Concept & definition of Psychological Rehabilitation, Principles of Psychological Rehabilitation.	
	4.2	Components of Psychological Rehabilitation.	
	4.3	Process of Psychological Rehabilitation, Programme of Psychological Rehabilitation.	
	4.4	Role of Social Worker in Psychological Rehabilitation,	

		Government & NGO 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.
3. Baron, A. Robert, (2001). Psychology. New Delhi: Pearson Publications.
4. Hayes, N. (1994). Foundations of Psychology: An Introductory Text. London: Routledge.
5. Hurlock, E.A. (1994). Developmental Psychology-Lifespan Approach. New Delhi: Tata McGraw Hill.
6. Baron, R.A. & Byrne, D. (1998). Social Psychology (8th Edition). New Delhi: Prentice Hall.
7. Park, K. (2010). Textbook of Preventive and Social Medicine, Jabalpur: Barnarsidass Bhanot Publishers.
8. Page, J.D. (2010). Abnormal Psychology. New Delhi: Tata McGraw Hill.
9. Beckett, C. (2002). Human Growth and Development. New Delhi: Sage Publication.
10. AIDS Prevention & Control (1988) Pergamon Press Oxford
11. Campbell, Ian D., Ted Lankester, Alison 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

IDSCR 501
Social Work Research Project based on Qualitative Research Techniques.
(4 Cr.)

1. Introduction

- **Background and Rationale:** Explain the significance of the research topic within the field of social work. Provide context and justify why this topic is important.
- **Research Problem or Question:** Clearly state the research problem or question that your project aims to address.

2. Literature Review

- **Overview of Existing Research:** Summarize relevant literature on your topic. Highlight key findings, debates, and gaps in the current research.
- **Theoretical Framework:** Discuss the theories or models that inform your research. Explain how they apply to your study.

3. Methodology

- **Objectives of research.**
- **Research questions.**
- **Research Design:** Describe the type of research design you are using (qualitative methods) and justify your choice.
- **Data Collection Methods:** Detail the methods you will use to collect data (e.g., Chek-List, case studies, Focuse group Interview).
- **Sampling:** Explain how you will select your participants or data sources.
- **Data Analysis:** Development of Case studies.
- **Ethical Considerations:** Discuss how you will address ethical issues related to your research, such as informed consent and confidentiality.

4. Findings

- **Presentation of Data:** Present of data in the form of case studies and thematic summaries.

- **Analysis:** Analyze the data in relation to your research question. Highlight key patterns, themes, or relationships.

5. Discussion

- **Interpretation of Results:** Interpret what your findings mean in the context of the existing literature and theoretical framework.
- **Implications for Social Work Practice:** Discuss how your findings could impact social work practice, policy, or further research.
- **Limitations:** Acknowledge any limitations of your study and how they might affect the results.

6. Conclusion

- **Summary of Findings:** Recap the main findings of your research.
- **Recommendations:** Offer recommendations based on your research findings for practice, policy, or future research.
- **Social work Module or Final Thoughts:** Development of Social work Module or Reflect on the overall contribution of your research to the field of social work.

7. References

- **Citations:** Provide a comprehensive list of all the sources you have referenced throughout your project.

8. Appendices

- **Supplementary Material:** Include any additional material such as survey instruments, interview guides, or detailed tables that support your research.

9. Additional Tips:

- **Engage with Current Issues:** Make sure your research is relevant to contemporary issues in social work.

- **Collaborate with Your Advisor:** Regularly check in with your faculty advisor or research supervisor for feedback and guidance.
- **Adhere to Guidelines:** Follow any specific guidelines or requirements provided by your institution for the research project.

Semester –IV
IDSCC551 (4 Cr) 120 hours
Concurrent Field Work
(Common to all Specialization students)

[Total Marks: 100. University assessment: 50;College assessment:50]

Field work practicum Second year of fourth Semester comprises 2 components:

I Concurrent Field Work Practicum:

In this semester the Concurrent Field Work Practicum shall be conducted during two days a week (15) hours in a week, for 24 days (180 clock hours) in this semester excluding the hours spent for individual conference, Group Conference, and Study Tour / Students Group based activity like NGO/CSR agency/Hospital/Industry Study.

Activities should be conducted during the semester for 07 days.

Separate reports should be submitted during the final field work viva voce examination). In the third semester the students shall continue the Social Work Practicum/Field Work in the same agency or Community or subject specific organisation where the Social Work Practicum/Field Work in the first semester is being practiced.

But the learning objectives and skills of the candidates in this semester would be different. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with the agency supervisors.

II Syllabus Coverage:

The students are expected to practice the methods of social work such as; community organization, social action and social work research which they are studying in the classroom sessions. Also expected to do Home Visits, Community Profile, City profile, Mahila Mandal Profile, Youth Club, Farmers Club, SHG profile, CBOS profile, Tribal Community Profile , Medical organisation Profile, Industrial Organisation Profile as per their specialisation syllabus.

DSCC552
Labour Legislation
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
DSCC552	Labour Legislation	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9)) I (10)]
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
DSCC552	Labour Legislation	20	20	20	80	--	--	100

LEARNER OBJECTIVES

1. Gain knowledge of the key labour laws and regulations, including national and international standards.
2. Examine how labour laws affect workers' rights, working conditions, wages, and job security.
3. Learn about the role of trade unions, collective bargaining, and dispute resolution mechanisms.
4. Assess how labour laws protect workers from discrimination, exploitation, and unsafe working conditions.
5. Develop skills to advocate for and support clients in employment-related issues.

Outcomes:

1. Students will have a thorough understanding of the various aspects of labour legislation, including key statutes and their applications.
2. Students will have a Ability to critically analyze how labour laws impact different groups of workers and the effectiveness of these laws in addressing workplace issues.
3. Enhanced skills in advocating for workers' rights and navigating legal and bureaucratic systems to support clients in employment-related matters.
4. Ability to apply knowledge of labour legislation in practical social work settings, including case management and policy development.

5. Insights into how industrial relations affect workplace dynamics and strategies for effective negotiation and conflict resolution.
6. Increased awareness of the ethical and legal responsibilities of social workers in relation to employment issues and labour laws

DSCC552 (4 Cr)
(Select one subject from group)
DSCC552
Labour Legislation

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Protective Labour Legislation		15
	1.1	Scope and Applicability of Factories Act 1948,	
	1.2	Health, Safety and Welfare measures,	
	1.3	Working hours and other provisions	
	1.4	Industrial Dispute Act	
2.	Industrial dispute settlement Machinery		15
	2.1	Definition of Strike, lock outs, lay off and retrenchment.	
	2.2	Conciliation and Board of conciliation.	
	2.3	Court of inquiry and Labour court.	
	2.4	Tribunal and National Tribunal.	
3	Trade union		15
	3.1	Trade union act 1947,	
	3.2	Procedure for registration of Trade union,	
	3.3	Advantages of registered trade union,	
	3.4	Rights and privileges of a registered trade union.	
4.	Social security and welfare legislation		15
	4.1	Concept and philosophy of welfare, Duties and functions of Labour welfare officer,	
	4.2	Payment of gratuity act 1922.	
	4.3	Wage Legislation, Industrial employment standing order act 1946,	
	4.4	The payment of wages Act 1936, The minimum wage act, 1948.	
		Total	60

References:-

1. **"Labour and Employment Law" by Robert A. Katz and Richard M. Ralston**
2. **"Introduction to Labour Law" by David Cabrelli**
3. **"Employment Law: A Practical Introduction" by Stephen Taylor and Astra Emir**
4. **"Labour Law in a Nutshell" by Robert C. Bird**
5. **"Social Security and Labour Law" by Sir William J. G. G. Jones**

Academic Journals:

1. **"Industrial Relations Journal"**
2. **"Labour Law Journal"**
3. **"Journal of Labour Law & Industrial Relations"**
4. **"International Labour Review"**

DSCC552
Social development
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
DSCC552	Social development	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9) (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
DSCC552	Social development	20	20	20	80	--	--	100

LEARNER OBJECTIVES

- 1.To gain knowledge on issues related to social development.
- 2..To understand the various approaches, indicators, discourses, dimensions and direction of social development.
3. To acquire theoretical knowledge on Human Development and sustainable Development

LEARNING OUTCOMES:

1. Develop theoretical understanding regarding different approaches of social development.
2. Apply theoretical framework for understanding human and social problems.
3. Develop Attitudes and commitment required to work with people social settings
4. Develop skills and competencies required to deal with Social Movements. Demographic transition and development.

DSCC552**Social development****COURSE OUTLINE**

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Social development		15
	1.1	Definition, concept, philosophy and transition of Social development.	
	1.2	The historical and social context of development, before and after independence,	
	1.3	Development under five year plans.	
	1.4	Various theories on development.	
2.	Approaches and indicators of Development, Development discourse, dimensions		15
	2.1	Approaches and indicators of Development	
	2.2	Development discourse of Development	
	2.3	Dimensions and direction of Development	
	2.4	Development of Maharashtra	
3	Human Development.		15
	3.1	Concept and Definitions of Human Development,.	
	3.2	Human Development in Indian Scenario.	
	3.3	Human Development of India.	
	3.4	Human Development of Maharashtra.	
4.	Sustainable Development.		15
	4.1	Definition and concept of sustainable development.	
	4.2	Sustainable development issues and considerations, Regional Development. Imbalanced regional development.	
	4.3	Regional Development analysis with reference of Maharashtra.	
	4.4	Demographic transition and development	
		Total	60

REFERENCES :-

Bagchi, A.K. 1982 Political Economy of Underdevelopment, Cambridge: Cambridge University Press.

Desai, V. 1998 Rural Development (Vol. I), Mumbai: Himalaya Publishing House.

Government of India Five Year Plan Documents (Latest 5) New Delhi.

Jacob, K.K. 1992 Social Development Perspectives.

Joshi, P.C. 1976 Land Reform in India.

Meadows, D.H. 1972 The Limits to Growth, New York: University Books.

Rao, D.B.(Ed.) 1998 World Summit for Social Development.

Sachs, W. 1997 Development Dictionary .

Singh, R.R.(Ed.) 1995 Whither Social Development?' New Delhi: ASSWI.

Singh, Y. 1972 Modernization of Indian Tradition, Delhi: Thomas Press.

World Bank World Development Reports (Annual). Oxford University press.

Encyclopedia of Social Sciences. Encyclopedia of Social Work.

Or
DSCC552
Tribal Community Development
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
DSCC552	Tribal Community Development	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9) (10)]
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
DSCC552	Tribal Community Development	20	20	20	80	--	--	100

Learning Objectives:

1. Gain a comprehensive understanding of the sociocultural context of tribal communities, including their diversity, historical experiences, and socioeconomic 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.

Learning Outcomes:

1. Students will demonstrate a deep understanding of the cultural diversity, historical context, and socioeconomic 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.

DSCC552
Tribal Community Development

Course Outline

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Understanding Tribal Communities		15
	1.1	Introduction to tribal communities: diversity, culture, and identity	
	1.2	Historical context: colonization, displacement, and marginalization	
	1.3	Socio-economic challenges faced by tribal communities	
	1.4	Importance of cultural preservation and indigenous knowledge and Ethical considerations in working with tribal communities	
2.	Tribal Governance and Leadership		15
	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	
	2.4	Empowerment strategies for strengthening tribal governance and Case studies of successful tribal governance models.	
3	Livelihoods and Economic Development		15
	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	
	3.4	Role of microfinance and entrepreneurship in tribal economic empowerment and Case studies highlighting	

		successful tribal economic development projects		
4.	Health, Education, and Social Services		15	
	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		
	4.4	Community-based approaches to healthcare, education, and social services and 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.

DSCC552
Health Disease, Disability and social work intervention
Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
DSCC552	Health Disease, Disability and social work intervention	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9)] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
DSCC552	Health Disease, Disability and social work intervention	20	20	20	80	--	--	100

LEARNER OBJECTIVES

1. Understand the Concepts and Definitions, Disease, Disability, Social Work Intervention.
2. Analyze the Impact of Health and Disease on Individuals and Communities.

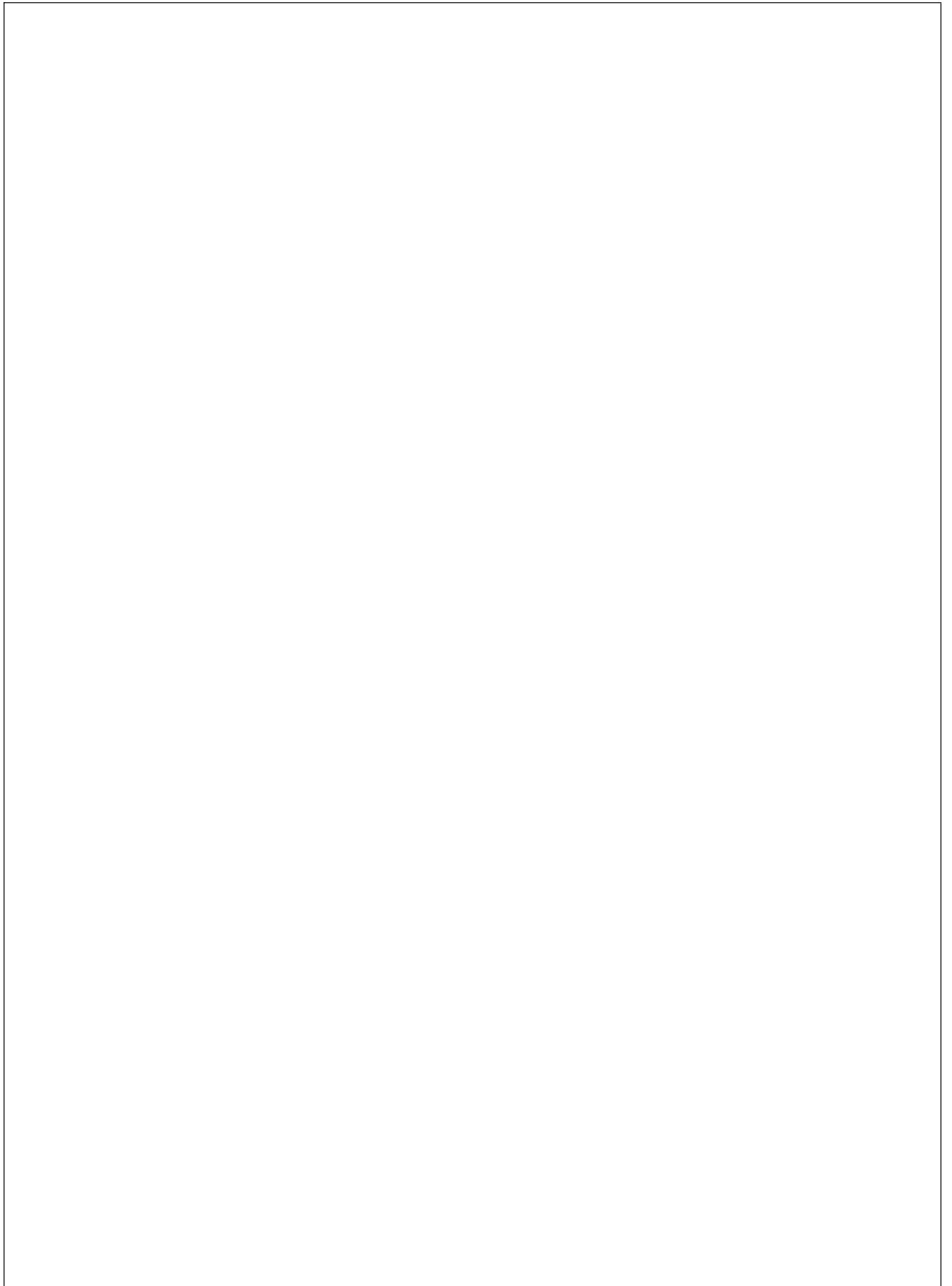
3. Examine Disability and its Societal Implications.
4. Understand the Prevention and control of disease.
5. Develop Social Work Intervention Strategies.

Learning Outcomes

1. Demonstrate a comprehensive understanding of the definitions and concepts related to health, disease, disability, and social work intervention.
2. Identify and describe various types of diseases and disabilities and their implications for individuals and society.
3. Evaluate the effectiveness of different intervention strategies and social work models.
4. Develop an understanding of the role of NGO's in the area health, disease, disability.
5. Students will internalise the various approaches in medical and psychiatric social work .

DSCC552**Health Disease, Disability and social work intervention****COURSE OUTLINE**

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Understanding Health		15
	1.1	Definition of Health, Concept and dimensions: Physical, Mental and Community health,	
	1.2	Health education - Environmental Health, Nutritional Health, Occupational Health, Mental Health,	
	1.3	Indicators of health,	
	1.4	Changing concepts in Public Health	
2.	Disease		15
	2.1	Definition of Disease, Disease: Causation, Impact of disease on individual and community,	
	2.2	Types of diseases: communicable, non-communicable and life style diseases,	
	2.3	Prevention and control of disease,	
	2.4	Concept of impairment, handicap and differently able,	
3	Disability		15
	3.1	Definition of Disability, Causes and coping methods of Disability, Models of Disability: Social, Medical, Institutional and Charity, Needs and problems of persons with disability,	
	3.2	UN Conventions and declarations of Persons with Disabilities, National Policy on Persons with Disabilities,	
	3.3	Major Types of Disability: Visual Disability – Concept and educational Problems, Speech and Hearing disability – concept, causes, and extent of the problem, Orthopedic	
	3.4	Disability – Meaning, characteristics, causes and extent the Problem, Mental Disability – Concept; Characteristics and problems	
4.	Social Work Intervention		15
	4.1	Structure and Functions of healthcare services: Primary, secondary and tertiary level, Approaches in practice of Medical & Psychiatric Social Work: Preventive, Curative, Rehabilitative, Developmental, National Rural Health Mission,	
	4.2	Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services National Health Policy, 2002	
	4.3	Public-private participation and collaboration in health care,	
	4.4	Role of NGO and private sector in health care, Role of Social Worker in Health, Disease & Disability	
Total			60



REFERENCES :-

"Principles of Epidemiology in Public Health Practice" by Richard D. Heuveline .

"The Social Determinants of Health: Looking Upstream" by Dennis Raphael .

"Global Health 101" by Richard Skolnik .

"Disability Rights and the American Social Safety Net" by William G. Weis .

"Disability: A Diversity Model Approach" by Julie A. Fastenau.

"The Disability Studies Reader" edited by Lennard J. Davis.

"Social Work with Disabled People" by Michael Oliver **"Social Work Practice with Families and Children"** by R. S. Nair

"The Handbook of Social Work Research Methods" edited by Heather A. Strang and J. David Hawkins

"Interventions for Social Work Practice: Case Studies in Effective Strategies" by Karen Healy -

IDSCC551
Gender studies

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCC551	Gender studies	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

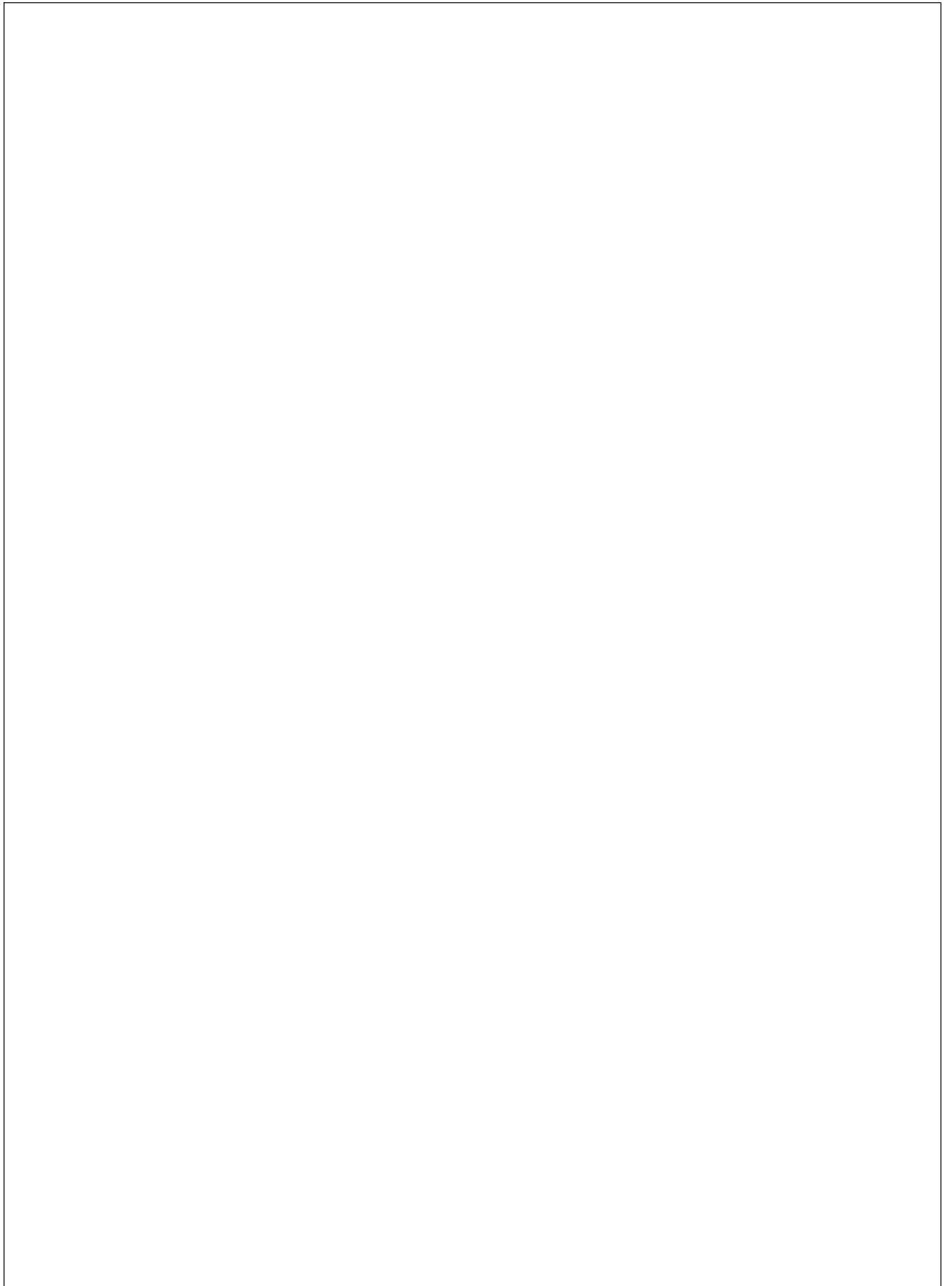
Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+ 9)] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCC551	Gender studies	20	20	20	80	--	--	100

LEARNER OBJECTIVES

1. To introduce basic concepts relating to gender and to provide logical understanding of Gender roles.
2. To present various perspective of body and discourse on power relationship.
3. To conscieintise the students on cultural construction of masculinity and femininity.
4. To trace the states of women's in India.

LEARNING OUTCOMES

1. Understand the concept of gender and the social construction of Gender, felinity and masculinity.
2. Develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.
3. Develop ability to identify social, economic and political systems that adversely affect the well being and functioning of women.
4. Suggest affirmative action in planning to promote gender equity, equality and safety for women.



IDSCC551
Gender studies

COURSE OUTLINE

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Understanding Gender		15
	1.1	Gender, sex and sexuality, Lesbian, gay, bisexual and transgender,	
	1.2	Social construction of gender,	
	1.3	Gender socialization, Patriarchy system in India,	
	1.4	Developing Gender Sensitivity in social work practice	
2.	Status of Women:		15
	2.1	Status of women in family and religion,	
	2.2	Educational and health status of women.	
	2.3	Political, economic and legal status,	
	2.4	Regional (State, Rural, Urban, Tribal) religion, caste, class variations in women' status in India.	
3	Social Construction of Masculinity and Femininity		15
	3.1	Definition and Understanding of Masculinities,	
	3.2	Social Organization of Masculinity and Privileged Position of Masculinity,	
	3.3	Politics of Masculinity and Power, Media and Masculine Identities,	
	3.4	Social Construction of Femininity- Sports, Arts, Entertainment and Fashion Industry	
4.	Women, Work and Livelihood		15
	4.1	Invisible domestic work,	
	4.2	Women's contribution in economy,	
	4.3	Women, employment & problems of working women,	
	4.4	Women and livelihoods: Feminization of poverty	
		Total	60

REFERENCES :-

"Gender Trouble: Feminism and the Subversion of Identity" by Judith Butler.

"The Second Sex" by Simone de Beauvoir.

"The Feminine Mystique" by Betty Friedan.

Intersectionality and Contemporary Issues by Kimberlé Crenshaw.

"Sister Outsider: Essays and Speeches" by Audre Lorde.

"Trans Bodies, Trans Selves: A Resource for the Transgender Community" edited by Laura Erickson-Schroth.

Queer Theory: An Introduction" by Annamarie Jagose.

"The History of Sexuality" by Michel Foucault.

"Bodies That Matter: On the Discursive Limits of Sex" by Judith Butler.

"Global Gender Issues in the New Millennium" by Jill M. Bystydzienski and J. R. M. Schieman -

"The Gendered Society" by Michael Kimmel."Gender and the Politics of the Voice" edited by Helen R. Brown and Sheila R. Murphy

"Feminist Theory: From Margin to Center" by bell hooks.

"Men Explain Things to Me" by Rebecca Solnit.

"The Dialectic of Sex: The Case for Feminist Revolution" by Shulamith Firestone

IDSCC551

Human Resources Development

Teaching Scheme

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned			
IDSCC551	Human Resources Development.	Theory	Practical	Theory	Practical		Total
		04	--	04	--		04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8 9)] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCC551	Human Resources Development.	20	20	20	80	--	--	100

Course Objectives:

- To understand the basic concept of human resources development and theoretical frameworks of human resources development.
- To develop practical skills for recruiting, selecting, training, and retaining personnel in industrial settings.
- To explore the concept of Performance Management and Evaluation in HRD
- To critically evaluate current issues and trends in human resources development within the industrial settings.

Course Outcomes:

- Students will gain a deep understanding of the theoretical frameworks underpinning human resources development, including relevant psychological, sociological, and organizational theories.
- Students will develop practical skills essential for managing human capital in industrial setting including recruitment, selection, training, performance management, and employee relations.
- Students will become aware of Performance Management and Evaluation in HRD.

- Students will engage in understandings of Current Issues and Trends in HRD in Present global settings.

IDSCC551**Human Resources Development****Course outline**

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Human Resources Development		15
	1.1	Introduction to human resources development, Concept, Meaning and Definition.	
	1.2	Historical perspectives and evolution of HRD in social work	
	1.3	Theories of human resources development	
	1.4	Principals of HRD	
2.	Training and Development		15
	2.1	Meaning ,Concept, Definition of Training and Development	
	2.2	Learning theories and their application in HRD	
	2.3	Training needs assessment and program design In HRD	
	2.4	Methods of training and development in HRD	
3	Performance Management and Evaluation		15
	3.1	Meaning ,Concept, Definition of Performance Management and Evaluation	
	3.2	Performance appraisal systems in HRD.	
	3.3	Feedback and performance improvement strategies in HRD.	
	3.4	Evaluation of HRD programs.	
4.	Current Issues and Trends		15
	4.1	Emerging trends in HRD.	
	4.2	Technological advancements and their impact on HRD	
	4.3	Future directions in HRD research,	
	4.4	Ethical considerations in recruitment, selection, and training	
		Total	60

References:

"Human Resource Development: Theory and Practice" by John M. Ivy

"Managing Human Resources in Social Work" by Karen Healy.

"Human Resource Management in Social Work: A Practitioner's Guide" by Jo Barker

Additional Resources:

Journal articles from reputable social work and HRD journals

Online resources such as webinars, podcasts, and professional organizations related to social work and HRD.

IDSCC551

**Government & Voluntary Agencies for Rural
Development
Teaching Scheme**

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCC551	Government & Voluntary Agencies for Rural Development	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9))] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCC551	Government & Voluntary Agencies for Rural Development	20	20	20	80	--	--	100

Learning 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.

Learning 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.

IDSCC551**Government & Voluntary Agencies for Rural Development**

Module No.	Unit No.	Name of Topic	Hrs Required (1hr=60m)
1.	Introduction to Government and Voluntary Agencies		15
	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	
	1.4	Ethical considerations in collaboration between government and voluntary agencies	
2.	Government Policies and Programs for Rural and Urban Development		15
	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	
	2.4	Critique of policy gaps and recommendations for improvement	
3	Role and Functioning of Voluntary Agencies in Community Development		15
	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	
	3.4	Challenges faced by voluntary agencies in addressing the needs of rural and urban communities	
4.	Collaboration and Partnership between Government and Voluntary Agencies		15
	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	
	4.4	Overcoming barriers to collaboration, including bureaucratic hurdles and funding constraints	
		Total	60

References:

1. Devas, N., & Rakodi, C. (2019). *Managing Fast Growing Cities: New Approaches to Urban Planning and Management in the Developing World*. Routledge.
2. Bhattacharya, D. (2015). *Development and Indigenous Peoples: Experiences from India and the Global South*. Routledge.
3. Clarke, J. N. (2010). *Development, NGOs, and Civil Society: Selected Essays from Development in Practice*. Routledge.
4. Fernandes, M. (2013). *The State and the Grassroots: Immigrant Transnational Organizations in Four Continents*. Berghahn Books.
5. Hanlon, J. (2012). *The Politics of African Industrial Policy: A Comparative Perspective*. Cambridge University Press.
6. Langford, M., & Sumner, A. (2013). *The MDGs and Beyond: Pro-Poor Policy in a Changing World*. Palgrave Macmillan.
7. Levi-Faur, D. (Ed.). (2014). *The Oxford Handbook of Governance*. Oxford University Press.
8. Mitra, A. (2005). *The Challenge of Local Governance in an Era of Local Democracy*. Ashgate Publishing, Ltd.

9. Narayan, D. (2011). Moving out of Poverty: Success from the Bottom Up. World Bank Publications.
10. Peters, G. B., & Pierre, J. (2014). Handbook of Public Administration. SAGE Publications.
11. Prasad, N. (2010). Urbanisation and Urban Governance: Towards Harmonious Cities. SAGE Publications.
12. Stiglitz, J. E., Sen, A., & Fitoussi, J.-P. (2009). Report by the Commission on the Measurement of Economic Performance and Social Progress. Commission on the Measurement of Economic Performance and Social Progress.
13. Tilly, C., & Goodin, R. E. (2006). The Oxford Handbook of Contextual Political Analysis. Oxford University Press.
14. UN-Habitat. (2016). The State of African Cities 2014: Re-imagining Sustainable Urban Transitions. United Nations Human Settlements Programme.
15. World Bank. (2016). World Development Report 2017: Governance and the Law. World Bank Publications.

IDSCE551**Counselling In the Field Of Medical and Psychiatric Social Work****Teaching Scheme**

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
IDSCE551	Counselling In the Field Of Medical and Psychiatric Social Work	Theory	Practical	Theory	Practical	Total
		04	--	04	--	04

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9))] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IDSCE551	Counselling In the Field Of Medical and Psychiatric Social Work	20	20	20	80	--	--	100

Course Overview:

This course provides an in-depth exploration of counseling theories, techniques, and interventions within the context of medical and psychiatric social work practice. It examines the role of social workers in providing psychosocial support, counseling, and therapeutic interventions to individuals, families, and groups facing medical and mental health challenges.

Course Objectives:

- To understand the principles, theories, and models of counseling in medical and psychiatric social work.
- To develop skills in conducting psychosocial assessments and formulating treatment plans.
- To explore therapeutic techniques and interventions for addressing psychosocial issues in medical and mental health settings.
- To examine ethical considerations and cultural competence in counseling practice within diverse healthcare settings.

and	To critically evaluate current issues, trends, and research in counseling within the field of medical psychiatric social work.
-----	--

Course Outcomes:

- | | |
|----|--|
| 1. | Students will demonstrate a comprehensive understanding of counseling theories, models, and approaches relevant to medical and psychiatric social work practice. |
| 2. | Students will develop skills in conducting psychosocial assessments, formulating biopsychosocial case conceptualizations, and collaboratively setting treatment goals with clients in medical and psychiatric settings. |
| 3. | Students will demonstrate proficiency in applying evidence-based counseling techniques and interventions, such as CBT, SFBT, and motivational interviewing (MI), to address psychosocial issues and promote behavioral change among clients. |
| | Students will acquire competence in providing family systems and couples counseling, understanding the dynamics of family relationships and couple interactions, and facilitating communication and problem-solving skills among family members and couples. |
| 4. | Students will develop skills in group counseling principles and facilitation techniques, as well as in organizing and facilitating psychoeducational and support groups to address common issues faced by individuals with medical and psychiatric conditions. |
| 5. | Students will demonstrate abilities in providing crisis intervention and trauma-informed counseling, recognizing signs of distress, implementing appropriate interventions, and providing support to individuals facing acute stressors or traumatic events. |
| 6. | Students will integrate ethical guidelines and cultural competence principles into their counseling practice, demonstrating awareness of professional boundaries, power differentials, and cultural considerations in working with diverse populations. |
| 7. | Students will critically analyze current issues, trends, and challenges in counseling within medical and psychiatric social work, including the integration of technology, telehealth, and emerging therapeutic modalities into counseling practice. |

IDSCE551**Counselling In the Field Of Medical and Psychiatric Social Work****Course Outline**

Module No.	Unit No.	Name of the topic
1.0	Basics of Counseling	
	1.1	Counselling: Meaning and Definition,
	1.2	Models of Counseling
	1.3	Essentials of Counseling and Practical Issues Involved in Counseling
	1.4	Objectives of Counselling in Medical and Psychiatric social work
2.0	Context in Counseling	
	2.1	Context and Trends in Counseling
	2.2	Ethics of Medical and Psychiatric Social Work Counseling
	2.3	Counseling theory, Transpersonal theory, Psychosocial development theory, cognitive theory and Psychodynamic theory.
	2.4	Counseling as A Process :Case Analysis ,Play Therapy
3.0	FIELDS OF COUNSELING	
	3.1	Individuals and Family (Family Courts, Family Problems, Sex and Sexuality
	3.2	Health Care (HIV/AIDS/STD Counseling , Counseling for Terminally illness)
	3.3	Industry (Stress and Time Management ,Alcohol, Absenteeism and De-addiction Counselling
	3.4	Education (School and College Counselling , Adolescence Counseling)
4.0	Psychiatric Social Work in Indian Context	
	4.1	Extent of the Problem in the Indian Context
	4.2	Existing Mental Health Services in India

	4.3	Legislation Related to Mental Health
	4.4	Obstacles in Counselling, Ethical Issues in Counselling,
Total		

References:

1. Asch.M.,(2000):PrinciplesofGuidanceandCounseling,Sarup&Sons,NewDelhi.
2. Charles,Trauk,B,CharkhuffR.Robert,TowardsEffectiveCounseling.AldinePub. Co.,Chicago.
3. Bark,B.C.andMukhopadhyay(1989);GuidanceandCounseling:AManual,NewSterlingPublishersPvt.Ltd.NewDelhi.
4. Bhatnagar,AshaandGupta,Nirmala(1999);GuidanceandCounseling:ATheoreticalPerspectivesVol.I,Vikas,NewDelhi.
5. HoughandMargaret(2006);CounselingSkillsandTheory,HodderArnoldPublishers,U.K.
6. LapworthPhil(2001);IntegrationinCounselingandPsychotherapy;DevelopingaPersonalApproach,SagePublications,NewDelhi.
7. McIendandJohn(2003);IntroductionLoCounseling,OpenUniversityPress,U.K.
8. Nayak,A.K.(2000);GuidanceandCounselingAPAPublishingCorporation,NewDelhi.
9. NarhariG.Patil(2019):SkillandTechniquesofFieldWorkPracticeinSocialWork,R.P.Publications,NewDelhi.
10. RaoNarayana(2003);CounselingandGuidance,OpenUniversityPress,U.K.
11. Sanders(2002);FirstStepsinCounseling,PccsBooksLtd.,U.K.
12. 12. Meikote, Srinivas R. ; *CommunicationforDevelopment in the thirdword*.
13. Moody, Bella; *Designing Massages for Development Communication*.
14. NoonamE.andSpringL.(eds.)1992;*TheMakingofCounselor*.
13. PepinskyH.B.andPepinskyP.N.(1954);*CounselingTheoryandPractice*.

IVAPE 551**Publication Ethics
(2 Cr)****Teaching Scheme**

Course Code	Course Name (Paper Title)	Teaching Scheme		Credits Assigned		
		Theory	Practical	Theory	Practical	Total
IVAPE551	Publication Ethics	02	--	02	--	02

Assessment Scheme:

Course Code (2)	Course Name (3)	Theory				Practical		Total [(Col (6+7)/Col(8+9))] (10)
		Test I (4)	Test II (5)	Avg of (T1+T2)/2 (6)	ESA (7)	CA (8)	ESA (9)	
IVAPE551	Publication Ethics	20	20	20	30	--	--	50

Course Overview:

This course provides an in-depth examination of the ethical considerations and principles involved in the publication of research findings in the field of social work. Through a combination of theoretical exploration, case studies, and practical exercises, students will develop a comprehensive understanding of the ethical responsibilities of researchers and authors, the importance of integrity and transparency in scholarly communication, and strategies for navigating complex ethical dilemmas in the publication process.

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 cultivate ethical decision-making skills to navigate complex ethical dilemmas encountered in social work research publication, employing ethical guidelines, case studies, and scenario-based exercises.
6.	Students will advocate for ethical publishing practices in social work research, recognizing the importance of promoting integrity, transparency, and accountability in scholarly communication to uphold professional standards and protect research participants' rights.
7.	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.

IVAPE 551
Publication Ethics

Module No.	Unit No.	Name of the topic	Hrs.Required to cover the contents 1 Hrs.=60 M.
1.0	Introduction to Publication Ethics		15
	1.1	Overview of research ethics and its importance in social work research	
	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	Ethical Issues in Social Work Research Publication		15
	2.1	Ethical considerations in research with vulnerable populations	
	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:

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

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

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

"Research Ethics: A Philosophical Guide to the Responsible Conduct of Research" by Gary

Comstock:

"The Ethics of Research with Children and Young People: A Practical Handbook" by Priscilla

Alderson and Virginia Morrow:

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

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

IDSCR 552
Social Work Research Project
Quantitative Research
(4 Cr.)

1. Introduction

- **Background and Rationale:** Explain the significance of the research topic within the field of social work. Provide context and justify why this topic is important.
- **Research Problem or Question:** Clearly state the research problem or question that your project aims to address.

2. Literature Review

- **Overview of Existing Research:** Summarize relevant literature on your topic. Highlight key findings, debates, and gaps in the current research.
- **Theoretical Framework:** Discuss the theories or models that inform your research. Explain how they apply to your study.

3. Methodology

- **Objectives of Research.**
- **Hypothesis or Research Questions.**
- **Research Design:** Describe the type of research design you are using (qualitative, quantitative, or mixed methods) and justify your choice.
- **Data Collection Methods:** Detail the methods you will use to collect data (e.g., surveys, interviews, case studies).
- **Sampling:** Explain how you will select your participants or data sources.
- **Data Analysis:** Outline the techniques you will use to analyze the data you collect.

- **Ethical Considerations:** Discuss how you will address ethical issues related to your research, such as informed consent and confidentiality.

4. Findings

- **Presentation of Data:** Present the data you have collected in a clear and organized manner. This might include charts, graphs, or thematic summaries.
- **Analysis:** Analyze the data in relation to your research question. Highlight key patterns, themes, or relationships.

5. Discussion

- **Interpretation of Results:** Interpret what your findings mean in the context of the existing literature and theoretical framework.
- **Implications for Social Work Practice:** Discuss how your findings could impact social work practice, policy, or further research.
- **Limitations:** Acknowledge any limitations of your study and how they might affect the results.

6. Conclusion

- **Summary of Findings:** Recap the main findings of your research.
- **Recommendations:** Offer recommendations based on your research findings for practice, policy, or future research.
- **Final Thoughts:** Reflect on the overall contribution of your research to the field of social work.

7. Bibliography

- **Citations:** Provide a comprehensive list of all the sources you have referenced throughout your project.

8. Appendices

- **Supplementary Material:** Include any additional material such as survey instruments, interview guides, or detailed tables that support your research.

Additional Tips:

- **Engage with Current Issues:** Make sure your research is relevant to contemporary issues in social work.
- **Collaborate with Your Advisor:** Regularly check in with your faculty advisor or research supervisor for feedback and guidance.
- **Adhere to Guidelines:** Follow any specific guidelines or requirements provided by your institution for the research project.