DIBRUGARH UNIVERSITY
Master of Social Work (MSW) CBCS Course Curriculum

MSW 1st Semester

Domain	Paper Code	Title of the Paper	Credit
Core 1	MSW 101	Introduction to Social Work	4
Core 2	MSW 102	Social Work with Communities	4
Core 3	MSW 103	Psychology for Social Workers	3
Core 4	MSW 104	Sociological concepts and Contemporary Concerns	3
Core 5	MSW 105	Observation Visit & Concurrent Field Work	6
Opt 1 Paper from DSE			
DSE 1	MSW 106 (A)	Skills for Social Work Practitioner	3
DSE 2	MSW 106 (B)	Corporate Social Responsibility	3
AEC- SEC			
AEC 1	MSW 107	Counselling Theory and Practice	2
Total Credit of the Semester			25

Total Credit of All Semesters 25+29+25+23=102

1ˢᵗ SEMESTER

Name of the Programme	Master of Social Work
Semester	I
Course Code	MSW -101
Nature of Course	Core
Course Title	Introduction to Social Work
Credits	4
Marks	100

Objectives:
- To understand social work philosophy and inculcate values to work as human service professionals
- To appreciate the imperatives of becoming professional social worker
- To understand the context of emergence of social work as a profession
- To understand the Various Fields and Settings of Social Work Practice

Learning outcomes:
- After reading this course, students will be able :
- To know the History and Philosophy of social work Profession.
- To learn different social service traditions, reform movements and transition from welfare to empowerment
- To appreciate values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.
- To explore and develop the professional self and persona of a professional social work

Practitioner:

Units	Name of the Unit	Contents	L	T	P	Marks
1	Basics of Social Work Profession I	Concepts, Nature, Characteristics, Objectives, Scope, and Functions of Social Work. Philosophy of Social Work, Historical Development of the Profession. Concepts related to Social Work: Charity, Voluntary action, Social Services, Social reform, Social Movement, Social Development, Social Welfare, Social Justice, Social Policy, Social Security, Social Defence and Human Rights.	9	4	-	12
2	Basics of Social Work Profession II	Values, Ethics and Principles of Social Work, Methods of Social Work, Skills for Social Work Practice, Inter-Disciplinary nature of Social Work. Religion, Spirituality and Social Work.	9	4	-	12
3	Social Work Practice	Contemporary Concerns- Changing Context for practice and emerging areas. Theoretical perspective of Social Work Practice. Contemporary Ideologies for social change : Neo- liberalism, Post Modernism, Feminism, Multiculturalism, Ideologies of NGOs, Ideologies of Sustainable and People Centred Development. Approaches of Social Work Practice: Integrated Approach, System Approach, Radical, Feminist, Marxist Approaches, Anti Oppressive Social Work, Green Social Work.	9	4	-	12

4	Social Work Profession in India	Basic requirement of a profession: Present state of Social Work as a profession in India, Social Work Education in India, critical issues of the profession, challenges and alternatives.	8	4	-	12
5	Fields and Settings of Social Work	Fields of Social work: Fields of Social Work: i. Family and child welfare, ii. Youth development, iii. Industrial social work, iv. Correctional administration, v. Medical and psychiatric social work and vi. Community development.Emerging Fields of Social Work practice of 21st Century.	9	4	-	12
	TOTAL CONTACT HOURS			64		60

➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested Reading:

1) Allan, June, Bob Pease & Linda Briskman (Ed.). 2003. Critical Social Work – An Introduction to Theories and Practices. Jaipur: Rawat Publications.
2) Bhattacharya, Sanjay. 2006. Social Work an Integrated Approach. New Delhi: Deep & Deep
3) Bhattacharya, Sanjay. 2008. Social Work Interventions and Management. New Delhi: Deep & Deep.
4) Bogo, Marion. 2007. Social Work Practice – Concepts, Processes & Interviewing. Jaipur: Rawat Publications.
5) Chowdhry, D.P. 2001. Introduction to Social Work. New Delhi: Atma Ram.
6) Cox, David & Manohar Pawar. 2006. International Social Work – Issues, Strategies and Programs. New Deli: Vistar Publications.
7) Desai, Murli. 2002. Ideologies and Social Work. Jaipur: Rawat Publications
8) Dominelli, Lena. 2004. Social Work: Theory and Practice for a Changing Professsion. London: Polity Press
9) Gilbert, Neil. et. al. 2002.An Introduction to Social Work Practice. New Jersey: Prentice Hall.
10) Jha, Jainendra Kumar. 2002. Practice of Social Work. New Delhi: Anmol Publications
11) Joshi, S.C. 2004. The Handbook of Social Work. New Delhi: Akansha Publishing House.
12) Skidmore A Rx and Milton G Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.
13) Sajid S. M., & Jain, R. (2018). Reflections on social work profession. New Delhi: Bloomsbury
14) Bhatt, S., & Singh, A. P. (2015). Social work practice: The changing context. The Readers Paradise, New Delhi, ISBN: 978-93-82110-43-9
15) Bhatt, S., & Pathare, S. (2014). Social work education and practice engagement. ISBN: 9788175417571(HB), 9788175417953(PB), Shipra Publications, New Delhi,
16) Clark, C. & Asquith, S. (1985). Social work and social philosophy. London: Routledge andKegan Paul.

17) Payne, M. (2005). Modern social work theory. New York: Palgrave/ MacMillan.

18) Dominelli, L. (2004).   Social work: theory and practice for a changing profession. Cambridge: Polity Press.

19) Woodrofe, K. (1962). From charity to social work. London: Routledge and Kegan Paul.

20) Parsons, R. J., Jorgensen, J. D. & Hernandez, S. H. (1994). The integration of social work practice. California: Brooke/Cole.

Name of the Programme	Master of Social Work
Semester	I
Course Code	MSW 102
Nature of Course	Core
Course Title	Social Work with Communities
Credits	4
Marks	100

Objectives:
- To understand the different community settings.
- To understand community organization as a method of social work.
- To comprehend the concept, context and strategies of community work

Learning Outcomes:

By the end of the course, students would be able to:
- Understand the diverse community contexts of practice.
- Comprehend the range of practice perspectives related to community work in the contemporary context.
- Gain knowledge regarding theoretical underpinnings and value orientation associated with community practice

Practitioner:

Units	Name of the Unit	Contents	L	T	P	Marks
1	Understanding Community	• Concept of community; structure and functions • Rural, Urban and Tribal Communities. • Community dynamics: Caste, class, religion and gender • Issues of identity, inclusion and exclusion • Community power structure.	9	4	-	12
2	Theories, Principles and Approaches to Community Organization	• Theoretical perspectives for practice • Principles and steps in community practice • Discovering and documenting the life, needs and strengths of a community • Organizing and mobilizing communities: Role of Social Capital • Tools for designing community interventions: Community Profiling, PLA, LFA • Problem Analysis, Stakeholder Analysis, Force Field Analysis and Strategic Planning	9	4	-	12

3	Community Organization Models and Skills	• Indigenous approaches to community work • Models and Practices of community Organization • Consensus and Conflict approaches for community practice and social change • Understanding Community-Based Organizations: structure, goals and politics of non-profit community-based organizations • Skills for community practitioners • Role of the Community Organiser	9	4	-	12
4	Civil Society Organizations, NGOs and Community Work with People	• Grassroots governance and community work • Good practices of community work- case illustrations • Sectoral thrust of community engagements by NGOs; health, education, microfinance and environment, etc.	9	4	-	12
5	Community Practice- Paradigm Shift	• Taking sides: Community practice as political engagement • Critical approach to Community Practice: Friere and Gramsci • Community work as inclusive and anti- oppressive practice • Good Practices of community participation and empowerment	8	4	-	12
TOTAL CONTACT HOURS				64		60

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested readings:

1. Ross, M. G.1967, *Community Organization*. Theory, Principle and Practice, New York: Harper & Row.
2. Siddiqui, H.Y.1997, *Community Organisation in India*. New Delhi: Harnam.
3. Hardcastle, D. A., Powers, P. R. &Wenocur, S.2004, *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.
4. Giddens, Anthony (1993): Sociology. Polity Press. London.
5. Bottommore,T.B (1971): Sociology: A Guide to Problem and Literature, George Allen andUnwin, Bombay.
6. Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
7. Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan
8. Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: Kitab Mahal.

9. Kumar, Somesh (2002): Methods for Community Participation: A Complete Guide forPractitioners. New Delhi: Sage Publication (Vistaar).
10. Lee, Judith (2001): The Empowerment Approach to Social Work Practice: Building the Beloved Community. Columbia Press.
11. Ross, M.G. (1967): Community Organization. Theory, Principles and Practice. New York: Harper & Row.
12. Siddiqui, H.Y. (1997): Community Organization in India. New Delhi: Harnam
13. Verma, R.B.S. & Singh, Atul Pratap (2015): Samudayik Sangathan Evam Abhyaas. Lucknow: New Royal Book Company (Hindi).
14. Weil, Merie (2005): Handbook of Community Practice. New Delhi: Sage.

Name of the Programme	Master of Social Work
Semester	I
Course code	MSW-103
Course title	Psychology for Social Workers
Nature of the course	Core
Total credit	3
Marks	100

Objectives:

- To understand the relevance of Psychology to social work practice
- To develop an understanding of the biological and social growth of the individual as thinking, feeling and responding person.
- To learn about Human Behavioural processes and theoretical approaches.

Learning Outcomes:

- Students will be able to apply these theories to their own personal or professional experiences in Social Work Practice.
- Develop their theoretical understanding of Human Development across the Life Span.

Practitioner:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Psychology	Meaning, Definition, Methods, Fields of Psychology- Clinical, Cognitive, Developmental, Community, Child and Counselling; Relevance of Psychology to Social Work practice;	09	04	-	15
2	Concepts in Psychology	Memory: Stages in Memory; Motivation: Meaning, definition, types and Characteristics of motives, theories of motivation; Emotion: Components of Emotion, Characteristics and Theories of Emotions; Attitude: Meaning, Definition, Nature of Attitudes, stereotypes and prejudice; Personality: Meaning, Definition, types and factors influencing Personality, theories of Personality	09	04	-	15
3	Developing through the Life Span	Concept, patterns and principles of Development, Determinants of development; Developmental tasks; Maturation and learning; Biological aspects of human growth and development: Human reproductive system; Heredity versus Environment theories of human growth and development.	09	04	-	15
4	The Individual in the Social World	Concept of Self, Self Knowledge, Self Esteem, Regulating and Controlling the Self, Evaluating and Presenting the Self, Rejection and	09	04	-	15

		Ostracism; Theories of Human Development: Freud's Psychosexual theory; Erikson's Psychosocial theory; Eysenck's Personality Theory; Piaget's theory of Cognitive Development				
		TOTAL CONTACT HOURS		**52**		**60**

➢ **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested readings:

1) Archambeault, John. (2009). Social Work and Mental Health, UK: Learning Matters Pvt. Ltd.

2) Bee Helen L., Mitchell Sandra K. (1984). The Developing Person: A Lifespan Approach, New York: Harper and Row Publishers Publishing Co Ltd.

3) Clifford, Morgen and King, Richard. (1975). Introduction to Psychology, New York: McGraw Hill Inc.

4) Coleman, James C. & Broen William E. (1972). Abnormal Psychology and Modern life, India: D. B. Taraporevala Sons and Co. Pvt. Ltd.

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

6) Gilavich, Keltner, & Nisbett(2012)Social Psychology (3rd Edition). Chapter 6.

7) Hurlock, Elizabeth. (1976). Personality Development, New Delhi: Tata McGraw Hill Publishing Co. Ltd.

8) Ingleby Ewan. (2006). Applied Psychology for Social Work, UK: Learning Matters Ltd.

9) Mangal, S. K. (2007). General Psychology, New Delhi: Sterling Publisher Pvt. Ltd.

10) Paula Nicolson, Rowan Bayne and Jenny Owen. (2006). Applied Psychology for Social Workers, UK: Palgrave Macmillan Ltd. (3rd Edition).

11) Ruseel and Smart. 1975. Readings in Child Development and Relationships. New Delhi: Light &Life Publishers.

12) Sinclair, David. 1978. Human Growth after Birth. London: Oxford Medical Publications.

Name of the Programme	Masters in Social Work
Semester	I
Course Code	MSW 104
Nature of Course	Core
Course Title	Sociological Concepts and Contemporary Concerns
Credits	3
Marks	100

Course Description/Rationale:

Sociology for Social Work: Basic Concepts and Perspectives. The most important goal of this foundation course is to orient the social work students about society, its structure, different institutions and social dynamics. The social work students also need to be sentient about different social problems and issues and develop a theoretical perspective to understand them. This course will therefore help them to develop a perspective on contemporary Indian social problems. It will also enable them to enhance their capacity to intervene some of the acute problems of the society as a social work trainee. The course shall also strive to provide an understanding about the evolution as well as emergence of the present day Indian society using different approaches.

Objectives:

- To understand the concept of society, social institutions and social dynamics.
- To gain insight into the Indian society with the aid of different approaches.
- To develop a critical perspective towards contemporary social problems and enhance analytical and functional ability to work on those issues.

Learning Outcomes:

By the end of the course, students will be able to:
- Understand the basic concepts pertaining to society such as social structure, association, institution, social system, social control and role of social institution in socialization process.
- Understand the importance and relevance of culture in society as well as the concept of acculturation.
- Understand the changing nature of society and the complexity of various social issues.
- Understand the contemporary social issues and required social work knowledge and competencies for interventions.
- Identify suitable alternatives for interventions as social work professionals.

Practitioner:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Basic Concepts of Sociology	• Understanding the concept of Society and Social Structure • Social Stratification: Caste, Class, Power, Authority and Status • Social Institutions and Social Groups: Marriage, family, education, economic institutions, religion, primary, secondary and reference groups • Social Control-Means and Agencies. • Culture and Acculturation.	08	03	-	12
2	Social Change and Its Determinants	• Concept of Social Change • Theories of Social Change • Determinants of Social Change	06	02	-	10
3	Understanding the Indian Society and Issues	• Understanding the Indian society using Ideological, Structural-Functionalist, Dialectic and Symbolic Interactionist theory • Social construction • Sociological Imagination	08	02	-	**12**
4	Socialization and Construction of Social Identity	• The relationship between the individual and society. • Social capital and changing nature of human relationship • The processes of learning and socialization; agencies of socialization • Role of Class, Caste, Gender, Culture, and ethnicity in construction of social identities.	08	02	-	12
5	Contemporary Social Issues	• Rural Sociological Issues : Agrarian Crisis, Farmer Suicide • Violence against Weaker Sections, viz Dalit, Adivasi, Women and children • Ethnic Conflict • Issues related to governance, corruption • Substance Abuse • Poverty, Population, Migration, Urbanization, Homelessness, Communalism • Environmental degradation	10	03		14
	TOTAL CONTACT HOURS			52		60

➢ **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested Reading:

1. Haralambos. (2014). *Sociology: Themes and perspectives*. Harper Collins; Eight edition

2. Deshpande, S. (2014). *The problem of caste*. New Delhi: Orient Blackswan.

3. Nagla, B. K. (2013). *Indian sociological thought*: Rawat Publication

4. Sudha, P. (2013). *Dalit assertion*: Oxford India Short Introductions

5. Ritzer, G. (2012). *Sociological theory*: Tata McGraw Hill Education

6. Surinder, S. J. (2012). *Caste*: Oxford India Short Introductions

7. Tabassum, H. (2011). *Encyclopedia of contemporary social problems in India*: Anmol

8. Richard, T. S. (2010). *Sociology:* Tata McGraw-Hill Higher Education

9. Rao, S. N. S. (2008). *Sociology: Principles of sociology with an introduction to social thoughts*; S Chand (2008)

10. Menon, N., & Nigam, A. (2007). *Power and contestation: India since 1989*

11. Deshpande, S. (2003). *Contemporary India: A sociological*: Penguin India

12. Burce, S. (2000). *Sociology : A very short introduction* : Oxford University Press

13. Dube, S.C. 1990. Society in India, New Delhi: National Book Trust,

14. Giddens, Anthony, 2001. Sociology. Polity: Cambridge Press,

15. Johnson, M.M. 1993. Sociology.A Systematic Introduction. New Delhi: Allied Publishers Ltd.

16. Kingsley, Davis, 1995. Human Society, New Delhi: Surjeet Publications.

17. Madan, G.R. 1997. Indian Social Problems (Vol.I& II) New Delhi: Allied Publications

18. Ram, Ahuja, 1993. Indian Social Systems. New Delhi: Rawat Publications.

19. Sharma, K.L. 2007. Indian Social Structure and Change. Jaipur: Rawat Publications.

20. Singh, Naunihal. 2002. Population and Poverty. New Delhi: Mittal Publications.

21. Srinivas, M.N., 1980. Social Structure, New Delhi: Hindusthan Publishers Corporation

Name of the Programme	Masters in Social Work
Semester	I
Course Code	MSW 105
Nature of Course	Core
Course Title	Observation visit & Concurrent Field Work
Credits	6
Marks	100

The field work practice in the first semester would consist of orientation visits, lab sessions for skills training and placement. In the first semester, the focus of the field work would be the community. The students would be placed in communities, and in NGOs, service organizations and government agencies working with communities, and in those settings where they can be exposed to the community and community issues. The students get a close feel of the community and the community settings, understand the dynamics and issues in the community and become aware of the sensitivities of people while working with them. They also get a first-hand experience of the programmes and projects implemented in the communities by NGOs and government agencies and the impact that these have on the community. They also would interact with the agency personnel and the community members to understand the tension between tradition and change that the communities in the region are likely to experience, and how it is handled. They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of community organization. The students are expected to be creative and innovative in assisting the agency and community in whatever way possible. Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned fieldwork supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

- Must Visit Minimum 7 to 10 Agencies (NGOs, Inter Governmental Organizations such as UNICEF, Government Sponsored Organizations, Hospitals, Jails, and Home for Differently able people, Children Home, Model Villages, and Open Communities etc.) As a Part of Orientation Visit.
- In Semester 40 Marks , Viva Voce= 60 Marks

Name of the Programme	Master of Social Work
Semester	I
Course code	MSW-106 (A)
Course title	Skills for Social Work Practitioners
Nature of the course	DSE
Total credit	3
Marks	100

Objectives:

- To help the student to understand and develop themselves.
- To enhance the personal qualities and capacities of the social work students
- To develop positive relationship skills of the students

Learning Outcomes:

By the end of the course, students will be able to:
- Understand and develop them.
- Develop their understanding on thinking and creativity
- Acquire the skills required for Social Work Practice.

Practitioner:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Self Development	• Self-Awareness- SWOT Analysis, Johari Window, Prejudices & Stereotypes • Self-Esteem- Concept, Types, Developing Positive Self-Esteem • Sensitivity Development	09	04	-	15
2	Thinking and Creativity	• Thinking, Nature and Types • Proactive Thinking, Positive Thinking, Critical Thinking in Social Work • Creativity, Stages of Creativity, Enhancing Creativity	09	04	-	15
3	Life Coping Skills	• Holistic health through Yoga and Meditation • Emotional Intelligence • Time, Stress and Anger Management • Problem solving & Decision Making • Motivation- Factors Affecting Motivation, Achievement Motivation	09	04	-	15
4	Human Relationship Skills	• Enhancing Empathy, Presentation Skills, Team Building • Handling Negative criticism • Assertive Behaviour • Behaviour Change Communication	09	04	-	15
	TOTAL CONTACT HOURS			**52**		**60**

> **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested Readings:

- Bishop Sue, 1996. Develop your Assertiveness. New Delhi: Kogan Page IndaiPvt. Ltd.
- Celements Phi, 1998. Be Positive. New Delhi: Kogan Page India Pvt. Ltd.
- Davar S. Rustom, 1996. Creative Leadership. New Delhi: UBS Publishers Ltd.
- D'Souza Antony, 1995. Leadership. Mumbai: Better Yourself Books.
- Gupta Seema, 2001. Etiquette and Manners. Delhi: PustakMahal.
- Hasks Hurt, 1995. Motivation People. Delhi, PustakMahal
- Johnson, David, Johnson P. Frank, 1982. Joining Together: Group Theory and Group Skills.
- New Jersey: Prentice-Hall Inc.
- Lindenfield Gael, 1997. Assert Yourself. New Delhi: Harper Collins Publishers India Pvt. Ltd.
- McGrath, e. H., 1997. Training for life and leadership in industry. New Delhi: Prentice Hall of
- India Pvt. Ltd.
- Nelson, Richards & Jones. 1990. Human Relationship Skills. Mumbai: Better Yourself Books.
- Rangnekar, Sharu. 1996. In the World of Corporate Managers. Delhi: Vikas Publishing
- HoursePvt. Ltd.
- Datar, Sudha et.al- Skill Training for Social Workers. New Delhi: Sage Publications.

Name of the Programme	Masters in Social Work
Semester	I
Course Code	MSW-106 (B)
Nature of Course	DSE
Course Title	Corporate Social Responsibility
Credits	3
Marks	100

Course Description and Rationale:

This course provides a theoretical and practical understanding of corporate social responsibility. It enables the student to appreciate the context and diversity of models, skills and competencies required to work in these contexts. It will enable the students to appreciate the legal and regulatory context of the practice of CSR.

Objectives:

- To develop an understanding of corporate social responsibility
- To understand the socio economic and political context of CSR
- To gain knowledge of the strategies and processes of CSR
- To develop appropriate skills and competencies in managing socially responsible initiatives of the corporate and social enterprises

Learning outcomes:

By end of the course the students will be able to:

- Understand the functioning of CSR
- Appreciate the context of CSR
- Understand the strategies and processes of CSR
- Develop appropriate skills and competencies for managing socially responsible initiatives of the corporate and social enterprises

Practitioner:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Corporate Social Responsibility: Concept and Context	• Corporate social Responsibility: Concept and evolution • Significance of CSR • Objectives • Scope • Stakeholders in CSR • Legal obligations, Compliances and reporting in CSR	09	04	-	15
2	Theories and Models	• Models and perspectives on CSR • Theories of CSR • Gap between Theories and Practices	09	04		15
3	Corporate Social	➢ Skills for Planning, implementing,	09	04	-	15

	Responsibility: Action and Environment	monitoring and evaluation of CSR activities ➢ Identifying implementing partners ➢ Ethics and governance				
4	Challenges and sustainability	➢ Challenges of CSR ➢ Critical issues in CSR Projects ➢ Sustainability and CSR projects ➢ Case Studies, best CSR practices in India and abroad.	09	04	-	15
	TOTAL CONTACT HOURS			**52**		**60**

➢ **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested Readings:

1. Blowfield, M., & Murray, A. (2014). *Corporate responsibility*, Third Edition. OUP: U.K

2. Borzaga, C., & Defourny, J. (2001). *The emergence of social enterprise*. New York: Routledge.

3. Carroll, A. B. (1977). *Managing corporate social responsibility*. Boston: Little Brown.

4. Mitra, N., & Schmidpeter, R. (eds.) (2016). *Corporate social responsibility in India: cases and developments after the legal mandate.* Switzerland: Springer.

5. Utting, P., & Marques, J. C. (2010). *Corporate social responsibility and regulatory governance: Towards inclusive development?* New York: Palgrave Macmillan.

6. Welford, R. (2013). *Hijacking environmentalism: Corporate responses to sustainable development*. New York: Routledge

Name of the Programme	Master of Social Work
Semester	I
Course Code	MSW 107
Nature of Course	Ability Enhancement Course
Course Title	Counselling Theory and Practice
Credits	2
Marks	100

Objectives:

- To develop a holistic understanding among the students of counselling as a tool for help
- To acquire knowledge, skills and attitudes for counselling
- To develop insights in need and areas of counselling in different situations
- To develop the competence and skills for counselling among the students

Practitioner:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Basics of Counselling	Conceptual understanding, goals and principles of counselling. Types of counselling- Individual, Group, Couples & Family. Process and stages in counselling. Counselling situations- developmental, preventive, facilitative and crisis intervention.	10	06	-	30
2	Practical & Professional Aspects of Counselling	Counselling Practices in different settings - Marriage and Family counselling (divorce, marital/live in, domestic violence). Child counselling. Parenthood and counselling (parenting, MTP, Infertility, Adoption). De-addiction counselling. Counsellor as professional- qualities, skills, attitudes, values and personality of a counsellor.	10	06	-	30
	TOTAL CONTACT HOURS			32		60

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested Readings:

1. Barki, B.G. Mukhopaday, B. 1991. Guidance and Counselling. New Delhi. Sterling Publishers Pvt. Ltd.
2. Colin, Feltham. 1995. What is Counselling. New Delhi: Sage Publication
3. Gibson, R, Mitchell M. 2005. Introduction to Counselling and Guidance (6th Edition). New Delhi: Person Education Pvt. Ltd.
4. Hackney, H. Sherilyn C. 1979. Counselling Strategies and Objectives. New Jersey: Prentice-Hall Inc.
5. Madhukar, I. 2000. Guidance and Counselling. New Delhi: Authors Press
6. Miller, E. 2007. Person Centered Counselling Psychology. New Delhi: Sage Publication
7. Parti, V. 2001. Counselling psychology. New Delhi: Authors Press
8. Rao, N. 1995. Counselling and Guidance. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

DIBRUGARH UNIVERSITY
Master of Social Work (MSW) CBCS Course Curriculum

MSW 2nd Semester

Domain	Paper Code	Title of the Paper	Credit
Core 7	MSW 201	Social Work with Individual	4
Core 8	MSW 202	Social Work with Groups	4
Core 9	MSW 203	Quantitative Research in Social Work	3
Core 10	MSW 204	Qualitative Research in Social Work	3
Core 11	MSW 205	State, Governance and Social Policy	3
Core 12	MSW 206	Concurrent Field Work and Rural Camp	6
Opt 1 Paper from DSE			
DSE 3	MSW 207(A)	Project Cycle Management	3
DSE 4	MSW 207 (B)	Livelihood & Social Entrepreneurship	3
General Elective			
GE1	MSW 208	Disaster Management	3
Total Credit of the Semester			**29**

Total Credit of All Semesters 25+29+25+23=102

Name of the Programme	Master in Social Work
Semester	**II**
Course code	**MSW - 201**
Course Title	**Social Work with Individual**
Nature of the Course	Core
Total Credit	4
Marks	100

Objectives:
- To understand the values and principles of social case work and to develop the capacity to practice them
- To develop the knowledge and the skills needed to work with individuals in the social system
- To understand and apply the various techniques of social casework in different settings
- To understand the theories and approaches

Course content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	and Development of Social casework	• Origin and historical development of social casework. • Meaning, Objective and purposes • Values/philosophical assumptions • Basic casework concepts-social roles in social environment and maladjustments, indications of casework • Importance, uses and types of communication used	12	04	-	15
2	Casework process as a method of social work	• Components, 4P's- Person, Problem, Place and Process • Principles • Phases of casework • D. Tools: home visit, collateral contact, interview. • E. Techniques: supportive, resource enhancing, counseling. • F. Use of relationship: transference, counter transference and resistance • G. Principles and Skills of interviewing • H. Casework recording: types and format, use of genogram and ecomap • Follow up	12	04	-	15
3	Theories and Approaches	• Diagnostic & functional • Problem solving • Task centered	12	04	-	15

		• Radical • Crisis intervention • Behaviour Modification • Existential • Eclectic • Similarities and differences among casework, counseling and psychotherapy.				
4	Settings of casework	• Children in correctional home, • Casework intervention in family • Casework in crisis situation such as rape, disaster and suicide. • Casework with religious minority, LGBT and other socio economically disadvantaged community • Role of caseworker in various settings.	12	04	-	15
	TOTAL CONTACT HOURS			**64**		**60**

> **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

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Name of the Programme	Master in Social Work
Semester	II
Course Code	MSW 202
Nature of the Course	Core
Course Title	Social Work with Groups
Credits	4
Marks	100

Objectives:

- To understand the concept of groups and its importance and influence on individuals
- To understand social group work as a method of social work and its applications in various settings
- To develop skills and competencies for working with groups in diverse setting

Learning Outcomes:

By the end of the course, students will be able to:

- Understand group as a dynamic social unit and a resource for intervention
- Develop practical understanding of application of the group work method in various practice settings
- An understanding of various theoretical frameworks and their applications for group work practice
- Develop and strengthen professional skills for effective group work practice

Course content:

Units	Name of the Unit	Contents	L	T	P	Marks
1	Concept of group	Definition, group identity, cohesion, characteristics, significance and types; Life as a process of adjustment with different types of groups; Group as an instrument of change.	8	2	-	10
2	Social group work as a method of social work	Definition, principles, assumptions, ethics, characteristics and purpose of social group work; Historical evolution of social group work. Models of Group Work.	8	2	-	10
3	Group work process and phases	Stages/Phases of Group formation: Pre-group, initial, treatment, and critical phase, evaluation and termination; process and factors of group formation; formulation of goals and identification of problems to work; Role of the group worker: enabler, stimulator, supporter, guide, educator, resource person, therapist and supervisor.	13	4	-	15
4	Group Dynamics and Group work	leadership, isolation, decision making, team work, contagion, conflict,	13	4	-	15

	related knowledge and skills	communication, relationships and bonding; Use of sociometry and sociogram in assessing groups; Theoretical Framework: Group therapy, Support Groups, Gestalt Therapy; Knowledge and Skills for the Group Worker: facilitation, programme planning, recording and documentation.				
5	Social Group Work in Different Settings	Concept and dynamics of Self Help Groups, group work in community settings, in institutional settings like hospitals, rehabilitation centres, children's home, old age homes, welfare settings, educational and youth development settings.	8	2	-	10
	TOTAL CONTACT HOURS			64		60

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

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- Sondra, B., & Camille, P. Roman. (2016). Group work: skills and strategies for effective interventions. Binghamton, NewYork: Haworth Press
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Name of the Programme	Masters in Social Work
Semester	II
Course Code	MSW-203
Nature of Course	Core
Course Title	Quantitative Research in Social Work
Credits	3
Marks	100

Objectives:

- To understand and to learn the process and techniques of quantitative research in social work
- Understand the nature scope and significance of research in social work research practice
- To familiarize with the statistical methods needed in research to use them in doing research.

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Scientific Attitude-	Meaning, Characteristics. Scientific Method- Meaning, Characteristics, application for the study of a Social Problem. Research- Definition, Objectives. Social Work Research- Meaning, Objectives, Procedures, Functions and Limitations. Scope of Social Work Research.	8	2	-	10
2	Conceptualizing and designing quantitative studies:	Problem identification and formulation; objectives, concepts, variables, hypothesis and assumptions; types of research design and their scope, identification of the sources of data	8	3	-	12
3	Methods and tools of data collection	Observation, interviews, schedules, and questionnaires, participatory methods and techniques; scaling techniques; Sampling: Principles, types	8	3	-	13
4	Data Processing and Analysis	Structuring and sorting the data, frequency distribution and percentages, tabular and graphic presentation of data; Levels of measurement: nominal, ordinal, interval and ratio;	8	2		13
5	Analysis of Data	Percentages, Measures of central tendencies: mean, median, mode; Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation; hypothesis testing: Chi-square test, T test; interpretation of findings, Report Writing in Research and plagiarism.	8	2		12
	TOTAL CONTACT HOURS			52		60

> ➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

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Name of the Programme	Masters in Social Work
Semester	II
Course Code	MSW-204
Course Title	Qualitative Research in Social Work
Credits	3
Marks	100
Name of the Programme	Masters in Social Work

Course Description/Rationale:

Social work research is considered both as a method of practice and a process of inquiry helping in practice and supplementing knowledge to the discipline. Therefore, basic research competency is essential for a student of social work. The course deals with the philosophy of inquiry, ethical issues and dilemmas and the process of undertaking qualitative research. The paper prepares the student to develop skills and competencies in choosing qualitative research as a mode of inquiry by making them acquainted with the process and nature of the same. The paper will also help in making the students to learn the basics of coding in qualitative research.

Objectives:

- To understand the nature and process of qualitative research and its significance in Social Work
- To learn the methods, tools, skills and techniques of doing Qualitative Research Study
- To develop competence in conceptualizing, designing and implementing research using qualitative paradigms and techniques.

Learning Outcomes:

By the end of the course, students will be able to:

- Develop theoretical perspectives on the philosophy and different paradigms of qualitative inquiry.
- Can identify the significance of qualitative research in social work.
- Have the requisite skills and competencies to analyse, interpret and present qualitative data.

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Introduction to Qualitative Research	• Meaning, nature, scope and philosophy of Qualitative Research • Conceptualizing qualitative studies by understanding the focus, area and lines of enquiry • Designing Qualitative Research • Etic and Emic Perspectives	12	06	-	20
2	Data Collection and Coding in Qualitative research	• Theoretical Sampling and Saturation • Key Informants: Identification, selection and trapping information.	13	05	-	20

		• Methods of data collection: Participant observation, life histories, in-depth/unstructured interviews, group interviews and focus group discussions, and community based participatory methods and techniques. • Coding in Qualitative research.				
3	Preparing/Writing Qualitative Studies	• Organisation of research report • Editing the report • Self-reflectivity in Research	12	04	-	20
TOTAL CONTACT HOURS				52		60

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

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- Silverman, D. 1993. Interpreting Qualitative Data. London: Sage Publications.

Name of the Programme	Masters in Social Work
Semester	II
Course Code	MSW-205
Nature of Course	Core
Course Title	State, Governance and Social Policy
Credits	3
Marks	100

Objectives:

- To enable students develop deeper insight into the concepts of State, structures, processes and institutions, and state's interactions with other institutions like economy and society
- Develop understanding of the Governance systems, processes and structures to enable themselves in strengthening governance systems and procedures
- To develop an understanding of the nature of social policy and to acquire knowledge of policy analysis and policy formulation processes
- To develop necessary skills in the area of policy analysis, formulation and implementation

Learning Outcomes:

By the end of the course, students will be able to:

- Acquire understanding about the concepts of State, Nations, Nation State, State structures and Institutions and its relevance in the everyday lives of citizens
- Help students develop as critical analyst and innovative designers by linking, theory and action in the domain of statecraft, grassroots governance and political participation.
- Understand and locate social policy within the specific socio-political and economic contexts
- Understand policy formulation, stake holder participation, implementation mechanisms and justice concerns
- Understand various approaches and demonstrate skills in policy analysis

Course Contents:

Unit	Name of the unit	Contents	L	T	P	Marks
1	State: Concept and Evolution, Structures and Institutions	➢ State and Nation States, Nations and Nationalism -Historical Overview ➢ State –concept, definitions, features, theoretical approaches ➢ Constitutionalism and State, Constitutional Foundations of Indian State ➢ State-Structure and Institutions, Judiciary, Legislature and Executive ➢ State and development issues: Marginalized and Excluded categories, gender, caste, ethnicity and minority identities	09	04	-	15
2	Governance: Meaning, Models and Determinants	➢ Governance-Meaning, Types, Perspectives and Governance in the Globalizing World ➢ Determinants of governance-participation, inclusion, right to information, People's Participation and	09	04	-	15

		Civil Society ➢ Grassroots Democratic Governance: Panchayati Raj Institutions, Rural and Urban, Governance of Schedule Areas ➢ Good Governance				
3	Understanding Social Policy	➢ Social Policy: Concept, Principles and Origin, ➢ Social Policy Contexts, Formulation and implementation mechanisms ➢ Social Policy inter-linkages with Welfare, Development and Empowerment ➢ Social Policy response to globalisation ➢ Social policy analysis; Approaches and tools	09	04	-	15
4	Self-Study/ Discussion Forums/Presentations	➢ Contemporary economic and Political systems: meaning, types and functions ➢ Civil society-concept and scope, Democratic Spaces and people's participation in governance ➢ Governance Models in contemporary times, Participatory democracy-Development, rights, participation and human security ➢ Planning in the era of privatisation-the role of state, civil society, corporate sector and market	09	04	-	15
	TOTAL CONTACT HOURS			**52**		**60**

➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Core Readings:

1. Alcock, P., Haux, T., May, M., & Wright, S. (eds.) (2016). *The student's companion to social policy* 5th Edn. Oxford: Blackwell /Social Policy Association

2. Weimer. D. L., & Vining, A. R. (1994). *Policy analysis: Concepts and practice*. New Jersey: Prentice Hall

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5. Drake, R. F. (2001). *The principles of social policy*. New York: Palgrave

6. Hudson, J., & Lowe, S. (2007). *Understand the policy process*. New Delhi: Rawat

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8. Jayal, N. G. & Mehta, P. G. (2010). *The Oxford companion to politics in India.* New Delhi: Oxford University Press

9. Kothari, R. (2012). *Politics in India.* New Delhi, Orient Blackswan (2nd Edition).

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11. Eliott, C. M. (ed.) (2006). *Civil society and democracy: A reader*. New Delhi, Oxford University Press

12. Dreze, J. & Sen, A. (1989). *Hunger and public action.* Oxford: Oxford University Press.

13. Jayal, N. G. (2013). *Citizenship and its discontent: An Indian reader*. Permanent Black, Orient Blackswan

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17. Gupta, D. (2017). *From 'people' to 'citizen': Democracy's must take road.* New Delhi: Social Science Press

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Supplementary Readings:

1. Grillo, R., &Stirrat, R. L. (eds.) (1997). *Discourses of development: Anthropological perspectives*. New York: Berg Publishers.

2. Foran, J. (ed.) (2003).*The future of revolutions-rethinking radical change in the age of globalisation.* London: Zed Books.

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5. Titmuss, R. (1974). *Social policy*. Routledge

6. Chakraborty, B., & Chand, P. (2016). *Public policy: Concept, theory and practice*. Sage

7. Chatterjee, U.(2000). *The mammaries of the welfare state*.Viking

8. Hill, M. (2006). *Social policy in modern world*. UK: Blackwell Publishing

Name of the Programme	Masters in Social Work
Semester	II
Course Code	MSW-206
Nature of Course	Core
Course Title	Concurrent Field Work and Rural Camp
Credits	6
Marks	100

In the second semester the student is placed in institutional settings like hospitals, rehabilitation centres, counseling centres, schools and children's homes, where they can practice both social casework and group work. The student understands the way these institutions and agencies function and practice the skills of working with individuals and different groups. The student is expected to complete 5 cases in casework and follow up one group with at least 10 sessions. Besides these, the student would involve in the activities of the institution and fulfil the responsibilities that are asked of him/her by the agency supervisor. Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

Besides 7-10 days Rural Camp need to be conducted to educate the students about the Rural Life and students must submit a report on the experiences gathered in Rural Camp.

*In Semester Marks 40, Viva -Voce 60

Name of the Programme	Master in Social Work
Semester	II
Course Code	MSW-207 (A)
Nature of Course	DSE
Course Title	Project Cycle Management
Credits	3
Marks	100

Course Description/Rational:

This course introduces the students about planning and implementation for development Projects. It is very much important for social work students to enhance knowledge on Project identification, formulation, monitoring, reviewing and evaluation. Any organization including Government, Non-Governmental and Inter Governmental provide various services through Developmental Projects. Hence students must learn to Design and Implement projects.

Objectives:

- The student understands the importance and process of planning
- The student learns the methodology for planning and formulating projects using the Logical Framework
- The Students will learn to Monitor and Review by applying various Techniques.

Learning Outcomes:

- Students will be able to plan for development projects on any issues in any communities.
- Students will be able to implement and assess the impact of projects by applying various techniques.

Course content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Introduction	Planning and its importance, who should be involved in planning. Overview of Project Cycle Management: Identification, Design, Implementation, Reviewing, Monitoring, Evaluation, Learning the lesions. Model Project Proposal Formulation.	8	2	-	13
2	Project Identification	Needs assessment: listening, interviewing, focus group discussions, community mapping; Capacity assessment: human, social, natural, physical, economic, cultural	8	2	-	12
3	Project Design	Stakeholder analysis: user groups, interest groups, beneficiaries, decision makers; Primary and Secondary stakeholders; identifying appropriate stakeholders for participation; levels of participation; Research – participatory methods; Problem Analysis – problem tree; Objectives tree, Logical framework, Proposal, Action Planning, Budget.	8	3	-	13

4	Logical Framework	Terms, purpose, structure: Objectives, assumptions and their assessment; Indicators, input, output and means of verification; activities and activity schedule.	8	3	-	10
5	Monitoring and Evaluation	The need, monitoring, reviewing and evaluation; reporting; Learning the lessons. Programme/Project Evaluation Review Technique (PERT); Critical Path Method (CPM).	8	2	-	12
TOTAL CONTACT HOURS				**52**		**60**

> **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

1. Blackman, Rachel. 2003. Project Cycle Management. UK: Tearfund. (Downloaded from www.tearfund.org/tilz

2. Preskill, Hallie and Russ-Eft, Darlene. 2005. Building Evaluation Capacity. London: Sage Publications.

3. Capezio, Peter. 2000. Powerful Planning Skills. Mumbai: Jaico Publishing House.

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5. Dale, Reidar. 2001. Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.

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7. Padaki, Vijay. 1995. Development Intervention and Programme Evaluation. New Delhi: Sage Publications

Name of the Programme	Master in Social Work
Semester	II
Course code	MSW- 207 (B)
Course Title	Livelihood and Social Entrepreneurship
Nature of the Course	DSE
Total Credit	3
Marks	100

Course Description/Rational:

This course would entail detail understanding of livelihood issues in the context of polity, economy and society. The reflections on various sustainable models of entrepreneurship and its relationship with livelihoods will be drawn here.

Objectives:

- To understand the concept of poverty in diverse contexts.
- To analyze social, economic, cultural and historical perspectives of livelihoods in Indian societies.
- To study the influence of market forces on livelihood and social entrepreneurship
- To explore the inter-linkages between livelihood and social entrepreneurship.

Learning Outcome:

- This course would help in understanding livelihood issues in subsistence vis-à-vis market economy.
- This course would help in drawing symbiotic relationship between livelihood and social entrepreneurship.
- This course is meant for reflecting on the history of sustainable model of social entrepreneurship.

Course content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Introduction	Concept of livelihoods and social entrepreneurship, application of the concept in practice. Poverty, inequalities, class structure, indicators of poverty, social exclusion, cultural connotations of poverty, examining poverty, urban and rural poverty.	11	04	-	17
2	Economy, Livelihood and Entrepreneurship	Idea of an economy, self sustaining vis-à-vis subsistence, community based economy, global economy, corporate economy, informal economy, solidarity economy. Emergence of third sector, social entrepreneurship and third sector,	11	04	-	18

		livelihood and social entrepreneurship, state, market and social entrepreneurship				
3	Livelihood and Empowerment	Livelihoods and empowerment, social entrepreneurship and development - concepts, theories, practices and perspectives.	06	02	-	8
4	Livelihood, Social entrepreneurship and Development	Practice models of social entrepreneurship, Self-Help Groups,Micro-finance institutions, Community farming and resource sharing models. Social responsibility and social security,local development, people's participation in livelihood development.	10	04	-	17
	TOTAL CONTACT HOURS				52	60

> **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

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- Beck, Tony. 1994. *The Experience of Poverty: Fighting for Respect and Resources in Village India.* London: Intermediate Technology Publications.

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- Skalli, H. Loubna (2001) Women and Poverty in Morocco: The many faces of social exclusion, *Feminist Review*, No.69, pp.73-89. w ISSN 0141-7789 print/ISSN 1466-4380 online (C) Feminist Review Collective.

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- Mingione, E (1996) *Urban Poverty and the Underclass*, Oxford: Blackwell.

- Ostor, A. (1984) *Culture and Power: Legend, Ritual, Bazaar and Rebellion in a Bengali Society*. New Delhi: Sage Publications.

- Polanyi, K (2001) [1944] *The Great Transformation: The Political and Economic Crisis of our Times*, Beacon Press, Boston.

Name of the Programme	Master in Social Work
Semester	II
Course Code	MSW-208
Course Title	DISASTER MANAGEMENT
Nature of Course	General Elective
Credits	3
Marks	100

Objective:

- To understand the nature of disasters and their many sided impact
- To gain knowledge of the methods and processes of disaster management, relief and rehabilitation

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Disasters: An Overview	Disaster: meaning, factors, significance, causes and effects; Types of disasters: earthquake, flood, cyclone, drought and famine; landslide, snow avalanche, fire, forest fire, Industrial and technological disasters and epidemics; conflicts, community/ethnic clashes and warfare.	09	04	-	15
2	Planning Disaster Management	Planning, policies and management of disasters; Awareness aboutdisasters: public awareness programme and mobilizing community participation; Role of various Agencies: Government, military and Para-military forces, NGOs and media. Disaster mapping, Predictability, forecasting, preparing community and mitigation. Economic and psycho-social.	09	04	-	15
3	Relief and Reaching out	Search, rescue, evacuation and shelter for victims; Clearance of debris,disposal of the dead and damage assessment; Trauma centre management: psycho-social care; emergency health operations and safety measures: drinking water, food nutrition, and hygienic, sanitation; Emergency support functions and their coordination.	09	04	-	15
4	Reconstruction and rehabilitation	Rehabilitation: social, economic, health and hygiene aspects; Reconstruction and rehabilitation; Disaster resistant housing, house relocation, repairing, Strengthening of house; Monitoring and evaluation.	09	04	-	15
	TOTAL CONTACT HOURS			52		60

➢ **Note: End Semester Exam 60 Marks, In Semester 40 Marks (20 in Semester, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

- Abarquez I and Murshed Z .2004.   Community-Based Disaster Risk Management: Field Practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center

- Anderson M and Woodrow P. 1998. Rising from the Ashes: Development Strategies in Times of Disaster. London: ITDG Publishing, www.itdgpublishing.org.uk

- Blaikie P, Cannon T, Davis I and Wisner B. 2004. At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.

- Carter I. 2002. Preparing for disaster, PILLARS Guide, Tearfund UK. Order from roots@tearfund.org or download from www.tearfund.org/tilz

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- Deshpande, B.G. 1996. Earthquakes. Animals and Man. Gurgaon : JAC Trust.

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- Mohan, Munasinghe and Clarke Caroline.   1992.   Disaster Prevention for Sustainable Development, Economic and Policy Issues. Geneva: World Bank

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DIBRUGARH UNIVERSITY
Master of Social Work (MSW) CBCS Course Curriculum

(MODIFIED)

Portions typed in red are either modified or newly added

MSW 3rd Semester

Domain	Paper Code	Title of the Paper	Credit
Core 11	MSW 301	Administration & Management of Social Welfare Organization	4
Core 12	MSW 302	Social Justice, Social Legislation and Social Work	3
Core 13	MSW 303	Social Development : Theories & Perspectives	3
Core 14	MSW 304	Concurrent Field Work and Study Tour	6
Opt 1 Paper from DSE			
DSE 5	MSW 305 (A)	Rural Community Development	3
DSE 6	MSW 305 (B)	Human Resource Management	3
DSE 7	MSW 305 (C)	Medical Social Work	3
DSE 8	MSW 305 (D)	Family Social Work	3
General Elective			
GE 2	MSW 306	Peace Building	4
AEC –SEC			
AEC 2	MSW 307	HIV/AIDS: Stigma, Discrimination And Prevention	2
Total Credit of the Semester			**25**

Total Credit of All Semesters 25+29+25+23=102

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW-301
Course Title	Administration & Management of Social Welfare Organization
Nature of Course	Core
Credits	4
Marks	100

Objectives:

- To acquire knowledge of the basic processes of administration
- To study Voluntary Agency Administration
- To Study legal aspects of Social Work Administration
- To create awareness about the various social welfare programmes implemented by Central & State Governments

Course Contents:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Welfare and Development administration	• Social Welfare Administration: Meaning, definition, nature • Types of administration: public, social welfare and social security, • Scope, Functions & principles.	12	04	-	15
2	Components of Administration	• Basic administrative processes: Planning, Organizing, Staffing, Decision-making, Coordination, Communication, Monitoring, evaluation, public relations and networking • Financial and office administration: Budgeting, Fund raising, Accounting, Auditing, office procedure & reports and maintenance of files.	12	04	-	15
3	Structure of Social Welfare Administration	• Non- governmental organizations: Registration of Societies and Trusts; Constitution and byelaws; Societies Registration Act 1860, Indian Trust Act 1882; • Factors motivating voluntary action. National & international voluntary agencies; Problems of voluntary organizations	12	04	-	15
4	Social Welfare Administration in India	• National level & State level Social Welfare Department: Organizational structure, Objectives, Functions and Programmes • Personal Administration: Manpower planning, induction, training, supervision, staff welfare, service condition and staff morale, problems faced by social work organization • Laws related to personnel management	12	04	-	15
	TOTAL CONTACT HOURS			**64**		**60**

➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

- Bhattacharya, Sanjay, 2006 Social Work Administration and Development, Jaipur, Rawat Publications, Jaipur
- Banerjee, Shyamal, 1981, Principles and Practice of Management, Oxford & IBH Publishing Co. Pvt. Ltd
- Connaway R.S. & Gentry M.E. 1988 Social Work Practice, New Jersey M.E. Prentice Hall.
- Goel, S.L. and Jain, R.K 1988 Social Welfare Administration, Vol. I and II, Deep Publications,New Delhi
- Jagannadham, C 1978 Administration and social change, Uppal Publishing House, New Delhi.
- Reed, Ella W. ed., 1961 Social Welfare Administration, Columbia University Press, New York.
- Siddiqui H.Y. 1990 Social Welfare in India,Harnam Publications, New Delhi.
- Louise C. Johnson., Charles L. Schwarth 1994 Social Welfare A Response to Human Need, Allyn and Bacon, London.
- Karla, K. M, : Michael O'Melia: Brenda L. DuBois 1995 Generalist Social Work Practice: An Empowering Approach) (Allyn and Bacon, London.
- Gupta, N.S. 1979 Principles and Practice of Management, Light and Life Publications, New Delhi.
- Kabra, K.N. 1977 Planning Process in a District, India Institute of public Administration, New Delhi
- Sachdeva, D.R. 1993 Social Welfare Administration in India,KitabMahal, Allahabad.

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW-302
Nature of Course	Core
Course Title	Social Justice, Social Legislations And Social Work
Credits	3
Marks	100

Objectives:

➢ To understand concepts of social justice and to identify the structural barriers, inequalities and systemic changes existing in the society
➢ To understand the Constitutional base of social justice, protective discrimination and the Institutional mechanisms available for different vulnerable groups of the society
➢ To understand the concept of social legislation, fundamental rights and directive principles of state policy
➢ To understand the social legislations for various sections
➢ To explore various roles of social worker in dealing with legal issues at various levels

Learning Outcomes:

By the end of the course, students will be able to:
➢ Gain a theoretical understanding of different approaches towards social justice.
➢ knowledge, attitudes and skills required for working with marginalized and vulnerable constituencies and to create just society
➢ Acquire a critical understanding of institutional mechanisms and systems for attainment of social justice
   I.   Understand social legislation for various sections in India.
   II. Acquire critical understanding of social legislation and social protection.

Course Contents:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Dimensions of Social Justice	• Social Justice: Philosophy, concept and dimensions • Social Justice as a core value of social work profession • Manifestations of social injustice in the Indian context: Exclusion, oppression and marginalization • Institutional mechanisms available for different vulnerable groups of the society for promotion of social justice	08	03	-	12
2	Social Legislation: Contextual Background	• Meaning, objectives and scope and its role as an instrument of social change. • Social legislation in a welfare state and Indian Constitution; • Fundamental Rights and Directive Principle of State Policy.	07	03	-	12

3	Social Legislation for Women and Children	• Legal provisions for Women and Children • Law related to Trafficking of women and Children • Law related to Domestic Violence, Sexual Harassment at workplace and Indecent Representation of Women • Law related to Child Labour, Right to Education, Adoption, Juvenile Justice and Sexual Offences	08	03	-	12
4	Social Legislation for Weaker Sections and Special Groups in India	• Legal Provisions related to Scheduled Castes & Scheduled Tribes; • Legal Provisions related to Persons with Disability • Legal Provisions related to Elderly	08	03	-	12
5	Practice Assignments	• Right to Information Act, 2005 • Public Interest Litigation, Legal Aid &Medical Negligence • Criminal Procedure Code, Indian Penal Code etc. • Laws related to Cyber Crime • Social Advocacy and Activism	07	02	-	12
	TOTAL CONTACT HOURS			**52**		**60**

> ➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Core Readings:

1. Krishna, P. S. (2017). *Social exclusion and justice in India*. Taylor & Francis

2. Jodhka, S. S. (2015). *Caste in contemporary India*. New Delhi: Routledge.

3. Kummitha, R. (2015). Social exclusion: The European concept for Indian social reality, social change. *Sage Journal, 45*(1) 1–23

4. Singh, A. K. (2014). *Human rights and social justice*. VL Media Solutions, India

5. Sandel, M. J. (2010). *Justice: What's the right thing to do*? Farrar, Straus and Giroux; Reprint edition

6. Clayton, M., & Williams, A. (eds.) (2004). *Social justice*. Oxford: Blackwell Publishers

7. Teltumbde, A. (2017). *Dalit: Past, present & future*. Routledge.

8. Brammer, A. (2010). *Social work law*. Harlow Pearson Education.

9. Carr, H., &Goosey, D. (2017). *Law for social workers*. Oxford University Press.

10. Modi, I. (2015). *Gender, identity & multiple marginalities*. Jaipur & New Delhi: Rawat Publication.

11. Gangrade, K. D. (2011). *Social legislation in India*. New Delhi: Concept Publishing Company (P) Ltd.

12. Warren, K. J. (ed.) (2014). *Ecofeminism: Women, culture & nature*. Jaipur & New Delhi: Rawat Publication.

13. Laird. S. (2010). *Practical social work law*. Harlow Pearson Education.

14. Matthews, S. J., McCormick, M., & Morgan, A. (eds.) (2011). *Professional developments in social work: Complex issues in practice*. Abingdon: Routledge.

15. Kolenda, P. (2015). *Caste, marriage & inequality: Essays on North & South India*. Jaipur & New Delhi: Rawat Publication.

16. Mallicot, S. L. (2012). *Women & crime*. New Delhi: Sage Publication.

17. Thorat, S., &Sabharwal, N. S. (2014). *Bridging the social gap; perspectives on Dalit empowerment*. Sage Publication.

18. Sarkar, S., &Sarkar, T. (2015). *Caste in modern India*. Permanent Black, Vol-I & II.

19. Braye, S., & Preston, M. (2010). *Practising social work law*. Palgrave Macmillan.

20. Wilson, K., Ruch, G., Lymberry, M., & Cooper, A. (2011). *What do we mean by relationship-based practice?, Extract from social work: an introduction to contemporary practice*. Harlow, Pearson Education.

Supplementary Readings:

1. Beteille, A. (1981). *The backward classes and the new social order*. New Delhi: Oxford University Press.

2. Mathew, P. D., &Bakshi, P. M. (2000). *Hindu marriage and divorce, Indian social institute*. New Delhi.

3. Mathew, P. D. (1995). *Family court, Indian social institute*. New Delhi.

4. Mathew, P. D. (1998). *Public interest litigation*. Indian Social Institute, New Delhi.

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW-303
Nature of the Course	Core
Course Title	Social Development: Theories and perspectives
Credits	3
Marks	100

Objectives:

- To understand the concept of social development in relation to social inequality, vulnerability and marginalisation and its linkage with economic growth and development
- To develop a perspective towards the development challenges affecting the society
- To understand the role of social development in addressing the issues of inequality
- To develop the required skills and competencies for development interventions

Learning Outcomes:

By end of the paper, the student will be able to:

- Understand the link concept, process and strategies of social development.
- Identify the key development challenges confronting the society
- Understand the role of social development in addressing inequality in society
- Develop ability to link experiences around them with social development issues
- Develop ability to place people and communities at the centre of development debate
- Develop skills and competencies necessary for development interventions and inculcate values of social justice and equality.

Course Contents:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Social Development- Concept, Process and Strategies	• Concept and context of social development • Concepts of first, second, third and fourth world • Social development, economic growth and economic development • Indicators of social development	08	03	-	12
2	Theories of Development	• Classical Marxist theories of change • Theories of modernization. • Dependency and world system theories. • Development in Neo-Liberal era: Contemporary thrust and challenges	08	03	-	12
3	Social and Economic Inequality	• Distorted development, rural urban bias, regional imbalances • Poverty: Concept, structural poverty, strategies of poverty alleviation and the role state and	08	02	-	12

		• civil society. • Development debate and the vulnerable social groups				
4	Contemporary Development Thrust and its Impact	• Sustainable development and Sustainable Development Goals (SDG) • Alternative development strategies: Gender and participatory approaches to development; alternatives to development and post development • Aid- meaning and impact and politics of aid • Social Cost Benefit Analysis- introduction and relevance to social development	08	03	-	12
5	Self study and Assignments	• Development status of SCs, STs, Minorities and women • Poverty alleviation strategies • Resistance to globalisation- world -wide and in India • State specific development challenges • Bretton Woods and Washington Consensus, • Neo liberalism and its impact on women, labour, unemployment and agrarian sector	7	2	-	12
	TOTAL CONTACT HOURS			52		60

➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Core Readings:

- Black, J. K. (1991). *Development in theory and practice: Bridging the gap*. Boulder: Westview Press.

- Booth, D. (1994). *Rethinking social development: Theory, research and practice.* Harlow: Orient Longman.

- Bhowmik, S. K.(ed.) (2014). *The state of labour: The global financial crisis and its impact.* India: Routledge

- Chakravarty, S. (1987). *Development planning: An Indian experience*. Oxford: Clarendon Press.

- Dereze, J., &Sen, A. (2001). *Indian development: Selected regional perspective*. New Delhi: Oxford University Press.

- Desai, A. R. (1980). *Essays on modernisation of underdeveloped societies*. Mumbai: Popular Prakashan.

- Harrison, D. (1988). *The sociology of modernization and development.* London: Routledge.

- Kabeer, N. (1994). *Reversed realities: gender hierarchies in development thought.* London: Verso

- Larrain, J. (2013). *Theories of development: Capitalism, colonialism and dependency.* John Willey and Sons

- Midgley, J. (2014). *Social development: Theory and practice.* Thousand Oaks, CA: Sage Publications

- Peet, R., &Hartwick, E. (2015). *Theories of development: contentions, arguments, alternatives.* NY, London: Guilford Publications

- Pieterse, J. N. (2001). *Development theory: Deconstructions/ Reconstructions.* New Delhi: Vistaar Publications.

- Samir, A. (1997). *Development: An essay on the social information of peripheral capitalism.* Sussex, U.K.: The Harvester Press.

- Sen, A. (2001). *Development as freedom.* New Delhi: OUP

- Webster, A. (1990). *Introduction to the sociology of development.* Atlantic Highlands, New Jersey: Humanities Press.

Supplementary Readings:

- Baviskar, A. (1995).*In the belly of the river: Tribal conflicts over development in the Narmada valley.* Delhi: Oxford University Press.

- Frank, A. G. (1975).*On capitalist underdevelopment.* Bombay: Oxford University Press.

- Hall, A. L., &Midgley, J. (2004).*Social policy for development.* New Delhi, India: Sage

- Haider, R. (2000*). A perspective in development: Gender focus.* Dhaka: The University Press Limited.

- Harriss-White, B., &Basile, E. (2014). *Dalits and Adivasis in India's business economy: Three essays and an Atlas.* Three Essays Collective

- Hasan, Z. (2009).*Politics of inclusion: Castes, minorities, and affirmative action.* India: Oxford University Press

- Haslam, P. A., Schafer, J., &Beaudet P. (2016).*Introduction to international development : Approaches, actors, and issues.* Ontario, Canada: Oxford University Press

- Jordon, B. (1996).*A theory of property and social exclusion.*Cambridge: Polity Press.

- Kiely, R. (1995).*Sociology and development: The impasse and beyond.* London: UCL Press.

- Midgley, J., & Conley, A. (2010). *Social work and social development: Theories and skills for developmental social work.* New York, USA, OUP

- Mosse, D., & Farrington, R. A. (ed.) (2001).*Development as a process, concepts and methods for coping with complexity.* New Delhi: India Research.

- Parthasarthy, G., &Nancharaiah, G. (2003).*Economic reforms and rural development in India.*New Delhi: Academic Foundation.

- Rehnama, M., &Bawtree, V. (ed.) (1997).*The post development reader.*London: Zed Books.

- Robertson, A. F. (1995).*The big catch: A practical introduction to development.* Boulder: Westview Press.

- Thorat, S. (2009).*Dalits in India: Search for a common destiny.* New Delhi: Sage

- Todaro, M. P. (1997).*Economic development.* Longman: New York

Name of the Programme	Masters in Social Work
Semester	II
Course Code	MSW-304
Nature of Course	Core
Course Title	Concurrent Field Work and Study Tour
Credits	6
Marks	100

The field work practice during the third semester is in line with the Discipline Specific Electives that the student has opted for. The students are placed in Industries and Corporate Houses, Besides that they are placed in NGOs, Organizations or Government agencies working in the various sectors of community development; in hospitals, rehabilitation centres, counselling centres and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the family, children, youth and the elderly. The placement, as far as possible, would also be with an agency that works in the area of the research project that they chose. They are expected to understand the vision, mission, objectives and strategies and programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in dealing with people and situations in their area of work. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

- A Study tour Programme need to be conducted outside Assam and visit 7-10 Agencies including NGOs, Inter Governmental Organizations, Industries, Model Villages and students need to submit reports on the experience gathered in Study Tour.
- **In Semester Marks 40, Viva -Voce 60**

Name of the Programme	Master of Social Work
Semester	III
Nature of Course	DSE
Course Code	MSW-305 (A)
Course Title	Rural Community Development
Credits	3
Marks	100

Objectives:

• To enable students to understand about the rural realities.
• To develop sensitivity and commitment for working with rural communities.
• To provide knowledge for understanding government and voluntary efforts towards rural community development
• To equip students with specific skills and techniques of working with rural communities

Learning Outcomes:

By the end of the course, students will be able to:
• Understand rural diversity, economic, political, social and natural realities
• Develop sensitivity and understanding with regard to rural livelihoods, inequalities,
• Develop critical understanding of rural policies and programs in agriculture, livelihoods and basic services
• Develop critical understanding of community development approaches and interventions
• Acquire skills related to participatory programme planning, evaluation and community organising with rural communities

Course Contents:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Understanding Rural Society	➢ Dynamics of the rural society: Caste, class, Tribe and gender relations ➢ Change and Development in Rural Society ➢ Rural Social Problems	12	03		18
2	Rural Economy and Contemporary Concerns	➢ Pattern and problems of Indian rural economy ➢ Rural Livelihoods: Types and Concerns ➢ Rural Industrialization and Entrepreneurship ➢ Agrarian Relations	12	05		20
3	Rural Community Development: Approaches, Policies and Programs	➢ Rural Community Development: Approaches and Challenges. ➢ Governance and Administration in Rural India ➢ Contemporary Policies and Programs on Rural Development	12	08		22
	TOTAL CONTACT HOURS			**52**		**60**

➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Core Readings:

1. Harriss, J. (2017). Rural development: Theories of peasant economy and agrarian change. Jaipur: Rawat.
2. Brahmanandam, T. (ed.) (2018). Dalit issues: Caste and class interface. Jaipur: Rawat
3. Sisodia, Y.S., &Dalapati, T. K. (Eds.) (2015). Development and discontent in tribal India. Jaipur: Rawat.
4 Maddick, H. (2018).Panchayati raj: A study of rural local Government in India. Jaipur: Rawat.
5. Jana, A. K. (Ed.) (2015). Decentralizing rural governance and development: Perspectives, ideas and experiences. Jaipur: Rawat

6. IDFC Rural Development Network (2013). India rural development report. Hyderabad: Orient Blackswan.

7. Vaidyanathan, A. (2010). Agricultural growth in India: Role of technology, incentives and institutions. New Delhi: Oxford University Press

8. Agarwal, B. (2010). Women's presence within and beyond community forestry. New Delhi: Oxford University Press.

9. Jim Ife (2013). Community development in an uncertain world: Vision, analysis and practice. Cambridge, UK: Cambridge University Press.

10. Westoby, P., & Dowling, G. (2013). Theory and practice of dialogical community development international perspectives.Routledege.

11. Joshi, V., &Upadhyaya, C. (eds) (2017). Tribal situation in India: Issues and development (Second Revised Edition). Jaipur: Rawat.

12. Fernandez, B. (2016). Land, labour and livelihoods: Indian women's perspectives. Cham, Switzerland: Palgrave Macmillan

Supplementary Readings:

1. Desai, V. (2012). Rural development in India. Himalaya Publishing House, Mumbai.

2. Deshingkar, P., & Farrington, J. (2009). Circular migration and multilocational livelihood strategies in rural India. New Delhi: Oxford University Press.

3. Deshpande, R. S., &Arora, S. (2010). Agrarian crisis and farmer suicides. New Delhi: Sage Publications.

4. Padel, F., & Das, S. (2010). Out of this earth: East India Adivasis and the aluminium cartel.Orient Blackswan.

5. Raman, V. (2010). The warp and the weft: Community and gender identity among Banaras weavers. New Delhi: Routledge.

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW-305 (B)
Nature of the course	DSE
Course Title	Human Resource Management
Credits	3
Marks	100

Objectives:

➢ To develop an understanding of management and development of human resources and organisational behaviour
➢ To provide requisite legal base to address the issues related to human resources in organisations
➢ To develop appropriate skills and competencies in managing human resources

Learning outcomes:

By end of the paper, the student will be able to:

• Develop an understanding of the human resource systems in the organisations

• Understand the human behaviour in organisations

• Build knowledge of the applicable labour laws in the organisations

• Develop appropriate skills and competencies in managing and developing human resources

Course Contents:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Human resource management	Concept and perspectives, Human Resource Planning, recruitment, selection and on boarding, Performance Management System, Compensation management, Employee retention.	09	04		15
2	Developing Human Resources	HRD as a concept, goals and approaches, Learning organisation- concepts, methods and practices, Employee engagement and diversity management, Decision making, Managing stress, Preparing job descriptions, Counselling, Interviews, Work life balance.	09	04		15
3	Organisational Behaviour	Organizational Behaviour: concept and theories, Organisation Culture, Leadership- traits, typology, and theories, Motivation: theories need and significance, methods and practice, Communication in work organisations, Teams and groups in organisations, Organisational reengineering and restructuring - case studies.	10	05		18
4	Personnel Record and Audit	Usefulness of records, types of information and records, essentials of an effective record system, Computerized human resource information system. Reports- types and uses. Personnel Audit- Areas, role and types of audit.	08	03	-	12
	TOTAL CONTACT HOURS			52		60

➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested Readings:

1 Armstrong, M., Taylor, S. (2017). A handbook of human resource management practice (14thed.). London: Kogan Page.

2 Daft, R. L. (2016). Organization: Theory and design (12thed.). Mason,Ohio,USA: Cengage Learning

3 Robbins, S. P., Judge, T. A., Millet, B., & Boyle, M. (2013). Organizational behavior,(7 th). Australia : Pearson

4 Mathis, R. L., Jackson, J. H., Valentine, S. R., &Maglich, P. A. (2016). Human resource management, (15thed.). Boston, USA: Cengage Learning

5. Silvera, D. M. (1990). Human resource management: The Indian experience. New Delhi: New India Publications.Department of Social Work, University of Delhi

6. Pareek, U., &Rao, T. V. (2003). Designing and managing H R systems (3rd ed). New Delhi: Oxford & IBH Publishing.

7 Pareek, U. (2016). Understanding organisational behavior. New Delhi: OUP.

8. Mallick, P. L. (2002). Industrial law.Lucknow: Eastern Book Company

9. Verma, A., Kochan, A. T., & Lansbury, R. D. (1995). Employment relations in the growing Asian economics. London: Routledge

10 Ramnarayan, S., &Rao, T. V. (2011). Organization development: Accelerating learning and transformation. New Delhi: Sage Publications

11 Roychowdhury, A. (2018). Labour law reforms in India: All in the name of Jobs. New York: Routledge

12 Bratton, J., & Gold, J. (2017). Human resource management, theory and practice. London: Macmillan Press Ltd.

13 Bridger, E. (2015). Employee engagement. USA: Kogan Page.

14 Gordon, J. R. (2002). Organizational behaviour: A diagnostic approach (7thed.) New Jersey: Pearson Education.

15 Cohen, D. S. (2009). The talent edge: A behavioural approach to hiring, developing and keeping top performers. New York: John Wiley.

16 Malhotra, O. P. (2015). The law of industrial disputes.1 & 2. New Delhi: Lexis Nexis .

17 Cameron, K. S., & Quinn, R. E. (2011). Diagnosing and changing organisational culture. SFO, CA,USA: Jossey- Bass

18 Rao, T. V. (2014). HRD audit: Evaluating the human resource functions for business improvement. New Delhi, India: Sage

19 Schein, E. H. (2017). Organisational culture and leadership. SFO, CA,USA: JosseyBass

20. Monappa, A., Nambudiri, R., &Selvaraj, P. (2012). Industrial relations and labour laws. New Delhi: Tata McGraw

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW-305 (c)
Nature of the course	DSE
Course Title	Medical Social Work
Credits	3
Marks	100

Objectives:

- To enable the students to understand the psycho-socio cultural realities associated with patient care in the hospital and community setting
- To understand the relevance and the need for social work in the field of health
- To gain insight into the impact of ill health on the individual and his social system
- To understand ways of promoting health and well being through social work

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	The beginnings of medical social work	Historical Development of Medical Social Work in the West and in India. Relevance of Sociology in Medical Social Work. Medical Sociology: Definition and important concepts. Palliative care and Pain Management. Changing concept of health: concept of patient as a person	07	03	-	10
2	Health care models	Medical health prevention and promotion model, integrative model and development model; holistic approach to health: alternative system of health – yoga naturopathy.	07	03	-	12
3	Organization and administration of medical social work department in hospitals	Medical social work relation to different disciplines, Multidisciplinary approach and teamwork. Psycho-Social Problems of patients and families during the process of treatment and hospitalization.	07	03	-	13
4	The Psychosocial Problems related with Chronic illness	TB, STD, AIDS, Diabetes, HIV/ AIDS, Tuberculosis. Promotion of health and its functions. Women's health problems, Pediatric health problems, Geriatric health problems.	09	03	-	15
5	Field work in the Medical Social Work Practices:	Hospital, Hospice, special clinics, outpatient departments, Medical Social Work Research. Role of Medical Social worker. Problems encountered by medical social workers in the field.	07	03	-	10
	TOTAL CONTACT HOURS			**52**		**60**

➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested Readings:

1. Anderson R. & Bury M. (eds.) 1988. Living with Chronic Illness – the Experience of Patients and their Families. London: UnwinHymman
2. Bajpai P.K. (Ed.) 1997. Social Work perspectives in health. New Delhi: Rawat Publications
3. Barlett H.M. 1961. Social Work Practice in the Health Field. New York: National Association of Social Workers
4. Blaxter, Mildred, 2004 Key Concepts on Health, Polity Publishers, New Delhi
5. Dimatteo, M. Robin & Leslie R. Martin. 2007. Health Psychology. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
6. Pathak S. H. 1961. Medical Social Work in India. New Delhi: DSSW.
7. Pokarno K.L. 1996. Social Beliefs, Cultural Practices in Health and Diseases. New Delhi: Rawat Publications.
8. Sarah Ghelert, 2006 Hand book of Health Social Work, John Wiley & Co., London
9. William C. Cockerham, 1998 Medical Sociology, Prentice Hall, New Jersey
10. Zastrow, Charles, 2000 Introduction to social work and social welfare, Wadsworth Publication. Belmount

Journals:
1. Indian Journal of Social Work, TISS, Mumbai
2. Journal of Indian Council of Medical Research
3. Social Welfare, CSWB, New Delhi

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW-305 (D)
Nature of Course	DSE
Course Title	FAMILY SOCIAL WORK
Credits	3
Marks	100

Objectives:

- To understand the family as a social institution
- To understand the family structure and dynamics for effective intervention
- To understand the changing patterns, relations and structures in the family and the problems that emerge therefrom
- To sharpen the skills, techniques and interventions required for working with families

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Theory and concept of family	Theoretical and conceptual frameworks to study family as an institution. Concept of family. Origin and evolution of family and marriage as social institutions. Ideology of family rights and responsibilities.	07	03	-	10
2	Normative Family Functions	Normative family functions, structures and changes. Normative family and marriage functions and structure, ethnicity and socio-economic background. Social changes and Family-Implication for the family and its members.	07	03	-	12
3	Alternative Family and Marriage Patterns	Alternative family and marriage patterns, structures and issues. Dual earner/career families. Single parent families. Female headed households. Childless families. Reconstituted/step families. Consensual unions. Homosexual families.	07	03	-	10
4	Family Dynamics	Family dynamics. Family interactions. Family development. Family life cycle. Family issues in Contemporary Society.	06	02	-	12
5	Contemporary problems in the family	Contemporary problems in the family. Infertility, marital problems, families of alcoholics and drug abuse, abuse and violence (child abuse, family violence against women), displacement and disaster, societal violence, migration: Causes, assessment and interventions (family counselling, family life education, social skills training, self-help groups and support group	10	4	-	16

		strategies, therapeutic communities, etc.). Programmes and services for family development (life enrichment programme, policies, family welfare programmes, micro-credit, etc.).			
	TOTAL CONTACT HOURS		**52**		**60**

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

Suggested Readings:

1. Desai, M (ed), 1994. Family and Intervention: A Course Compendium. Bombay: Tata Institute of Social Sciences.
2. 2. Engels, F. 1994. Origin of the Family, Private Property and the Status. Bombay: People's Publishing House.
3. Haritman. A. and J. Laird. 1982. Family Centered Social Work Practice. New York: Free Press.
4. Horchschild, A. 1989. The Second Shift: Working Parents and the Revolution at Home. New York: Viking.
5. India: Ministry of Welfare. 1994. India's Commitment of Family Well Being, An Overview of the Report of National Seminars on the International year of the family. Bombay: Tata Institute of Social Sciences.
6. Khasgiwala, A. 1993: Family Dynamics: Social Work Perspectives. New Delhi: Anmol Publishers.
7. Klein, D.M. and White, J.M. 1996. Family Theories: An Introduction. London: Sage Publications.

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW – 306
Nature of Course	GE
Course Title	Peace Building
Credits	4
Marks	100

Objectives:

- To understand the nature and the factors contributing to conflict and its impact
- To learn the skills of building peace
- To develop a Social Work perspective to peace building

Course Content:

Unit	Name of the Unit	Contents	L	T	P	Marks
1	Conflict and context analysis	Defining conflict, conflict levels and dynamics, conflict and culture, gender children, trauma, conflict analysis, power. Conflict and development.	9	4		12
2	Peace Building	Concept, peace Building within self, understanding human mind and heart, gender and peace building, peace building where, peace building when, operating principles for peace building, an integrated fame work for peace building. Peace and development.	9	4		12
3	Challenge of Reconciliation	Concept of reconciliation, truth, justice and peace in relation to reconciliation, religious and spiritual perspective, dilemmas in reconciliation, sustaining reconciliation work.	9	4		12
4	Communication and conflict management	Perception, communication, conflict and culture, conflict handling skills.	8	4		12
5	Peace building programme analysis	Strategic concepts and capacities for peace building, connectors and dividers, visioning, evaluation, using peace building principles in evaluation, analysing how programming affects conflict, peace building evaluation frame work.	9	4		12
		Total Contact Hours:		64		60

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

1. 2002. Peace Building: A Caritas Training Manual. Caritas Internationalis
2. Kaur, Balvinder. 2006. Teaching of Peace and Conflict Resolution, New Trends and Innovations. New Delhi: Deep and Deep Publications.
3. Kaur Balvindef. 2006. Peace Education, New Trends and Innovations. New Delhi: Deep and Deep Publications.
4. McConnon Shay & Margaret. 2002. Resolving Conflict. Mumbai: Jaico Publishing House.
5. Reddy, P.L. Sanjeev and Reddy, P.C. Shekar. 2007. Peace and Development in North East. New Delhi: Mittal Publications.
6. Shenk, Carolyn Schrock (ed.) 2000. Meditation and Facilitation Training Manual. Pennsylvania: Mennonite Conciliation Service.

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW – 307
Nature of Course	AEC
Course Title	HIV/AIDS: Stigma, Discrimination and Prevention
Credits	2
Marks	50

Objectives:

➢ To gain knowledge of HIV/AIDS and insight into its impact on the individual and his/her social systems.

➢ To understand the existing strategies for the prevention of the HIV/AIDS and to reduce stigma associated with it.

➢ To develop social work interventions in providing care and support to the infected and the affected.

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Understanding HIV/AIDS	HIV/AIDS: A Global epidemic: history magnitude, disease profile; Transmission of HIV/AIDS: sex, blood, drugs, mother to child, moral issues; HIV/AIDS counselling and testing; HIV/AIDS and ethical issues: on testing, care and treatment, health care professional.	08	02		10
2	HIV/AIDS: stigma and discrimination	HIV/AIDS: stigma and discrimination: Misconceptions of HIV/AIDS/STDs; Stigma and discrimination: challenges; Global response to stigma and discrimination: Social Work response to HIV/AIDS, stigma and discrimination.	08	02		10
3	HIV/AIDS: A developmental issue	HIV/AIDS: A developmental issue: HIV/AIDS and socio-economic implications; Impact of HIV/AIDS on development sectors: health, education, migratory population, corporate sectors;	08	04		10
	TOTAL CONTACT HOURS			32		30

➢ **Note : End Semester Exam : 30 Marks, In Semester 20 Marks (10 In Semester Exam, 5 Presentation, 5 Assignment)**

Suggested Readings:

- Bhattacharya, Sanjay. 2008. Social Work: Psycho-Social and Health Aspects. New Delhi: Deep & Deep.
- D'Cruz, Premilla. 2004. Family Care in HIV AIDS. New Delhi: Sage Pub.
- Dutt, Suresh, 1998. AIDS: Prevention and Control. New Delhi: Anmol Publications

- Narain, Jai P. 2004. AIDS in Asia. New Delhi: Sage Publications.

- Cameron, Miriam E. 1993. Living with AIDS: Experiencing Ethical Problems. Sage Publications.

- Mishra, P.C. 2005. HIV/AIDS Education. Delhi: Saujanya Books.

- Satpathy, G.C. 2001. AIDS Transmission: Challenges in the New Millennium.

- Ramamurthy, V. 2000. Global Patterns of HIV/AIDS Transmission.

- Ramamurthy, V. 2004. Guidance and Counselling of HIV/AIDS

- Sharma, Namita. HIV AIDS in Women and Children of India.

DIBRUGARH UNIVERSITY
Master of Social Work (MSW) CBCS Course Curriculum

MSW 4th Semester

Domain	Paper Code	Title of the Paper	Credit
Core 15	MSW 401	Social Action and Social Movement	3
Core 16	MSW 402	Indigenous Communities and Development Discourse	3
Core 17	MSW 403	Research Project	6
Core 18	MSW 404	Concurrent Field Work	6
Core 19	MSW 405	Block Placement	2
Opt 1 Paper from DSE			
DSE 9	MSW 406(A)	Urban Community Development	3
DSE 10	MSW 406(B)	Labour Laws and Industrial Relations	3
DSE 11	MSW 406(C)	Mental Health and Social Work	3
DSE 12	MSW 406(D)	Social Work With Youth	3
Total Credit of the Semester			**23**

Total Credit of All Semesters 25+29+25+23=102

Name of the Programme	Master in Social Work
Semester	IV
Course Code	MSW 401
Nature of Course	Core Course
Course Title	Social Action and Social Movement
Credits	3
Marks	100

Objectives:

- To understand the significance of social action as a method in social work for securing social justice for the disenfranchised and marginalised.
- To develop competencies in using social action and social movement concepts for understanding and responding to the critical social reality
- To gain an overview of social action and social movements organized worldwide.
- To develop skills in the use of various strategies and techniques relevant to social action and movements.

Course content:

Units	Name of the Unit	Contents	L	T	P	Marks
1	Social Action: Concept and Strategies	- Meaning, definition, objectives and principles - History of Social Action - Scope of Social Action - Strategies and tactics for Social Action - Role of Social Worker in Social Action	9	4	-	15
2	Models and Approaches	- Models of Social Action - Approaches of Social Action: Non-violence, radical and anti-oppressive - Social Action in Practice: Designing a social action, campaign, Social advocacy, Skills of networking, liasioning.	9	4	-	15
3	Social Movements in India	- Social Movements: Concept, definition, types (old & new), components. - Characteristics of Social Movements ; Contributions of Social Movement in Social Change;	9	4	-	15
4	Social Movements: Ideology, Theory and Participation	- Types of Movements: identity, political assertion and autonomy; - Movement Analysis-Ideology, Structure, leadership, processes and outcomes - Movement participation and non-participation; Framing process in social movement; Social media and mass mobilisation - Theories of social movement	9	4	-	15
	TOTAL CONTACT HOURS			**52**		**60**

➢ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

- Pathak, S. 1981 Social Welfare: An Evolutionary and Developmental Perspective, Delhi, MacMillan India.

- Kulkani, P.D. 1965 Social Policy in India, Bombay, Tata Institute of Social Sciences.

- Kulkarni, P.D. &Nanavatty, M.C 1997 Social Issues in Development, Delhi, Uppal Publications

- Midgle, James 1995 Social Development, Delhi Sage Publications.

- Booth, David 1994 Rethinking Social Development, London, Longman.

- Titmus Richard M. 1974 Social Policy, London, George Allen &Unwin Ltd.

- Chileote, Ronald H. 1984 Theories of Development and Under Development, London, West View Press.

- Singh, R.R 1995 Whither Social Development, New Delhi, ASSWI.

- Bhat K.S. ed, 2008 Towards Social Development, Delhi, Rawat Publications.

Name of the Programme	Master in Social Work
Semester	IV
Course Code	MSW402
Nature of the Course	Core
Course Title	Indigenous Communities and Development Discourse
Credits	3
Marks	100

Objectives:

- Enable students to understand issues and challenges faced by the indigenous peoples.
- To understand aspirations of Indigenous people in the movement to self-determination.
- To help students understand and critically analyse the impact of colonization on
- Indigenous people and communities in India and North East India.
- To develop an understanding of the international legal framework for the protection of
- the indigenous people.
- Gain an understanding of development issues relating to indigenous peoples within a
- human-rights informed social work practice framework
- Develop skills to critically analyse social work practices, cultural competency and
- cultural safety when serving Indigenous peoples

Learning Outcomes:

By the end of the course, students will

- Understand the concept of "indigenous people", how the law has defined the category and the limitations of a definitional approach.
- Students will gain an understanding and awareness of historical legislation and polices as they pertain to Indigenous people.
- Understand the human rights challenges faced by the indigenous peoples.
- Students will enhance their skills to include an "Indigenous" lens when looking at social
- policy issues and decolonization systems to facilitate positive change for Indigenous people
- Be able to engage critical thinking and cultural empathy in order to better serve Indigenous people and communities in India and North East India.
- Develop the capability to effectively advocate and influence across a spectrum of social work practice, in order to promote social and economic justice for Indigenous people in India.
- Identify appropriate communication and engagement practices, community resources, and Indigenous models for practice
- Demonstrate the value of respect for Indigenous peoples and diversity in general.

Course content:

Units	Name of the Unit	Contents	L	T	P	Marks
1	Introduction to Indigenous Communities:	Discourse on meaning and concept of Indigenous, Understanding Indigenous people from insiders and outsiders perspective. Locating Indigenous in time and space (Colonization, Expansion and Globalisation) Tribes of NE India as an Indigenous population, Demography-	12	5	-	20

		growth and spread of the population (Education, Health, Poverty and Schedule Areas) Culture, language and Indigenous Knowledge.				
2	Indigenous peoples Issues and Challenges:	Human rights violations against indigenous people, Social and Economic Exclusion, Situation of tribal women, Repression under forest laws Political Representation, Human Development, Changing Traditional Political System, Asymmetric Federalism, V Schedule and VI Schedule, Right to self-determination, Change and Continuity of Indigenous People.	12	5	-	20
3	. Social Work Practice skills and Policy Responses	Vulnerability mapping, Community score card development, Developing policy briefs, Public advocacy, ILO policies, United Nations Declaration on the Rights of Indigenous Peoples, UNPFII (Mandate, operating rules, key recommendations, UN Development Guidelines on indigenous peoples), The Sustainable Development Goals work for indigenous peoples.	13	5	-	20
	TOTAL CONTACT HOURS			52		60

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

- Béteille, A. (1998). The idea of indigenous people. Current Anthropology, 39(2), 187-192.

- Bijoy, C. R.; Gopalakrishnan, S., &Khanna, S. (2010). India and the rights of indigenous

- people: Constitutional, legislative and administrative provisions concerning indigenous

- and tribal people. Chiang Mai: Asia Indigenous People Pact.

- Bodhi, S. R. (2016). Tribal and Adivasi studies, Perspectives from within, vol.3. Kolkata:

- Adivani

- Briskman, L. (2007). Social work with indigenous communities. Sydney: The Federation

- Press

- Chaudhuri, A. B. (1993). State formation among tribal: A quest for santal identity. New Delhi: Gyan Publishing House

- Das, J. K. (2001). Human rights and indigenous people. New Delhi: A P H Publishers.

- Elwin, V. (1991). Muria and their Ghotul. Delhi: Oxford University Press.

- Fuchs, S. (1974). Aboriginal tribes of India. New Delhi: Macmillan India.

- Khan, M. H., &Naithani, P. (2000). Indigenous people and cooperative development in the North East India. Mussoorie: CCRD; LBSNAA.

- Kumar, S. S. (1982). Tribal movements in India. New Delhi: Manohar Book Service

- Roy, B. K. B. (1994). Indigenous and tribal people: Gathering mist and new horizon. New Delhi: Mittal Publication.
- Singh, B. (1995). Democratic decentralization in tribal areas: Approach and paradigms in the context of the constitution seventy-third and seventy-fourth amendments. New Delhi: Rajiv Gandhi Institute for Contemporary Studies
- Xaxa, V. (2008). State, society, and tribes: issues in post-colonial India. New Delhi: Dorling Kindersley
- Guha, R. (1999) Savaging the Civilised Verrier Elwin, His Tribals and India, Penguin Publishers.

Supplementary Readings:

- Anderson, R. S., & Huber, W. (1998). The hour of the Fox : Tropical forests, the World Bank and indigenous people in Central India. New Delhi: Vistar.
- Bhowmick, P. K. (2008). Tribal people of India: Society culture and development. Kolkata: R N Bhattacharya
- Chaube, S. K. (1999). The scheduled tribes and Christianity in India. Economic and Political Weekly, 34(9), 524-526.
- Devy, G. N., Davis, G. V., &Chakravarty, K. K. (2018). The language loss of the indigenous. New Delhi: Routledge.
- Elliot, M. (2017). Another India: explorations and expressions of indigenous South Asia.Cambridge: Museum of Archaeology and Anthropology
- Guha, R. (2017). India after Gandhi: The history of the world's largest democracy. London: Macmillan
- Sarkar, S. (2006). Scheduled tribes of India: Development and deprivation. New Delhi: Institute for Human Development.
- Von Fürer-Haimendorf, C., &Fürer-Haimendorf, C. V. (1982). Tribes of India: The struggle for survival. Berkeley: University of California Press
- Xaxa, V. (1999). Tribes as indigenous people of India. Economic and Political Weekly, 34(51), 3589-3595.
- Akhup, A. (2013) Revisiting Tribal Studies in India: An Epistemological Perspectives, Journal of Tribal Intellectual Collective India, 2013 Vol.1 Issue No.1 pp. 1 to 14

Web Based Resource:

- [Indigenous and tribal peoples, International Labour Organization (ILO)]
- http://www.ilo.org/global/topics/indigenous-tribal/lang--en/index.htm
- [Ministry of Tribal Affairs, Government of India] https://tribal.nic.in/
- [IWGIA - International Work Group for Indigenous Affairs] https://www.iwgia.org/en/
- [The United Nations Permanent Forum on Indigenous Issues (UNPFII)]
- www.ticijournal.org

Journal:

- Journal of Tribal Intellectual Collective India

Name of the Programme	Master in Social Work
Semester	IV
Course Code	MSW403
Nature of the Course	Core
Course Title	Research Project
Credits	6
Marks	150

Every student is required to do a research project for the completion of the course. The students are placed under a supervisor for the research project work. The students start the project work in the third semester itself. Each student identifies a research problem in the area of specialization, defines the problem, collects the review of literature, sets down objectives, prepares a proposal, formulates the research problem, constructs a tool for data collection. After the completion of the third semester and before starting the fourth semester the students collects the data. In the fourth semester the students complete the data processing and complete the research study and submit the final copy for valuation. At the end of the semester the student will make a dissertation of the research study and appear for the viva-voce examination as part of the valuation.

- **Report Writing 100 marks, Viva- Voce 50 Marks**

Name of the Programme	Masters in Social Work
Semester	IV
Course Code	MSW-404
Nature of Course	Core
Course Title	Concurrent Field Work
Credits	6
Marks	100

The field work practice during the 4th semester is in line with the Discipline Specific Electives that the student has opted for. The students are placed in Industries and Corporate Houses, Besides that they are placed in NGOs, Organizations or Government agencies working in the various sectors of community development; in hospitals, rehabilitation centres, counseling centres and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the family, children, youth and the elderly. The placement, as far as possible, would also be with an agency that works in the area of the research project that they chose. They are expected to understand the vision, mission, objectives and strategies and programmes of the agency in which they are placed, the way the agency is administered, the issues they work on, the processes and methods they use, and the approaches they adopt in dealing with people and situations in their area of work. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignments given to them by the agency; they may also undertake any research for the organization. The students are expected to practice the primary and secondary methods of social work in their respective fields of specialization Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

- **In Semester Marks 40, Viva -Voce 60**

Name of the Programme	Masters in Social Work
Semester	IV
Course Code	MSW-405
Nature of Course	Core
Course Title	Block Placement
Credits	2
Marks	50

Immediately after the final semester written examination the students are placed for a month for block placement training which is compulsory. The students are placed in settings related to his/her field of specialization, like community based organizations, organizations, hospitals, schools, NGOs, government agencies, counselling centers, rehabilitation centres, welfare organizations, or service organization for a month. The student has to be part of the organization and take part in all the activities of the organization and undertake the assignments given to him. After completion of one month placement the student is graded based on the report from the placement agency supervisor and the summary report submitted by the student.

- **A report has to be submitted after the completion of Field Work.**

Name of the Programme	Masters in Social Work
Semester	IV
Course Code	MSW-406 (A)
Nature of Course	DSE
Course Title	Urban Community Development
Credits	3
Marks	100

Objectives:

- Understanding urban communities and urban planning and development.
- Develop sensitivity and commitment to the rights of vulnerable groups in urban communities.
- Develop skills necessary for community development work in urban settings.

Learning Outcomes:

By the end of the course, students will be able to:

- Gain theoretical perspectives on urbanization and urban society
- Acquire comprehensive knowledge on urban policies and programmes in India
- Develop skills and competencies to work with urban communities

Course content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Urban Communities and Urbanization	• Urban Communities: Types and features • Concept of urbanization: Theories, level, causes and consequences of urbanization. • Slum: concept, factors contributing to slum development, consequences and issues around evictions and relocation.	08	02	-	12
2	Urban Poor	• Urban poor: Identity location • Challenges and options for the urban poor: Right to food security, housing and livelihood • Urban basic services for the poor, the privatization process and its impact on the urban poor and the marginalized with specific reference to sanitation, health and water	08	03	-	13
3	Urban Development Policies and Programmes	• Urban planning: features and contours, various models • 74th constitutional amendment and the role of urban local bodies • Urban development policies and programmes in India, especially on housing, livelihood, health and sanitation	08	02	-	12
4	Emerging Concerns	• Urban Reforms and impacts on the poor Development thrust and direction	08	03	-	13

		of the Indian state: The need for a national urban policy • Informal economy: Concept, Trends and challenges • Strategies of Local economic development and urban poverty alleviation schemes				
5	Participation, Action and Advocacy	• Urban community Development: Concepts and theories • People's participation: Concept, importance, scope and problems • Social action and advocacy in urban development: Public distribution systems - acts and reforms, right to information and accountability • Civil society organizations and initiatives for urban community development • Case studies of best practices.	08	02	-	10
		TOTAL CONTACT HOURS		52		60

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

- Ahluwalia, I. J., Kanbur, S. M. R., & Mohanty, P. K. (2014). *Urbanization in India: challenges, opportunities and the way forward.* New Delhi: Sage

- Chakravarty, S., Negi, R., & Chakravarty, S. (2016). *Space, planning and everyday contestations in Delhi*. New Delhi: Springer India.

- DeFilippis, J., & Saegert, S. (2012). *The community development reader*. New York: Routledge.

- Ferguson, R. F., & Dickens, W. T. (1999). *Urban problems and community development*. Washington, D.C.: Brookings Institution Press.

- Jayaram, N. (2017). *Social dynamics of the urban: studies from india*. New Delhi: Springer.

- Lemanski, C., & Marx, C. (2015). *The city in urban poverty.* New York: Palgrave Macmillan.

- Mazumdar, S., & Sharma, A. N. (2013). *Poverty and social protection in urban India: targeting efficiency and poverty impacts of the targeted public distribution system*. New Delhi: Institute for Human Development.

- Morgan, B. (2011). *Water on tap: Rights and regulation in the transnational governance of urban water services*. Delhi: Cambridge University Press.

- Mukherjee, J. (2018). *Sustainable urbanization in India: challenges and opportunities.* Singapore: Springer.

- Rajeev, M., &Vani, B. (2017). *Financial access of the urban poor in India: a story of exclusion*. New Delhi: Springer.

- Saglio-Yatzimirsky, M. C., & Landy, F. (2014). *Megacity slums: Social exclusion, space and urban policies in Brazil and India*. London: Imperial College Press.

- Kala, S. S., & Wan, G. (2016). *Urbanization in Asia: governance, infrastructure and the environment.* New Delhi: Springer India.
- Van den Dool, L., Hendriks, F., Gianoli, A., &Schaap, L. (2015). *The quest for good urban governance: Theoretical reflections and international practices.* Wiesbaden: Springer.
- Williams, C. (2016). *Social work and the city: Urban themes in 21st-century social work.* London: Macmillan.

Name of the Programme	Master in Social Work
Semester	IV
Course Code	MSW-406 (B)
Nature of the Course	DSE
Course Title	Labour Laws and Industrial Relations
Credits	3
Marks	100

Objectives:

1. To develop the knowledge of labour welfare and its changing nature in the era of globalization.

2. To familiarize with the industrial problems

3. To know the present unrest and proper approach to labour management relation.

Learning outcome:

1. Students will be able to read and demonstrate good comprehension of contents in areas of the student's interest of professional field.

2. Students will be able to acquire the skills of working in Industrial Setting and comprehend the legal provisions relating to labour welfare in different industries.

Course Content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Labour	concept, characteristics and problems of Indian labour- labour in organized and unorganized sectors-Labour Legislations: Concept, need and historical development of Labour Legislation in India; Factories Act, 1948-The Contract Labour (Regulations and Abolition) Act, 1970-The Mines Act, 1952-;Concept and types of wages- Legislations relating to Wages: The Payment of Wages Act, 1936- The Minimum Wages Act, 1948- The Payment of Bonus Act, 1965	08	03	-	15
2	Concept of Social security- Legislations relating to social security	The ESI Act, 1948- The Employees Provident Fund and Miscellaneous Provisions Act, 1952- The Payment of Gratuity Act, 1972- The Maternity Benefit Act, 1961-Sexual Harassment of Women at Workplace(Prevention, prohibition and Redressal)Act, 2013	08	02	-	10
3	Industrial Relations	Meaning scope, Need factors influencing IR. Actors of IR: Employees and their organization, employers and the government- roles and responsibilities of IR s. Approaches to IR-Marxian, Giri, Webbs, Dunlop;Discipline: Definition, Meaning, causes for indiscipline and misconducts- Hot stove rule and principles of Natural Justice-Disciplinary Action: Guidelines Process: show cause notices, Explanations, domestic enquiry,	08	03	-	15

		Penalties and punishment: fine, Demotion, Suspension, Discharge and Dismissal.				
4	Conflicts and Disputes	Meaning, Causes, forms of conflicts: strikes and Lockouts Grievances: Meaning, Cause Redressal Procedure- Collective bargaining: Meaning, Scope, difficulties encountered in India, Industrial Democracy- Industrial Peace harmony and unrest; Role of Social Workers in Industry.	08	02	-	10
5	Trade union Management	Origin and Growth of TMU in India- Definition, Theories, Objectives, Functions, Structure and Governance; The trade union Act- 1926, the Industrial Employment Standing orders Act -1946, Industrial Disputes act-1947	08	02	-	10
	TOTAL CONTACT HOURS			52		60

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

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- Gaur.L 1986 Trade unionism and Industrial Relations, New Delhi Deep and Deep Publisher

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- PunekarEtal 1988 Labour Welfare, trade unionism and Industrial relation Mumbai,Himalaya.

- Sarma, A.M. (2005), Aspects of Labour Welfare and Social Security , Himalaya Publishing House, Mumbai

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- Vaid, K. N. (1970), Labour Welfare in India, Sri Ram Centre for Ind. Relation, New Delhi.

Name of the Programme	Master in Social Work
Semester	IV
Course Code	MSW-406 (C)
Nature of Course	DSE
Course Title	Mental Health And Social Work
Credits	3
Marks	100

Objectives:

- To understand the need, scope and relevance of social work in the field of mental health
- To familiarize with the common problems that affects the mental well being of various groups of people.

Course content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Psychiatric Social Work	History and scope of psychiatric social work; changing perspective of psychiatric social work; changing trends in mental health care; India view of mental health and well being.	08	02	-	10
2	Life – stress and Coping	Stress and Mental health problems especially among children, adolescents, women, workers, elderly and related to physical illness, coping with stress and crise; use of internal and external resources in coping. Family support for coping.	08	03	-	13
3	Common Mental Disorders	Symptoms, causes and treatment of Neuroses, Psychoses Psycho Physiological Disorders, Personality Disorders.Alcoholism, Drug abuse and Suicide. Mental Retardation and Alzheimer's disease, sexual deviation, epilepsy, culture bound syndrome.	08	03	-	13
4	Childhood Disorders	Autism & infantile schizophrenia, attention deficit and hyperactivity disorder, behaviour and habit disorder, specific developmental disorders, disorders associated with eating, speech and sleep, scholastic backwardness, identity crisis.	08	02	-	12
5	Psychiatric Assessment	History taking and mental status examination, psycho social and multidimensional assessment of mental disorders in psychiatric social work.	08	02	-	12
	TOTAL CONTACT HOURS			**52**		**60**

- ➤ **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

1. Abelin, T. Brzenski and V.D. Carstairs. Measurement in Health Promotion and Protection. Copenhagen: WHO.

2. Alderson, M. 1983. An Introduction to Epidemiology. 2nd Ed. London: Macmillan.

3. Bhattacharya, Sanjay Dr. 2008. Social Work: Psycho-Social and Health Aspects. New Delhi: Deep & Deep.

4. Francis, C. M. 1991. Promotion of Mental Health with Community Participation. Kerala: The Center for Health Care Research and Education.

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6. Kaplan, Saddock. 1994. Synopsis of Psychiatry 7th Ed. New Delhi: BI Waverly Pvt. Ltd.

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Name of the Programme	Master in Social Work
Semester	IV
Course Code	MSW-406 (D)
Nature of the Course	DSE
Course Title	Social Work With Youth
Credits	3
Marks	100

Objectives:

- To gain knowledge onthe concept of youth and the theories on adolescents.

- To understand youth development

- To look critically at the policies and programmes for youth in the country.

- To learn to apply social work methods in working with youth

Course content:

Unit	Name of the unit	Contents	L	T	P	Marks
1	Understanding Youth	Concept - Youth as age Category, as transitional stage, as social Construct. Theories on Adolescence: Hall's storm and stress model, Erickson's Psychosocial Theory of Development, Blo's Theory of Process of Disengagement by adolescents, Richard Jessor's Problem Behaviour Theory.	08	02	-	12
2	Needs of youth	Physical, intellectual, emotional, social and religious needs. Socialization of youth-influence of parents, peers, neighbourhood, reference groups, religion. Critical issues affecting youth in relation to their developmental tasks from family, education, work, marriage.	08	03	-	14
3	Youth Development	Concept, Youth Development Index and its significance. Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring). Community engagement framework for youth development - Factors promoting and hindering youth engagement in the Community.	08	03	-	14
4	Role of youth in social change	Empowerment of youth and youth leadership; Youth in Politics. National Youth Policy (2014). Government programmes for Education, Skill Training, Employment and Entrepreneurship.	08	02	-	10
5	Application of social work	Application of social work methods in working with youth and youth groups;	08	02	-	10

		Working with parents and educational institutions towards positive youth development.				
		TOTAL CONTACT HOURS		**52**		**60**

> **Note : End Semester Exam : 60 Marks, In Semester 40 Marks (20 In Semester Exam, 5 Presentation, 5 Assignment, 5 Classroom Participation and 5 Attendance)**

References:

1. Arimpoor. J.P. 1983. Indian Youth in Perspective. Tirupattur: Sacred Heart College.

2. Chowdhury D.P.1988. Youth Participation and Development. New Delhi: Atma Ram and Sons Publications.

3. Desouza, Peter Ronald,Sanjay Kumar,SandeepShastri, 2009. Indian Youth in A   Transforming World. New Delhi: Sage Publications.

4. Gore, M.S. 1978. Indian Youth – Process of Socialisation. New Delhi: Vishva Yuvak Kendra.

5. Harper and Malcolm. 1996. Empowerment through Enterprise. London: Intermediate Technology Publications.

6. Harrison, Roger, Cathy Benjamin, Sheila Curran and Rob Hunter, 2007.Leading Work With Young People. New Delhi: Sage Publications.

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12. Santrock, John W. 2007. Adolescence. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

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