

# **Rajiv Gandhi University**

**(A Central University)**

## **COURSE CURRICULUM (CHOICE BASED CREDIT SYSTEM)**

**for**

### **MASTER OF SOCIAL WORK w. e. f. 2018**



### **Department of Social Work**

Rajiv Gandhi University (A Central University)

Rono Hills, Doimukh,

Arunachal Pradesh – 791112.

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## OVERVIEW

The total programme will have 4 semesters over 2 years duration with each semester comprising of 4 theory papers and one field work paper. The sequence of papers is planned in a manner from core domain to soft followed by open electives. Each theory paper will be taught 5 hours per week including 2 hours tutorials. Every theory paper consists of 100 marks which includes 20 marks for internal assessment and 80 marks for term end examination. There will be three internal assessments per semester for each theory paper from which highest two will be considered for final evaluation. Students will have to secure minimum passing marks in their Internal Assessments for appearing in Term End Examination. During third semester students can opt any two soft courses from the given course structure while one open elective paper will be for students from other departments. During fourth semester the students can opt any three soft courses from the given course structure. The Students who are opting Research Project in 3<sup>rd</sup> semester will have to continue with the same soft course (i.e. Research Project Part – B) in 4<sup>th</sup> semester as well.

Social Work Practicum (SWP) is the soul of Social Work Education. First three semesters, the SWP will go simultaneously with course work namely Concurrent Field Work Practicum while during the fourth semester it will be in the form of a consolidated month long (30 days) placement known as Block Field Work. Hence, students will be doing Social Work Practicum in every semester as per the guidelines given in the course curriculum. Apart from SWP, at the end of 4<sup>th</sup> Semester Examination students have to accomplish four weeks of mandatory Internship as per choices opted by them and finalized by the Department. It will be evaluated before the declaration of 4<sup>th</sup> semester examination results. Overall each student has to accomplish 88 credits to complete his/her Masters Degree in Social Work (MSW) including Social Work Practicum. The course has been designed as per the Choice Based Credit System (CBCS) pattern.

**MASTER OF SOCIAL WORK**  
**COURSE STRUCTURE**

Sl. No.	Paper Code and Title	Marks <sup>1</sup>	Credits	Teaching Hours <sup>2</sup>
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<b>Semester I</b>		<b>600</b>	<b>22</b>	<b>36hpw</b>
1	MSW 101: Social Work – Nature and Development	100	4	5hpw
2	MSW 102: Society and Development	100	4	5hpw
3	MSW 103: Health, Psychology and Social Work	100	4	5hpw
4	MSW 104: Working with Communities	100	4	5hpw
5	MSW 105: Concurrent Field Work - I Viva-Voce	150 50	6	16hpw

<b>Semester II</b>		<b>600</b>	<b>22</b>	<b>36hpw</b>
1	MSW 201: Working with Individuals	100	4	5hpw
2	MSW 202: Working with Groups	100	4	5hpw
3	MSW 203: Social Work Research	100	4	5hpw
4	MSW 204: Social Welfare Administration & Social Action	100	4	5hpw
5	MSW 205: Concurrent Field Work - II Viva-Voce	150 50	6	16hpw

<b>Semester III</b>		<b>600</b>	<b>22</b>	<b>36hpw</b>
1	MSW 301: Integrated Social Work, Social Policy and Social Legislation	100	4	5 hpw

<sup>1</sup> Each theory paper will be of 100 marks (80 marks for semester end examination and 20 marks for internal assessment).

<sup>2</sup> hpw: hours per week (including 2 hour tutorial which is one credit).

<b>Soft Courses*</b>				
2	RCD 302: Rural Community Development	100	4	5hpw
3	CHS 303: Community Health and Social Work	100	4	5hpw
4	FCS 304: Family Centred Social Work	100	4	5hpw
5	CRP 305: Child Rights and Child Protection	100	4	5hpw
6	HPM 306: Human Resource and Project Management	100	4	5hpw
7	SWD 307: Research Project: Part A	100	4	-
<b>Open Electives**</b>				
8	SAH 308: Substance Abuse & HIV/AIDS	100	4	5hpw
9	SGD 309: Gender and Development	100	4	5hpw
10	SWO 311: National Service Scheme (NSS) and Youth Development	100	4	5hpw
11	MSW 310: Concurrent Field Work - III Viva-Voce	150 50	6	16hpw

<b>Semester IV</b>		<b>600</b>	<b>22</b>	<b>36hpw</b>
1	MSW 401: Social Work and Tribal Development	100	4	5hpw
<b>Soft Courses</b>				
2	UCD 402: Urban Community Development	100	4	5hpw
3	CHC 403: Community Health and Counselling	100	4	5hpw
4	SWY 404: Social Work with Youth	100	4	5hpw
5	SWO 405: Social Work with Older Persons	100	4	5hpw
6	ILW 406: Industrial Relations and Labour Welfare	100	4	5hpw
7	SWD 407: Research Project: Part B	100	4	-
8	EDM 408: Ecology & Disaster Management	100	4	5hpw

9	DSW 409: Disability Studies	100	4	5hpw
10	MSW 410: Block Field Work Viva-Voce	150 50	6	16hpw
11	MSW 411: Internship			4 Weeks
<b>Semester I+II+III+IV</b>		<b>2400</b>	<b>88</b>	

**Note:**

\*MSW Student may opt only two soft courses out of six papers in 3<sup>rd</sup> and three soft courses in 4<sup>th</sup> Semester.

\*\*Open Electives may be opted by students from other departments in 3<sup>rd</sup> Semester. The modality of intake will be decided by the authorities at a central level.

**SEMESTER I**  
**MSW 101: SOCIAL WORK - NATURE AND DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To acquire an understanding of the conceptual and the theoretical foundations of Social Work
2. To understand the nature of Social Work as a Profession and about Social Work education in India
3. To develop an understanding on the scope of Social Work intervention in North East India

**Unit 1: Concepts and Introduction**

- a. Social Work – Meaning and Definitions
- b. Historical evolution of Social Work and Social Work Education in the world, in India and the North-east
- c. Concepts related to Social Work – Charity & Philanthropy, Voluntary Action, Social Service, Social Welfare, Social Reform, Social Security, Social Policy, Social Justice and Human Rights
- d. Social Work as a Profession (Criteria, Assumptions, Values and Ethics, Principles, Roles and Functions)
- e. Scope and Challenges of Social Work in India with special reference to North East
- f. Social Work Education: Domains (Core, Supportive, Elective and Inter Disciplinary)
- g. Importance of Field Work

**Unit 2: Theoretical Perspectives for Social Work Practice**

- a. General System and Ecosystem Perspectives
- b. Strengths and Role Theory
- c. Critical Perspectives
- d. Radical Social Work
- e. Evidence Based Practice
- f. Gandhian Social Work: Philosophy and Practice



### **Unit 3: Methods of Social Work**

- a. Primary and Secondary Methods of Social Work

### **Unit 4: Fields of Social Work**

- a. Fields of Social work – Family, Child, Women & Youth Welfare, Urban and Rural Community Development; Industrial Social Work; Social Defense; Health Social Work

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**SEMESTER I**  
**MSW 102: SOCIETY AND DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand the concept of society, social institutions and social dynamics
2. To gain insight into the Indian society, the changes therein and its problems
3. To understand the concepts and perspectives related to development

**Unit 1: Basic Concepts of Society and Culture**

- a. Society Elements of Society
- b. Culture, Cultural Lag and Civilization
- c. Social Disorganization
- d. Socialization
- e. Indian Society
- f. Social Change
- g. Urbanization, Industrialization. Westernization, Sanskritization, Secularization

**Unit 2: Social Institutions and Social Control**

- a. Marriage
- b. Family
- c. Religion
- d. Education
- e. Economics and Politics
- f. Social Control, agencies of social control

**Unit 3: Development**

- a. Development and Development Theories: Modernisation, Structuralism, Dependency, Basic Needs, Neo-Liberalist, Post Development Theory etc.
- b. Millennium Development Goals and Sustainable Development Goals
- c. Liberalisation, Privatisation and Globalisation (LPG)
- d. Social and Human Development

- e. Sustainable Development
- f. Gender Perspective on Development
- g. Development issues in North East India

#### **Unit 4: Social Problems**

- a. Understanding Social Problems
- b. Major social problems in India
- c. Social issues in North East India

#### **References:**

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**SEMESTER I**  
**MSW 103: HEALTH, PSYCHOLOGY AND SOCIAL WORK**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand the concept of Health and the measures to promote healthy Living
2. To understand human growth and development
3. To develop an understanding of human behaviour and personality
4. To appreciate the basic psychological processes

**Unit 1: Health**

- a. Definition , Concepts of Health, Hygiene, Public Health and Community Health
- b. Disability
- c. Communicable, Non Communicable Diseases and Life style illnesses
- d. Health and Socio-cultural contexts in Northeast India
- e. Health Advocacy

**Unit 2: Human Growth and Development**

- a. Concept of Human Growth and Development
- b. Patterns and Principles, Determinants of Development
- c. Conception to Birth –Pre and Post Natal Care Developmental Tasks across the Life Span
- d. Heredity and Environment

**Unit 3: Theories of Human Development**

- a. Freud's Psychosexual Theory
- b. Erikson's psychosocial Theory
- c. Piaget's Theory of Cognitive Development

**Unit 4: Psychological Processes**

- a. Intelligence, Emotion, Perception, Motivation, Learning and Attitude
- b. Personality Development
- c. Abnormal Behaviour

d. Disorders among Children and Adults

**References:**

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**SEMESTER I**  
**MSW 104: WORKING WITH COMMUNITIES**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand community organization as a method of social work and as an effective tool for Development
2. To enhance critical understanding of the models and strategies for community organization practice

**Unit 1: Understanding Community**

- a. Community
- b. Urban, Rural, and Tribal Communities
- c. Community Dynamics
- d. Power and Empowerment in the Community
- e. Leadership

**Unit 2: Community Organization and Community Development**

- a. Principles of Community Organization
- b. Scope & Philosophy
- c. Relevance of Community Organization in Indian context
- d. Community Organization and Community Development
- e. Approaches of Community Organization and Community Development
- f. Indigenous Approaches to Community Work
- g. Process of Community Organization

**Unit 3: Models of Community Organization and Models of Community Development**

- a. Models of Community Organization
- b. Models of Community Development
- c. Globalization and its impact on Community Practice
- d. Skills for Community Organization
- e. Participatory Approaches in Community Work



#### **Unit4: Skill Laboratory**

Skill Laboratory includes application of Community Organization Method in the Community by practice which includes activities such as Trainings on PRA and PVA Tools and Workshops etc.

#### **References:**

- Arora R. K. (ed.) (1979). *People's Participation in Development Process: Essays in Honour of B. Mehta*. Jaipur: The HCM State Institute of Public Administration.
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**SEMESTER I**  
**MSW 105: CONCURRENT FIELD WORK - I**

**Max Marks: 200 [50/150]**

**Transaction Time: 16 hours including 1 hour IC/GC per week.**

The field work practice in the first semester will consist of orientation programme, lab sessions for skills training, inter-agency meet and concurrent field work for 15 weeks (two days per week). In the first semester, the focus of the field work would be the community. The students would be placed in communities, 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 an actual 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 sixteen hours over two days per week in field work. The supervisor conducts individual and group field work conferences regularly.

The student maintains a daily/weekly report which is shared with supervisor during Individual Conference (IC)/Group Conference (GC). At the end of the semester the student submits a summary report for the semester and viva-voce is conducted. There will be weightage for Orientation Programme, Inter-Agency Meet, and IC/GC in the term end evaluation.

**SEMESTER II**  
**MSW 201: WORKING WITH INDIVIDUALS**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To develop the knowledge and the skills needed to work with individuals in the social system
2. To develop the ability to analyze factors affecting the needs, behavior and coping capacities of individuals
3. To understand the values and principles of social case work and to develop the capacity to practice them
4. To promote skills in working with individuals in different settings

**Unit 1: Basic Concepts of Social Case Work**

- a. Casework, Counselling and Psychotherapy
- b. Historical Development of Social Casework as a method of Social Work Practice
- c. Nature of problem to be addressed through Social Casework
- d. Components of Social Case work
- e. Process in Casework
- f. Principles of Casework
- g. Client-worker relationship
- h. Transference and Counter-transference in casework

**Unit 2: Theories and Approaches**

- a. Psychoanalytical
- b. Psycho-social
- c. Problem Solving
- d. Behavior Modification
- e. Crisis Intervention
- f. Eclectic Approach

### **Unit 3: Skills, Tools and Techniques**

- a. Skills in Interviewing
- b. Recording: Principles, types, structure and content
- c. Use of Genogram and Ecomap
- d. Supportive techniques
- e. Enhancing Resources techniques
- f. Counselling techniques
- g. Role of Social Case worker in various settings

### **Unit 4: Skill Laboratory**

- a. Self Awareness and Self Development Exercises
- b. Simulation exercises: Roleplay, Problem solving box, discussions, skit etc.
- c. Programme Media: Counselling Role play, video on therapy intervention etc.
- d. Life coping skills: Time, Stress, Anger Management, problem solving and Decision Making etc.
- e. Case study presentation based on Concurrent Practice Learning

### **References:**

- Nelson, Richards & Jones. 1990. Human Relationship Skills. Mumbai: Better Yourself Books.
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**SEMESTER II**  
**MSW 202: WORKING WITH GROUPS**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand the concept of groups and its importance and influence on individuals
2. To understand social group work as a method of social work and its applications in various sittings
3. To understand group work as an instrument of change/development of individuals in group
4. To identify and acquire the skills needed to work with groups effectively across setting

**Unit 1: Basic Concept of Group**

- a. Group, Group Identity, Cohesion, Characteristics, significance and types
- b. Historical evolution of social group work; Social group work as a method of social work
- c. Values and Ethics, Assumptions & Principles , Characteristics and Purpose of Social Group Work
- d. Group counseling, group therapy

**Unit 2: Approaches, Models and Process**

- a. Approaches to Group work
- b. Models of Group Work
- c. Phases of Group formation
- d. Role of the Group Worker

**Unit 3: Group Dynamics and Skills**

- a. Group work related knowledge and skills
- b. Sociometry and Sociogram in assessing groups  
Group therapy
- c. Social Group Work in Different Settings: Group work in community settings, institutional settings like hospitals, rehabilitation centers, children's home, old age homes, welfare settings, educational and youth development settings

#### **Unit 4: Skills Laboratory**

- a. Simulation games and exercises
- b. Group discussion
- c. Documentary
- d. Programme media

#### **References:**

- Balgopal, Pallassana R. and Vassil, Thomas V. 1983. Groups in Social Work. USA: Macmillan Publication.
- Cooper, Cary L. 1976. Theories of Group Processes. London: John Wiley & Sons.
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**SEMESTER II**  
**MSW 203: SOCIAL WORK RESEARCH**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand the nature and process of research and its significance in social work
2. To develop attitudes and skills appropriate for social work research
3. To learn the skills and technique of doing qualitative and quantitative research
4. To develop an ability to see the linkages between practice, research, theory and their role in enriching one another

**Unit 1: Basic Concept**

- a. Social Research and Social Work Research
- b. Characteristics of Scientific Research
- c. Ontological, Axiological, Epistemological bases to research
- d. Positivism, Constructivism, and Interpretivism
- e. Concept, Objectives, Variables, and Hypothesis
- f. Ethics in Research
- g. Participatory Methods, Action Research, and Mixed Methods

**Unit 2: Research Design and Sampling**

- a. Conceptualizing and designing quantitative and qualitative research
- b. Sources of Data
- c. Research Design; Sampling Methods
- d. Observation
- e. Tools of Data collection

**Unit 3: Data Processing and Analysis**

- a. Levels of measurement
- b. Analysis for Quantitative Research and Qualitative Research
- c. Statistics
- d. Measurement of central tendency



- e. Chi square test
- f. T- test
- g. Analysis of Qualitative Data
- h. Report writing for quantitative and qualitative research

#### **Unit 4: Computer Applications in Social Work research**

15 hours: two day workshop on SPSS, Atlas TI, and Excel Data Sheet etc.

#### **References:**

- Agarwal. Y.P. 1998. Statistical Methods Concepts Application and Computation. New Delhi: Sterling Publishes Pvt. Ltd.
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- Padgett, D.L. 1998. *Qualitative Methods in Social Work Research*. California: Sage Publications.

## **SEMESTER II**

### **MSW 204: SOCIAL WELFARE ADMINISTRATION & SOCIAL ACTION**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

#### **Objectives:**

1. To acquire Knowledge of the basic principles and process of administration within the framework of social work philosophy and practice
2. To develop skills to participate in management of programmes, as a part of the interdisciplinary team and initiate as well as develop new programmes
3. To develop an understanding of conceptual and theoretical perspectives of Social Action as a Method of Social Work
4. To understand the scope of Social Action in Northeast India

#### **Part A: Welfare administration**

##### **Unit 1: Basic Concepts of Social Welfare Administration**

- a. Social Welfare Administration & Social Work
- b. Management by objectives as applied to social welfare administration
- c. POSDCoRB
- d. Social Welfare Organization: Registration of Societies and Trusts – Societies Registration Act xxi of 1860, Indian Trust Act, 1882, Foreign Contribution and Regulation Act, 1976

##### **Unit 2: Social Welfare Administration as a Profession**

- a. Public Administration and Social Welfare Administration
- b. Social Welfare Administration in India
- c. Organizational Structure, Functions and Programs of Central Social Welfare Board And State Social Welfare Board

#### **Part B: Social Action**

##### **Unit 3: Social Action**

- a. Concept, History, Principles, Objective and Scope
- b. Theories of Social Action
- c. Strategies and Tactics in Social Action

- d. Social Action as a Method in Social Work
- e. Tools of Social Action - RTI, PIL, Advocacy, Networking, etc.
- f. Pedagogy of Oppressed
- g. Social Action and Social Movement

#### **Unit 4: Social Action and Social Movements in Northeast India**

- a. Developmental Issues in Northeast India & Social Action – Environment, Ethnicity, Gender, Water, Land, Livelihood, Rights of Indigenous People etc.

#### **References:**

- Alinsky, Saul (1971). Rules for Radicals. Chicago: Knopf Doubleday Publishing Group.
- Freire, P. (2000). Pedagogy of Oppressed. New York: Continuum.
- Banerjee, shyamal. 1981. Principles and Practice of Management. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
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**SEMESTER II**  
**MSW 205: CONCURRENT FIELD WORK - II**

**Max Marks: 200 [50/150]**

**Transaction Time: 16 hours including 1 hour IC/GC per week.**

The field work practice in the second semester will consist of Rural Immersion Camp and concurrent field work for 15 weeks (two days per week). In the second semester the student is placed in civil society organization and /or community as well as institutions where they can practice professional methods of social work intervention. Every week the students write a report of their activities and submit it to the concerned field work supervisor. The supervisor conducts individual and group conferences regularly.

It is mandated for every social work trainee to undertake at least three social case work interventions, two social group work intervention and one social work research in his/her agency or community of placement. There will be a mandatory week long Rural Immersion Camp during this semester during which the social work trainees will be expected to inculcate the exposure to community living, indigenous knowledge, and day to day challenges of a distant locality. There will be weightage for Rural Immersion Camp, Professional Methods of Intervention and IC/GC in the term end evaluation.

At the end of the semester the student submits a summary report for the semester and viva-voce is conducted.

**SEMESTER III**  
**MSW 301: INTEGRATED SOCIAL WORK, SOCIAL POLICY AND SOCIAL**  
**LEGISLATION**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To provide an understanding of basic concepts and theories related to Integrated Social Work practice
2. To develop an understanding of models of intervention in Integrated Social Work practice
3. To understand the policy and legal frameworks and provisions related to the various sections of the society
4. To learn how the various policy and legal structures can be used in social work

**PART A: INTEGRATED SOCIAL WORK**

**Unit 1: Integrated Social Work as a method of intervention**

- a. Integrated Social Work Practice (*ISWP*): Meaning, Implications, Goals & Strategies
- b. Process of Integrated Social Work Practice (*Dialogue, Discovery, Development, Empowerment*)

**Unit 2: Theoretical Perspectives for Integrated Social Work**

- a. Systems Perspective: *Pincus - Minahan Model* (Four Basic Systems in Social Work Practice- *Client, Target, Action and Change Agent System*)
- b. Structural Social Work (Critical Social Theory: Radical, Feminism etc.)
- c. Unitary Approach

**PART B: SOCIAL POLICY & SOCIAL LEGISLATION**

**Unit 3: Social Policy and Social Change**

- a. Social Policy: Sources, Principles and Models
- b. Social Policy and Social Justice
- c. Planning and policy formulation in India
- d. Decentralized Planning and Local self governance – Rural and Urban

- e. Policies & Legislations pertaining to women, children, families; disability; Dalits; and Tribals

#### **Unit 4: Law & Social Work Practice**

- a. Indian Judicial system
- b. Indian Penal Code (IPC)
- c. Code of Criminal Procedure (CrPC: *knowledge about crime, criminal courts, FIR, investigation, arrest, complaint, confession*)
- d. Legal Aid and legal assistance
- e. Role of social worker in consumer protection
- f. Medical negligence
- g. accident claims and worker's rights
- h. Role of the social worker in promoting Social Legislation

#### **References:**

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**SEMESTER III**  
**RCD 302: RURAL COMMUNITY DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand the approaches for rural development
2. To appreciate the role of various stakeholders of rural development
3. To develop skills in working with rural communities and for development agencies

**Unit 1: Issues of Concern in Rural India**

- a. Understanding rural India and rural institutions
- b. Rural Development: Gender, Caste, Tribe, Class and Power
- c. History of Rural Community Development in India: Sriniketan, Marthandam and Gandhiji Wardha
- d. Five Year plans and Rural Community Development
- e. Impact of Globalisation on Rural Development
- f. Democratic Decentralization: Panchayati Raj System and Autonomous District Council
- g. Historical Perspectives in local self government 73<sup>rd</sup> and 74<sup>th</sup> Amendment of Constitution; Administrative setup from the Village to National levels
- h. Governance: E-Governance in Rural Development

**Unit 2: Concept of Rural Economy**

- a. Indian Rural Economy
- b. Land System in India: Pre and Post Independence
- c. Rural Livelihood
- d. Rural industries: cottage and village industries

**Unit 3: Problems and Social Change**

- a. Rural Social Problems: Poor standard of living, child labour, bonded labour, unemployment and indebtedness, etc.
- b. Co-operatives, Land Reforms and Green Revolution
- c. Peasant and Agrarian Movements

#### **Unit 4: Rural Development Approaches**

- a. Multi-level planning for rural development
- b. Microfinance and Microcredit: commercial and rural banks, industries, non-governmental bodies and International bodies in rural community development
- c. Role and skills of a community development worker: identification and working with leaders, resource mobilization, organizing people, working in groups, networking, influencing local bodies, lobbying and advocacy

#### **References:**

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**SEMESTER III**  
**CHS 303: COMMUNITY HEALTH AND SOCIAL WORK**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To gain insights into Health and Scope of Social Work in Relation to it
2. To understand the various diseases and psychiatric illnesses prevalent in the community level

**Unit 1: Basic Concepts**

- a. Changing concept of health
- b. Historical Development and Scope of Medical and Psychiatric Social Work in West and in India, Understanding Health Social Work
- c. Health Care Models: prevention and promotion, integrative, holistic and alternative system of health
- d. Social Model of Health

**Unit 2: Understanding Diseases and Illnesses**

- a. Communicable Diseases
- b. Non-Communicable Diseases
- c. Lifestyle Illnesses

**Unit 3: Psychiatric Illnesses**

- a. Understanding Classification (DSM & ICD)
- b. Childhood Disorders and Mental Retardation
- c. Alcoholism, Drug Abuse and Suicide
- d. Major and Minor Disorders
- e. Personality Disorders

#### **Unit 4: Social Work Practice in different Settings**

- a. Medical Settings: hospitals, emergency, hospice, clinics, community health use of volunteers etc.
- b. Psychiatric settings: hospitals, non-psychiatric, non-institutional models (community based)
- c. Psychiatric Social Work in special settings
- d. Social Work practice in de-addiction and crisis intervention centers
- e. Skill lab: case study, role plays, discussions, programme media etc.

#### **References:**

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**SEMESTER III**  
**FCS 304: FAMILY CENTRED SOCIAL WORK**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives**

1. To understand the changing trends in families and understand the scope for Family-centered Practice
2. To develop an understanding of structures, the problems, dynamics and issues for effective intervention

**Unit 1: Basic Concepts**

- a. Theoretical and conceptual frame works to study family
- b. Origin and evolution of family and marriage
- c. Ideology of family rights and responsibilities
- d. Normative family and marriage functions and structure
- e. Family- centered social work
- f. Ethnicity and socio-economic background
- g. Social changes and family – implications for the family and its members

**Unit 2: Alternative Family and Marriage Patterns and Structures**

- a. Dual earner/ career driven families, Single-Parent, Women-headed, Childless Families
- b. Reconstituted / step families; Consensual Unions; Families with Same-sex Partners

**Unit 3: Child & Family**

- a. Socialization of the Child in the Family
- b. Family interactions
- c. Family development
- d. Family life- cycle
- e. Contemporary problems in the Family
- f. Family Assessment and family problem assessment



#### **Unit 4: Family Welfare & Social Work Intervention**

- a. Programmes and Policies
- b. Family Therapy
- c. Awareness building and advocacy
- d. Life enrichment programme
- e. Developmental approach
- f. Problems related to Northeast India

#### **References:**

- Desai, M. (ed.), 1994. Family and Intervention: A course Compendium. Bombay: Tata Institute of Social Sciences.
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**SEMESTER III**  
**CRP 305: CHILD RIGHTS AND CHILD PROTECTION**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To enable the students to gain a deep understanding of the psycho-socio, economic and cultural factors that influence the lives of children in our country
2. To help the students to critically review the various policies, programs and services available for children in India
3. To understand rights and protection of the children

**Unit 1: Child Welfare**

- a. Demographic profile of the child in India
- b. Constitutional safeguards for children in India
- c. National policy for children
- d. UN Charter on the Rights of the Child
- e. Advocacy for child rights
- f. Laws relating to the child
- g. SAARC Policy on the female child

**Unit 2: Health & Educational Needs of the child in India**

- a. Health and nutritional services for the child in India – ICDS, RCH Programme, School Health Programmes, Child Health and Health Education of The Mother
- b. Role of UNICEF & WHO
- c. Educational needs of the Child in India – Governmental and non-governmental programmes / strategies for education of the rural and urban child in India

**Unit 3: Children in Special Circumstances**

- a. The destitute child
- b. The delinquent child
- c. Street children
- d. Socially Exploited and Oppressed children such as child labour etc.

#### **Unit 4: Child Abuse**

- a. Nature and Causes of Child Abuse and Neglect; Types of Abuse (Verbal Abuse, Physical, Emotional/Psychological, Sexual abuse)
- b. The battered child, child Trafficking, child-prostitution, and child-beggars
- c. Social work intervention in the problems of child abuse

#### **References:**

- Kaldate, S. V. 1982. Society, Delinquent and Juvenile Court, New Delhi: Ajanta Publications.
- Kamble, M.R. Social work with children. Jaipur: Avishkar Publishers.
- M.S. Swaminathan Research foundation & NIPCCD, 2000, Learning innovations, - Report of a consultation in innovative approaches in early child care and education.
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## **SEMESTER III**

### **HPM 306: HUMAN RESOURCE AND PROJECT MANAGEMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

#### **Objectives:**

1. To develop an understanding of management theories and approaches, and gain insight into perspectives of human resource management
2. To understand the responsibilities and functions of HR managers
3. To build insights on current trends in Organizational Behaviour
4. To learn the methodology for planning and formulating projects using the Logical Framework

#### **PART A: HUMAN RESOURCE MANAGEMENT**

##### **Unit 1: Introduction to HRM**

- a. Human Resource Management: concept, scope, philosophy and objectives, Evolution, Approaches, Structure and Function Line and staff relations of HRM
- b. Managerial & operative functions
- c. Human resource planning and Induction Process
- d. Employee Retention & Maintenance, Career Development
- e. Motivation & Performance Management
- f. Strategic Human Resource Management (SHRM)

##### **Unit 2: Organizational Behaviour (OB)**

- a. Approaches, scope and models
- b. Job satisfaction, Stress and Monotony
- c. Role of reinforcement and punishment (motivation and organizational reward system)
- d. Organization Development: concept, emerging approaches and techniques, foundations of OD, Organizational diagnosis
- e. Current Trends in OB Practices: Traditional management thought (Indian models) just-in-time (JIT), 5S Model, TPM, TQM, Kaizen, ISO, SEI

## **PART B: PROJECT MANAGEMENT**

### **Unit 3: Overview of Project Cycle Management**

- a. Needs assessment & Project identification
- b. Model project proposal formulation
- c. Action Planning & Budget
- d. Community mapping
- e. Capacity Assessment: human, social, natural, physical, economic, cultural

### **Unit 4: Project Design and Evaluation**

- a. Stakeholder analysis
- b. Problem analysis – problem tree; objectives tree.
- c. Logical Framework Analysis (LFA): terms, purpose, structure: objectives, assumptions and their assessment; indicators and means of verification; activities and activity schedule
- d. Monitoring and Evaluation: Programme/project evaluation review technique (PERT); Critical Path Method (CPM)

### **References:**

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**SEMESTER III**  
**SWD 307: RESEARCH PROJECT: PART A**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

Those students opting for a Research project as one of their two soft courses are 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 special interest, 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 student collects the data.

In the fourth semester the students complete the data processing and complete the research study and submit the final copy for evaluation. 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 evaluation.

**SEMESTER III**  
**SAH 308: SUBSTANCE ABUSE & HIV/AIDS**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To gain knowledge on Substance Abuse and HIV/AIDS and its impact on individuals and their social systems
2. To understand the existing strategies for the prevention and control of Substance abuse and HIV/AIDS
3. To develop an understanding of social work interventions in providing care and support

**Unit 1: Understanding Substance abuse**

- a. Substance abuse Magnitude and prevalence, Causes Use, Misuse, Abuse and dependence
- b. Substances of Abuse: Types, challenges and Effects of Abuse with specific reference to North East India

**Unit 2: Prevention and Intervention**

- a. Global and National Initiatives in prevention and control
- b. Prevention at home, schools, workplace and community
- c. Treatment: Pharmacotherapy, Behavioral therapy, models etc.
- d. Skills Laboratory: case studies, group discussions, role plays, team work assignments etc.

**Unit 3: Understanding HIV/AIDS**

- a. HIV/AIDS: Magnitude and Prevalence with special reference to North East India
- b. Transmission of HIV/AIDS
- c. HIV/AIDS Counselling, testing and ethical issues
- d. Stigma and Discrimination
- e. Impact on social sectors
- f. HIV/AIDS and human rights

**Unit 4: HIV/AIDS: A Developmental Issue, Prevention and Control**

- a. HIV/AIDS and socio-economic implications: impact on developmental sectors



- b. Global response to prevention and control: UNODC, UNAIDS and UN declarations
- c. Government initiatives in India: NACO, SACS and voluntary initiatives
- d. Social work Intervention
- e. Skill laboratory: case studies, role plays, group discussions, assignments etc.

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**SEMESTER III**  
**SGD 309: GENDER AND DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To develop a critical understanding of issues related to gender and development
2. To develop an understanding of various laws, policies and programme for gender and development

**Unit 1: Basic Concepts**

- a. Sex and Gender : Going beyond the Binary
- b. LGBTQIA
- c. Patriarchy and Matriarchy
- d. Welfare, Development and Empowerment of Women
- e. Gender Justice

**Unit 2: Feminist Discourse and Perspectives**

- a. Liberal Feminism
- b. Radical Feminism
- c. Eco- Feminism
- d. Post-Modern Feminism.

**Unit 3: Issues and Concerns**

- a. Gender; A Global Perspective and North -East India Perspective
- b. Violence Against gender
- c. Governance and Movement
- d. Women Leaders and Unsung idols

**Unit 4: Legislation, Policy and Programmes**

- a. Legislation related to gender- Article 377 A
- b. Gender –sensitive Policies
- c. Women’s Empowerment

d. Gender-sensitive Programmes and Services

**References:**

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## **SEMESTER III**

### **SWO 311: National Service Scheme (NSS) and Youth Development**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

#### **Objectives:**

1. To develop the competency in Life Skills and Accelerate Personality Development;
2. To inculcate the values of NSS, Social Service and Community Living for preparing youth as agents of social change; and
3. To understand and nourish the core values of fraternity, national integrity and community engagement among youth.

#### **Unit 1 : Introduction to NSS**

- 1 Basic Concepts of NSS
- 2 History, Philosophy, Aim & Objectives
- 3 Emblem, Flag, Motto, Song, Badge
- 4 Organizational Structure, Roles and Responsibility of Various NSS Functionaries
- 5 NSS Programme and Activities
- 6 Volunteerism and Shramdan

#### **Unit 2 : Understanding Youth and Society**

- 1 Family and Society
- 2 Issues, Challenges and Opportunities
- 3 Youth Leadership and Agent of Change
- 4 Life Competencies and Citizenship

#### **Unit 3 : NSS, Youth, and Development**

- 1 National Youth Policy
- 2 Youth Development Programmes
- 3 Youth in Community Mobilization
- 4 Youth Focused and Youth-led Organizations

#### **Unit 4 : Field Practicum**

- 1 Community Mapping: PLA/PRA
- 2 Resource Mapping
- 3 Problem Ranking
- 4 Interventions
- 5 Youth and Yoga

#### **References:**

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**SEMESTER III**  
**MSW 310: CONCURRENT FIELD WORK - III**

**Max Marks: 200 [50/150]**

**Transaction Time: 16 hours including 1 hour IC/GC per week.**

The field work practice in this semester will consist of orientation programme, inter-agency meet and concurrent field work for 15 weeks (two days per week). The field work practice during the third semester is in line with the soft courses that the student has opted for. The students are placed in NGOs. Organizations of Government agencies working in the various sectors of community development; in hospitals, rehabilitation centers, counseling centers and similar agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the substance abuse, mental health, HIV & AIDS, 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 choose. They are expected to understand the vision, mission, objectives and strategies & 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.

In the first semester, the focus of the field work would be the community. The students would be placed in communities, 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 an actual 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 sixteen hours over two days per week in field work. The supervisor conducts individual and group field work conferences regularly.

The student maintains a daily/weekly report which is shared with supervisor during Individual Conference (IC)/Group Conference (GC). At the end of the semester the student submits a summary report for the semester and viva-voce is conducted. There will be weightage for Orientation Programme, Inter-Agency Meet, and IC/GC in the term end evaluation.

Every week, 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.

**SEMESTER IV**  
**MSW 401: SOCIAL WORK AND TRIBAL DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To gain understanding into the tribal communities and their social systems
2. To gain information of the overall understanding about the socio-economic situation of the tribal communities particularly on the tribal communities in the North Eastern states of India
3. To review the development programmes and its impact on tribal communities

**Unit 1: Tribe and Tribal Communities**

- a. Tribe: Understanding Tribal Identity
- b. Tribe and Ethnicity
- c. Demographic Strength & Distribution
- d. Major tribes in India and North East India
- e. Tribal social systems and structures
- f. Tribal communities and the process of change: social, economic, cultural and political
- g. Globalization and the tribal communities

**Unit 2: Development Issues of the Tribal Communities**

- a. Education, health, food security, land rights, land alienation, migration, livelihood
- b. Development, displacement and resettlement
- c. Natural resource management and sustainable development
- d. Policies and Programmes for North East India: Pre and Post Independence
- e. Five Year plans and Tribal Development

**Unit 3: Socio-political Issues**

- a. Fifth and Sixth Schedules: Autonomy, Self determination
- b. Governance and Administration of the tribal area– Autonomous District Councils, PESA
- c. Issues of Social Justice
- d. Economic, Social, Political and Cultural dimensions of Tribal Life

#### **Unit 4: Scope and Initiatives for Tribal Development**

- a. Tribal Sub-Plan
- b. Socio-economic development programmes for the tribal areas and their impact
- c. Tribal Movements in India and North East India
- d. Way Forward and the Role of the social worker

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**SEMESTER IV**  
**UCD 402: URBAN COMMUNITY DEVELOPMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand urban community development principles, process and theories of urbanization in India
2. To learn the significance of Non-Governmental Organisations in Urban Community Development.
3. To gain knowledge and experience about the structure, process and programmes of governmental mechanisms with specific reference to the North-east
4. To develop skills in working with urban communities and development agencies.

**Unit 1: Concept of Urban Society**

- a. Urban, Urbane and Urbanism
- b. Theories of Urbanization
- c. Industrialization and Urbanization
- d. Ecological pattern of town and cities
- e. Urbanization in North-East India

**Unit 2: Urban Planning and Development**

- a. Urban Development
- b. Urban Community Development
- c. Urban Development Policy and Laws
- d. Urban Land Ceilings Act and Land Acquisition Act
- e. Urban Community Development projects

**Unit 3: Urbanisation Challenges, Opportunities and Way Forward**

- a. Urban Infrastructure and Services: Transport, Health, Housing, Unemployment, Migration, others basic amenities etc.
- b. Lifestyles: Depression, Deviance, health hazards etc.
- c. Slums in Indian cities

- d. Community Development Projects in slums
- e. Urban Poverty Alleviation Programmes

#### **Unit 4: Urban Self Governance and Social Work Practice**

- a. Urban Local self-government in Indian cities and towns
- b. Municipality and Municipal Corporation
- c. Social work practice in Urban Community Development programmes and services

#### **References:**

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**SEMESTER IV**  
**CHC 403: COMMUNITY HEALTH AND COUNSELLING**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To help the student gain understanding into the concept of community health and health systems
2. To critically understand the policies, legislations and schemes for community health
3. To understand counseling process with application of various skills, techniques and approaches
4. To gain knowledge of practice of counseling in different settings

**Unit 1: Public Health and Community Health Care**

- a. Concept: Public health and Community health
- b. Organisation and Administration of health care form centre to the village level
- c. Health care systems in India: primary, private and indigenous systems
- d. Health status and health problems in India
- e. Health planning, health committees, five year plans in relation to health care

**Unit 2: Legislations, Policies and programmes**

- a. Health Legislation: ESI Act (1948, Amendment 1975), MTP Act 1971, DPCP Act 1986, PWD and Equal Opportunities Act 1995
- b. Health Policies: NHP 1983, 2002; the Population National Mental Health Policy 2014
- c. National Health Programmes: NEMP, NLEP, NTP, RHM, etc.

**Unit 3: Introduction to Counselling**

- a. Guidance, Psychotherapy and Counselling
- b. Qualities of an effective counselor
- c. Characteristics of clients: voluntary and involuntary
- d. Counseling relationships and skills, Process

#### **Unit 4: Practicing counseling: theoretical perspectives and skill lab**

- a. Theoretical basis- Psychoanalytical, Humanistic theories, Behavioural and Cognitive theories
- b. Scope of Counselling across settings
- c. Skills lab: role plays, simulation exercises, therapy intervention video, case study discussions etc.

#### **References:**

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**SEMESTER IV**  
**SWY 404: SOCIAL WORK WITH YOUTH**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To understand youth, their needs, issues and challenges
2. To critically examine the schemes and programmes for youth in the country
3. To learn the basic skills and methods of working with youth

**Unit 1: Understanding Youth and their Welfare**

- a. Basic Concepts of youth and youth welfare
- b. Demographic profile of the youth in rural and urban India
- c. Needs of youth – physical, intellectual, emotional, social and religious needs
- d. Socialization of youth – influence of the parents, family members, peers, neighborhood, reference groups, religion
- e. Impact of westernization, modernization and urbanization on youth

**Unit 2: Youth Issues**

- a. Education and Employment
- b. Family, Marriage and Relationship
- c. Drugs, Alcoholism and Suicide
- d. Functional Disorders and Emotional Problems

**Unit 3: Youth and Social Change**

- a. Youth in politics
- b. Youth Welfare Programmes - NCC, NSS, Scouts, guide, youth hostels, youth festivals, career counseling, AICUF, TRYSEM, NYK, Vishva Kendra, Bharat Seva Samaj and Servant of India Society
- c. Role of Youth in Social Change

**Unit 4: Social Work and Youth**

- a. Application of social work methods in working with youth and youth groups

**References:**

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**SEMESTER IV**  
**SWO 405: SOCIAL WORK WITH OLDER PERSONS**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To Understand the needs of the Older Person from a holistic perspective
2. To develop an understanding of challenges faced by older persons
3. To examine the scope of Social Work Intervention with older persons

**Unit 1: Understanding Older Persons**

- a. Demographic profile of Older Persons
- b. Gerontological Social Work, Geriatrics
- c. Changes in Roles and power; current status of elderly

**Unit 2: Issues of Older Persons**

- a. Support System, social security
- b. Elder Abuse, Neglect, Dependency, Violence, and Isolation etc.
- c. Family, Social, Economic and Livelihood issues
- d. Work participation and Livelihood challenges in the organized and unorganized sectors with specific reference to Northeast
- e. Health issues of Older Persons

**Unit 3: Role of Governmental and Non-Governmental Agencies to Elder Care**

- a. Need for Elderly Care
- b. Government Organizations: Objectives, Functions, Roles, Programmes and Policies for Elderly Care
- c. Non- Governmental Organizations: Objectives, Functions, Roles, Programmes for Elderly Care

**Unit 4: Social Work Intervention**

- a. Need for Social Work Intervention
- b. Conceptualizing areas for Social Work Intervention

- c. Settings of Work
- d. Strategies, skills and techniques

**References:**

- Gangrade, K.D. (1988). *The Ageing in India: Problems and Potentialities*. New Delhi: Abhinav.
- Bali, A. P. (2001). *Care of the Elderly in India: Changing Configurations*. Shimla: Indian Institute of Advanced Study.
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- Chowdhry, D. P. (1992). *Aging and the Aged*. New Delhi: Inter India Publication.
- Dandekar, K. (1996). *The Elderly in India*, New Delhi: Sage.
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- Govt. of India. (2011). *Situational Analysis of the Elderly in India*. Central Statistic Office, Ministry of Statistics & Programme Implementation.
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## **SEMESTER IV**

### **ILW 406: INDUSTRIAL RELATIONS AND LABOUR WELFARE**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

#### **Objectives:**

1. To promote theory-driven practice on approaches to Industrial Relations and Labour Welfare
2. To develop the knowledge of Grievance Redressal and Collective Bargaining
3. To build understanding on social security legislations in Industrial settings
4. To appreciate scope and application of social work methods in industry and labour welfare

#### **PART A: INDUSTRIAL RELATIONS**

##### **Unit 1: Industrial Relations & Labour Problems**

- a. Industrial Relations: Meaning Scope and Approaches to IR- Marxian, Giri, Webs, Dunlop
- b. Tripartite machineries: ILC, SLC
- c. Causes for indiscipline and misconducts – hot stove rule and principles of natural justice
- d. Disciplinary action: show cause notices, explanations, domestic enquiry
- e. Penalties and punishment: fine, demotion, suspension, discharge and dismissal
- f. Industrialization and Labour problems in India
- g. International Labour Organization
- h. Industrial Disputes Act, 1947
- i. Industrial Employment (Standing Orders) Act 1946

##### **Unit 2: Grievance Redressal & Collective Bargaining**

- a. Conflicts and disputes: Meaning, causes, forms (Strikes and lockouts)
- b. Grievance Redressal Procedure
- c. Collective Bargaining: theories; principles; stages; strategies; skills of an effective bargaining agent
- d. Trade Unions: Origin and growth of trade union movement in India; Indian Trade Union Act 1926; Major Trade Unions in India



## **PART B: LABOUR WELFARE**

### **Unit 3: Labour Welfare & Labour Legislations**

- a. Labour welfare officer: Role and Qualifications
- b. Theories of Labour welfare
- c. Historical Development of Labour Legislations in India
- d. The Factories Act, 1948
- e. Contract Labour (Regulations and Abolition) Act 1970
- f. Plantation Labour Act 1951

### **Unit 4: Social Security & Legislations**

- a. Workman's compensation Act 1923
- b. Employee's State Insurance Act 1948
- c. Employee's Provident Fund Act 1952
- d. Payment of Gratuity Act 1972
- e. Maternity Benefit Act 1961
- f. Payment of wages Act 1936
- g. Minimum wages Act 1948
- h. Payment of Bonus Act 1972
- i. Employment exchange (Notification of Vacancies) Act 1956
- j. Scope and application of social work method in Industry
- k. Corporate Social Responsibility

### **References:**

- Agrawal, R.D. 1973. Dynamics of personnel management in India. New Delhi: Tata McGraw Hill Ltd.
- Dasgupta, S.K. 1983. Commercial & Industrial Law. New Delhi: Sterling publishers.
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**SEMESTER IV**  
**SWD 407: RESEARCH PROJECT: PART B**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

Those students opting for a Research project as one of their two soft courses are 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 special interest, 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 student collects the data.

In the fourth semester the students complete the data processing and complete the research study and submit the final copy for evaluation. 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 evaluation.

**SEMESTER IV**  
**EDM 408: ECOLOGY & DISASTER MANAGEMENT**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To develop an understanding of the Environment and the changes affecting it
2. To understand the nature of disasters, its magnitude and impact
3. To gain knowledge of the methods and processes of disaster management, relief and rehabilitation

**Unit 1: Basic Concepts**

- a. Ecology and Environment: Meaning and Implications
- b. Disaster: meaning, definition and related concepts
- c. Vulnerability, Disaster, Risk, Hazard
- d. Models of disaster – crunch model and release model
- e. Natural Resource Management and Forests
- f. Man- Animal Conflict

**Unit 2: Issues and Challenges**

- a. Environmental Pollution: Land, Water, Air and Noise. Emerging Issues and Challenges
- b. Types and Effects of Disaster
- c. Natural Disaster: meteorological: storm, cyclone. Topological: avalanche. Telluric: earthquake
- d. Man Made Disasters
- e. Effect of Disasters: physical, social, economic, psychological, spatial
- f. Social Advocacy for Environmental Protection and Disaster Risk Reduction

**Unit 3: Environmental Consciousness and Disaster Risk Assessment**

- a. Environmental Movements: National and Regional, Contemporary Initiatives
- b. Participatory assessment of Disaster Risk Steps – preparation, hazard assessment, vulnerability assessment, capacity assessment, key informant interviews and action planning

#### **Unit 4: Disaster Management: Phases & Intervention**

- a. Disaster Management: Meaning and Implications
- b. Pre-disaster: mitigation, prevention, preparation, education vulnerability and preparedness
- c. Actual disaster: contingency, short-term and long term plans, search, relief, rescue, recovery and restoration
- d. Post disaster: Rehabilitation and commemorations
- e. Role of social work professionals at different levels: Resources mobilization, working with other professionals, working with government and voluntary organizations
- f. Institutions and Voluntary agencies working on disaster management

#### **References:**

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- Guha, Ramachandra.(2006). How Much Should a Person Consume? Environmentalism in India and the United States. Berkeley: University of California Press,\.
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**SEMESTER IV**  
**DSW 409: DISABILITY STUDIES**

**Max Marks: 100 [20/80]**

**Transaction Time: 3 periods (1 hour each Lecture Day) + 2 hour of Tutorial each week**

**Objectives:**

1. To equip students with basic concepts and theories related to disability, disabling and enabling environments
2. To help the students become sensitive on disability
3. To help the students develop insight into psychosocial challenges faced by people with disability (PWDs)
4. To develop an understanding of policies and programmes for PWDs

**Unit 1: Concept and Theories**

- a. Historical overviews of Disability
- b. Ecological perspective
- c. Human Rights Perspective
- d. Types and Causes of Disability
- e. Disabling and Enabling Environment
- f. The Gender Dimensions of Disability

**Unit 2: Working with Disability**

- a. Disability Counselling: Individual, Groups and Families
- b. Family- Centred Interventions with Families of Children and Adults with Disabilities.
- c. Person with Disability and their Rehabilitation Contexts
- d. Management of Rehabilitation Programme for PWDs
- e. Building Disability Awareness for Action

**Unit 3: Policies, Legislations and Programmes**

- a. UN Convention on Rights of PWDs
- b. National Policy on PWDs, 2006
- c. PWD (EO, PR, & FP) 1995
- d. National Trust for the Welfare of Persons with MR and CP, 1999

- e. RCI Act

#### **Unit 4: Approaches and Interventions**

- a. Certification processes: Disability Certificate
- b. Government schemes for economic, educational, vocational training, mobility training, special aids and assistance and procedures for accessing entitlements.
- c. International, Governmental, Non-Governmental, and Voluntary Initiatives/ Innovations
- d. Role of NGO and social workers in service delivery, policy formulation, advocacy, implementation and evaluation of programme

#### **References:**

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- General recommendation, CEDAW Committee  
<http://www.un.org/womenwatch/daw/cedaw/recommendations/recomm.htm#recom18>.



**SEMESTER IV**  
**MSW 410: BLOCK FIELD WORK**

**Max Marks: 200 [50/150]**

**Transaction Time: 16 hours including 1 hour IC/GC per week.**

The field work practice in this semester will consist of a week-long Rural Immersion Camp, Block Field Work and Educational Tour. The Block Field Work will comprise a consolidated month long (30 days) placement. Rural Immersion Camp and Educational Tour will be mandatory for every Social Work Trainee along with Block Field Work.

The students are placed in NGOs. Organizations or government agencies working in the various sectors of community development; in hospitals, rehabilitation centers, counseling centers 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 Block Field placement will incorporate students' choices as far as possible and it may range across territories based on feasibility and consent of the agency.

There will be weightage for Rural Immersion Camp, Block Field Work, Educational Tour, and IC/GC in the term end evaluation.

**SEMESTER IV**  
**MSW 411: INTERNSHIP**

**Transaction Time: 4 weeks**

Immediately after the final semester written examination the students are placed for 4 weeks internship which is compulsory. The students are placed in settings related to their field of special interest like community based organizations, organizations, hospitals, schools, NGOs, government agencies, counseling centers, rehabilitation centers, welfare organizations, or service organization, for a month (four weeks). 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 her/him. After completion, the student is required to submit a professionally sound and well documented report signed both by the agency supervisor and the student himself/herself to the department. Though, there will be no marks for the Internship, however the final degree will be awarded only after a department appointed committee scrutinizes the report carefully and finds it worthy of being accepted as a professional report, failing which the student will have to repeat the Internship before the award of degree.