Master of Social Work

Academic Program Structure

&

Curriculum

(Aligned with NEP-2020)

Course to be Implemented from June – 2026

2 Year Post Graduate

NHEQF Level: 6.0

Entry NHEQF Level	:	6.0
Duration	:	Two Years (Four Semesters)
Total Courses	:	24
Total Learning Hours	:	2640
Total Credits	:	88
Total Marks	:	2200

No.	Programme Objective (PO)
PO1	Develop advanced sociological knowledge and critical understanding of social structures, institutions, processes, and contemporary social realities.
PO2	Apply major sociological theories, concepts, and perspectives to critically analyse complex social phenomena at local, national, and global levels.
PO3	Develop competence in designing, conducting, analysing, and communicating sociological research using appropriate qualitative and quantitative methods.
PO4	Foster critical thinking, analytical reasoning, ethical awareness, and evidence-based approaches to understanding and addressing social issues.
PO5	Develop interdisciplinary and comparative perspectives to examine social change, development, diversity, inequality, globalization, and emerging societal challenges.
PO6	Equip learners with professional, communication, leadership, and research competencies for careers in academia, research, policy, social development, administration, and allied sectors.

No.	Programme Specific Objective (PSO)
PSO1	Apply advanced sociological theories and perspectives to critically interpret social institutions, relationships, structures, inequalities, and contemporary social transformations.
PSO2	Demonstrate proficiency in sociological research methods, data analysis, interpretation, academic writing, and presentation of research findings.
PSO3	Analyse contemporary social issues related to health, education, family, gender, caste, tribe, rural and urban society, crime, politics, economy, and development.
PSO4	Critically examine processes of social change, globalization, modernization, digitalization, migration, social movements, and emerging transformations in Indian society.
PSO5	Apply sociological knowledge and interdisciplinary perspectives to develop evidence-based and ethically informed responses to complex social and developmental problems.
PSO6	Demonstrate advanced communication, leadership, professional, research, and analytical competencies for higher education, teaching, research, policy, administration, NGOs, and social-sector careers.

Curriculum and Credit Framework for Postgraduate Studies in Master of Social Work (Effective from Academic Year 2026-2027)

(A): Only Coursework

M.S.W. Semester – 1

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
1	**DSC1**	Introduction to Professional Social work	60	4	30	70
1	**DSC2**	Social Casework and Social Group Work	60	4	30	70
1	**DSC3**	Field Work – 1 (Orientation and Agency Visit)	60	4	30	70
1	**DSE1E(A)**	Social Problems in India	60	4	30	70
1	**DSE1E(B)**	Gerontology: Interdisciplinary Perspective	60	4	30	70
1	**DSE2E(A)**	Disaster Management	60	4	30	70
1	**DSE2E(B)**	Social Work Intervention in Unorganised Sector	60	4	30	70
1	**SEC1**	Basics in Sociology	30	2	15	35

M.S.W. Semester – 2

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
2	**DSC4**	Community Organization, Social Action and Social Welfare Administration	60	4	30	70
2	**DSC5**	Social Work Research	60	4	30	70
2	**DSC6**	Field Work – 2 (Rural Field Work)	60	4	30	70
2	**DSE3E(A)**	Rural Development and Panchayati Raj	60	4	30	70
2	**DSE3E(B)**	Correctional Social Work	60	4	30	70
2	**DSE4E(A)**	Introduction to Human Rights	60	4	30	70
2	**DSE4E(B)**	Family Life Education	60	4	30	70
2	**SEC2**	Entrepreneurship and social work	30	2	15	35

- M.S.W Sem-1 - Student has to Select any one course from discipline Specific Elective DSE1(A) and DSE1(B)
- M.S.W Sem-1 - Student has to Select any one course from discipline Specific Elective DSE2(A) and DSE2(B)
- M.S.W Sem-2 - Student has to Select any one course from discipline Specific Elective DSE3(A) and DSE3(B)
- M.S.W Sem-2 - Student has to Select any one course from discipline Specific Elective DSE4(A) and DSE4(B)
- **M.S.W Sem 1 & 2 Syllabus are common for both Scheme (A) Only Course work and (B) Course work + Research.**

M.S.W Semester - I

Course Syllabus (As per NEP-2020)
A – Only Course Work

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
1	**DSC1**	Introduction to Professional Social work	60	4	30	70
1	**DSC2**	Social Casework and Social Group Work	60	4	30	70
1	**DSC3**	Field Work – 1 (Orientation and Agency Visit)	60	4	30	70
1	**DSE1E(A)**	Social Problems in India	60	4	30	70
1	**DSE1E(B)**	Gerontology: Interdisciplinary Perspective	60	4	30	70
1	**DSE2E(A)**	Disaster Management	60	4	30	70
1	**DSE2E(B)**	Social Work Intervention in Unorganised Sector	60	4	30	70
1	**SEC1**	Basics in Sociology	30	2	15	35

M.S.W. SEMESTER – 1: DETAILED SYLLABUS

1. Introduction to Professional Social Work (Major Core - 4 Credits)

Course Objectives:

1. To understand the historical development and evolution of social work globally and in India.
2. To study various Eastern and Western ideologies shaping social work practices.
3. To familiarize students with the core values, principles, and ethical standards of professional social work.

Course Outcomes:

1. Students will be able to demonstrate a comprehensive understanding of the historical roots and contemporary trends in social work.
2. Students will apply professional ethics and values effectively while working with diverse client systems.
3. Students will analyze the impact of social reform movements on modern social work intervention strategies.

Course Content:

Unit – 1. Basic Concept

1. Social work meaning, definition, nature,
2. scope, objectives, goals, principle, value,
3. functions, model, basic assumptions,
4. ethics in social work.

Unit – 2. Historical Development of Social Work Profession

1. Historical background of Social work in U.K., U.S.A. and India.
2. Social work history of Gujarat

Unit – 3. Approaches of Social Work Profession

1. Religious and Traditional Approach
2. Liberal Reformist Approach
3. Secular Missionary Approach
4. Ethical Revolutionary Approach
5. Professional Approach.

Unit – 4. Social Work Profession and Client

1. Role of Social Worker
2. Skills of Social Worker
3. Functions of Social Work

Unit – 5. Components of Social Work

1. Client
2. Social Worker
3. Client-worker relationship
4. Agency

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	-	2	3	2	2	-	2	3	3	2
CO2	2	1	-	3	3	3	3	-	3	2	2	3
CO3	3	2	-	3	3	2	3	-	2	3	2	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

REFERENCES:

1. Dubois, B. & 2002 Social Work: An Empowering Profession. London: Allyn and Bacon.

2. Miley, K.K., O_Melia, M.,&DuBois, B.L. 1998 Generalist Social Work Practice: An Empowering Approach. Boston: Allyn& Bacon.

3. Clark, C. & Asquith, S. 1985 Social Work and Social Philosophy. London: Routledge and Kegan Paul.

4. Payne, M. 2005 Modern Social Work Theory. New York: Palgrave/ MacMillan.

5. Dominelli, L. 2004 Social Work: Theory and Practice for a Changing Profession. Cambridge: Polity Press.

6. Woodrofe, K. 1962 From Charity to Social Work. London: Routledge and Kegan Paul.

7. Parsons, R.J., Jorgensen, J.D. & Hernandez, S.H. 1994 The Integration of Social Work Practice. California: Brooke/Cole.

8. Pincus, A. &. Minnahan, A. 1973 Social Work Practice: Model and Method. Itasca: Peacock.

9. Diwekar, V.D. (ed.) 1991 Social Reform Movements in India: A Historical Perspective. Bombay: Popular Prakashan.

10. Gore, M.S. 1993 The Social Context of Ideology: Ambedkar_s Social and Political Thought. New Delhi: Sage Publishing.

11. Compton, B. &Galaway, B. 1984 Social Work Processes. Chicago: The Dorsey Press.

12. Brill, N.I. & Levine, J. 2002 Working with People: The Helping Process. Boston: Allyn and Bacon.

13. Reamer, F.G. 1999 Social Work Values and Ethics. New York: Columbia University Press.

14. Timms, N. 1977 Perspectives in Social Work. London: Routledge and Kegan Paul.

15. Bailey, R. & Brake, M. (eds.) 1975 Radical Social Work: London: Edward Arnold (Publishers)Ltd.

16. Johnson, L.C. 1998 Social Work Practice: A Generalist Approach. Boston: Allyn and Bacon.

17. Trevithick, P. 2000 Social Work Skills: A Practice Handbook. Philadelphia: Open University Press.

18. Singh, S. &Srivastava, S.P. 2005 Teaching and Practice of Social Work in India. Lucknow, New Royal

19. Book Company 19. Mohan, B. 2002 Social Work Revisited. Xillinis: Xillbris Corporation.

20. Bhatt, Sanjai and Pathare, Suresh 2005 Social work Literature in India,New Delhi, IGNOU, course material for BA and MA students

2. Social Case Work and Social Group Work (Major Core - 4 Credits)

Course Objectives

1. To help individuals solve personal, social, and emotional problems.
2. To improve the client's ability to cope with difficult situations.
3. To strengthen the individual's social functioning and relationships.
4. To promote self-reliance and independent decision-making.
5. To help clients use available community resources effectively.

Course Outcomes

1. Understand the concepts, principles, and objectives of social group work.
2. Plan and organize different types of groups for various populations.
3. Apply group work methods to promote individual growth and social development.
4. Facilitate group interaction, participation, and leadership.
5. Manage group dynamics, conflicts, and decision-making processes.

Unit – 1 Social Case Work - I

1. Introduction of case work as a method of social work
2. Meaning, definition, objectives, history of case work
3. Philosophical assumption and case work values.
4. Principles of case work
5. Components of social case work: person, problem, place, process.
6. Case work process: study, assessment, intervention, termination and evaluation.

Unit – 2 Social Case Work - II

1. Understanding the client systems: theories and approaches
2. Case work tools: interview, home visit, observation, listening, communication, repo building
3. Recording.
4. Techniques of case work: supportive, resource enhancement and counselling.
5. Professional Self: Conflicts and dilemmas in working with individuals and families.

Unit – 3. Social Group Work - I

1. Development and history of Social Group Work
2. Social Group Work: Meaning, Definition, Objectives, Basic Assumptions.
3. Role of social worker
4. Principles of social group work
5. Social group work skills

Unit – 4. Social Group Work - II

1. Types of Groups
2. Group diagnosis and treatment
3. Supervision in social group work
4. Record writing in social group work

5. Evaluation in social group work
6. Models of Social Group Work

Unit – 5. Social Group Work - III

1. Leadership in group work
2. Social group work in health and disease
3. Social group work in different settings
4. Area of Social Group Work Practice
5. Inter Relationship between social group work and other methods of social work

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	–	2	3	2	2	–	3	3	2	2
CO2	2	1	–	3	3	3	2	–	3	2	3	3
CO3	3	2	–	3	3	2	3	–	3	3	3	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

REFERENCES:

1. Babara, J. G. 1991 Beyond Case Work, London

2. Biestek, Felix 1968 The Casework Relationship, London : Unwin University Book

3. Fisher, Joe 1978 Effective Case Work Practice – An electric approach, New York :

4. Garrett, Annett 1972 Interviewing – Its Principles and Methods, Family Service

5. Encyclopaedia in Social Work, New 1987 Government of India Encyclopaedia in Social Work, New Delhi : Publication

6. Holis, Florence and Woods, Mary E 1981 Casework – A Psychosocial Therapy, New York: Fandom House Kapustin, Alfred 1990 The Social Work Interview, New York : Columbia University press

7. Keats, Daphne 2002 Interviewing – A Practical Guide for Students and Professionals

8. Lishman, Joyce 1994 Communication in Social Work, New York : Palgrave MacMillan New Delhi : Viva Books Pvt.Ltd.

9. Mathew Grace 1992 An Introduction to Social Case Work, Bombay : Tata Institute of social Sciences

10. An Introduction to Social Case Work, Bombay: Tata Institute of Social work 1984 Practical Counselling and Helping Skills, London : Harper and Row

11. Nursten, Jean 1974 Process of Case Work, Pitman Publishing Corporation

12. Rameshwari Devi, Ravi Prakash 2004 Social Work Methods, Practice and perspectives (Models of case work practice,Vol. II, Ch.3, Jaipur : Publication

3. Field Work – 1 (Major Core - 4 Credits) (Orientation and Agency Visit)

Course Objectives:

1. To bridge the gap between theoretical social work concepts and field-based practices.
2. To understand the administrative structure and delivery systems of NGOs and government setups.
3. To build acute observation skills to identify and critically analyze grassroots social realities.

Course Outcomes:

1. Students will be able to document field observations and draft professional, analytical field reports.
2. Students will establish effective rapport and collaborative relationships with diverse community stakeholders.
3. Students will apply participatory tools to map community resources and prioritize local socio-economic issues.

Course Content:

Unit 1: Introduction to Field Work and Pre-requisites

1. Concept, philosophy, significance, and ethical guidelines of field work.
2. Orientation Visits: Purposes and structured visits to diverse social welfare agencies.
3. Tripartite roles: Expectations and responsibilities of Student, Field Supervisor, and Agency.
4. Structured observation techniques and recording non-verbal cues in the field.
5. Basics of field diaries, log sheets, and reflective report writing formats.

Unit 2: Agency-Based Placement and Administration

1. Study of the organizational structure, history, vision, and mission of the host agency (NGO/Govt.).
2. Understanding financial management, funding channels, and administrative setups of the agency.
3. Initiating professional contact and building rapport with the agency's primary beneficiaries.
4. Active participation in executing day-to-day welfare activities of the institution.
5. Study of documentation, record maintenance, and project reporting standards within the agency.

Unit 3: Community Engagement and Needs Assessment

1. Geographical and demographic mapping of the assigned rural/slum community.
2. Planning and executing baseline community surveys for data gathering.
3. Identification of primary community problems (sanitation, drinking water, school dropouts, etc.).
4. Mapping local institutions, community leaders, and natural resources (Resource Mapping).
5. Organizing community meetings and Focus Group Discussions (FGDs).

Unit 4: Field Work Supervision and Guidance

1. Individual Conference (IC): Meaning, purpose, and importance of regular individual feedback.
2. Group Conference (GC): Peer learning, sharing field dilemmas, and collaborative learning.
3. Utilizing supervisory guidance to manage professional field anxieties.
4. Navigating ethical dilemmas and maintaining professional boundaries in the field.
5. Self-evaluation frameworks and professional identity development.

Unit 5: Documentation, Analysis and Viva-Voce

1. Maintaining daily, weekly, and consolidated quantitative and qualitative field reports.
2. Computation of field hours, time-management sheets, and attendance logs.
3. Compiling an in-depth Case Study or a detailed Profile of a community member.
4. Preparing presentations, summaries, and mock sessions for final evaluation.
5. Final Portfolio compilation and preparation for the Field Work Viva-Voce.

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Field Work Attendance, Report Writing, Student Engagement etc.	30%
2	End-Semester Examination: Viva Voce	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	3	2	3	2	3	3	2	3	3
CO2	2	1	–	3	3	3	2	–	3	2	3	3
CO3	3	2	3	3	3	2	2	3	3	3	3	2

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Dash, B. M. (2018). *Field work in social work education: A manual for educators and students*. Atlantic Publishers.
- Kadushin, A., & Harkness, D. (2014). *Supervision in social work*. Columbia University Press.
- Roy, S. (2017). *Field work in social work*. Rawat Publications.
- Subhedar, I. S. (2016). *Field work in social work education*. Rawat Publications.
- University Grants Commission (UGC). (2020). *Review of social work education in India: Fieldwork manual*. UGC.

4. DSE1E(A): Social Problems in India

Course Objectives :

1. To understand the social problems of Indian Society
2. To Understand the Sociological Approaches of Social Problem.
3. To Understand the factors responsible for problems and try how can remove it by social work intervention.

Course Outcomes:

1. Students will be able to analyse social problems using major sociological approaches and understand their impact on individuals, families, and communities.
2. Students will be able to examine the causes, consequences, and preventive measures of child abuse, child labour, suicide, women's exploitation, HIV/AIDS, and prostitution from a social work perspective.
3. Students will be able to evaluate the role of social welfare programmes, legal provisions, and community-based interventions in addressing social problems and promoting social justice.

Course Content:

Unit 1: Basic Concept :

1. Meaning and concept of Social Problem
2. Characteristics of Social Problems
3. Objectives of Social Problem

Unit 2: Approaches

1. Social Pathology Approach
2. Social Disorganization Approach
3. Value Conflict Approach
4. Labelling Approach
5. Deviant behaviour Approach

Unit 3 Child Abuse, Child Labor, Suicide :

1. Child Abuse : Meaning, Types, Responsible factors, Impact of child Abuse.
2. Child Labor : meaning, Responsible factors,
3. Suicide : meaning, Responsible factors, remedies for suicide prevention
4. Types of women exploitation

Unit 4 HIV /AIDS and Prostitution

1. Meaning , concept and characteristics of HIV/ AIDS
2. Causes of HIV-AIDS
3. High risk groups of HIV Responsible factors for Prostitution

Unit 5 Family Problem

Dowry as a Family Problem

1. Meaning Of Dowry
2. Causes of Dowry Problem
3. Remedies of Dowry Problem

Domestic Violence as a Family problem

1. Meaning of Domestic Violence
2. Factors of Domestic Violence
3. Measures to Control Domestic Violence

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	–	3	3	2	3	–	3	2	3	2
CO2	3	2	–	3	3	2	2	–	3	2	3	2
CO3	3	2	2	3	3	3	2	2	3	3	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Ahuja, R. (2014). *Social problems in India*. Rawat Publications.
- Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
- Goel, S. L. (2016). *Population growth and social health*. Deep & Deep Publications.
- Sharma, P. R. (2019). *Environmental degradation and social issues*. ABD Publishers.
- United Nations Development Programme. (2022). *Human development report*. Oxford University Press.

4. DSE1E(B): Gerontology: Interdisciplinary Perspective

Course Objectives:

1. To understand the multidisciplinary field of Gerontology from social, biological, and psychological viewpoints.
2. To identify the specific physical, emotional, and financial challenges encountered by senior citizens.
3. To analyze institutional frameworks, legal acts, and welfare schemes designed for the elderly in India.

Course Outcomes:

1. Students will be able to perform geriatric assessments and establish supportive care networks for elderly individuals.
2. Students will demonstrate competencies in managing old age homes, day-care centres, and palliative care facilities.
3. Students will advocate for the legal and human rights of vulnerable older adults facing domestic abuse or abandonment.

Course Content:

Unit 1: Introduction to Gerontology

1. Definition, scope, historical development, and multidisciplinary nature of Gerontology.
2. Demographic transitions: Changing age structures and statistical trends of the elderly in India and globally.
3. Social attitudes toward aging: Deconstructing stereotyping, age discrimination, and "Ageism".
4. Theories of aging: Concept of active, healthy, and successful aging.
5. Macro challenges of an aging population on healthcare economics and social security.

Unit 2: Biological and Psychological Aspects of Aging

1. Biological changes: Senescence, physical vulnerability, and common age-related chronic illnesses (Alzheimer's, Dementia).
2. Psychological adjustments: Coping with retirement, loneliness, grief, and geriatric depression.
3. Sensory losses (vision, hearing impairment) and their impact on daily mobility and lifestyle.
4. Cognitive aging: Changes in memory retention, processing speed, and intellectual capacity.

5. Specialized counselling models and psycho-social support strategies for older persons.

Unit 3: Socio-Economic Challenges and Family Dynamics

1. Retirement from active work, loss of regular income, and financial dependency.
2. Disintegration of joint families, growth of nuclear family setups, and isolation of the elderly.
3. Empty Nest Syndrome: Conceptualization and its psychological impact on parents.
4. Elder abuse: Physical, emotional, financial neglect, and domestic violations.
5. Vulnerabilities of elderly women: Double jeopardy of gender and age, widowhood, and destitution.

Unit 4: Policies, Legislation and Rights of Older Persons

1. Maintenance and Welfare of Parents and Senior Citizens Act, 2007 (MWPSC Act) and its amendments.
2. National Policy for Senior Citizens: Directives, achievements, and structural loopholes.
3. Institutional social security: Indira Gandhi National Old Age Pension Scheme (IGNOAPS) and health insurance.
4. Special legal benefits: Income tax rebates, railway, aviation concessions, and banking privileges.
5. International declarations: United Nations Principles for Older Persons and Madrid International Plan of Action.

Unit 5: Social Work Interventions in Gerontology

1. Institutional care: Models, management, and operational standards of Old Age Homes and Day-Care Centres.
2. Pre-retirement planning and counselling programs for transitional shifts.
3. Non-Governmental initiatives: Role of organizations like HelpAge India and Dignity Foundation.
4. Introduction to Palliative Care, hospice care setups, and end-of-life counselling.
5. Intergenerational bonding: Strategies to bridge generational gaps between youth and seniors.

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	–	3	3	2	3	–	2	2	3	2
CO2	3	2	–	2	3	2	2	–	2	2	3	2
CO3	3	1	2	3	3	3	2	2	2	3	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Bali, P. (2015). *Understanding aging in India*. Orient Blackswan.
- Chakraborti, S. (2018). *Socio-economic conditions of the elderly in India*. Rawat Publications.
- Dandekar, K. (2016). *The elderly in India*. Sage Publications.
- HelpAge India. (2021). *The state of elderly in India report*. HelpAge India.
- Hooyman, N. R., & Kiyak, H. A. (2020). *Social gerontology: A multidisciplinary perspective*. Pearson.

5. DSE2E(A): Disaster Management.

Course Objectives:

1. To understand the Disaster Management and its importance
2. To understand the environmental hazards and its techniques of prevention.
3. To sensitize students about the environmental issues and motivate to work for environmental Conservation

Course Outcomes

1. Students will be able to understand the concept, importance and levels of disaster management, along with strategies for prevention.
2. Students will identify different types of naturel and man made environmental hazards, impact and techniques.
3. Students will utilize the knowledge of awareness of environment issues, national polices, and environmental conservation.

Course Content:

Unit 1 UNDERSTANDING DISASTERS

1. Meaning, Nature, Characteristics and Types of Disasters,
2. Causes and effects of Disaster
3. Disaster Management: Prevention, Preparedness and Mitigation

Unit 2 TYPES AND EFFECTS OF DISASTERS

1. Natural disaster: Earthquakes, Floods, Droughts, Cyclones & Tsunamis etc.
2. Man-made Disaster: Nuclear, Biological and Chemical Disaster, Fires & Road Accidents etc.
3. Functions of Government and other Non-government agencies
4. 4 R in disaster management.

Unit 3 FOREST AND ENVIRONMENT

1. Forestation, Deforestation and Healthy Environment
2. National Forest Policy and Forest Conservation
3. Work of Agencies for Forestation in India

Unit 4 ENVIRONMENTAL HAZARDS

1. Global warming – as a Worldwide Problem,
2. Impact of Global Warming and Issues
3. Natural Calamities in India

Unit 5 ROLE OF SOCIAL WORKER IN DISASTER MANAGEMENT

1. Role of Social Worker in Disaster Management
2. Role of Government Institutions, NGO’s, Society, NSS

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	–	3	2	2	3	–	3	2	3	2
CO2	3	2	–	2	3	3	2	–	3	2	3	2
CO3	3	2	2	3	2	3	2	2	2	3	2	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

1. Bryant Edwards (2005). Natural Hazards, Cambridge University Press, U.K.

2. Carter, W. Nick, (1991). Disaster Management, Asian Development Bank, Manila.

3. Central Water Commission, (1987), Flood Atlas of India, New Delhi, CWC.

4. Central Water Commission, 1989, Manual of Flood Forecasting, New Delhi.

5. Government of India, 1997, Vulnerability Atlas of India, New Delhi.

6. Sahni, Pardeep et.al. (eds.) 2002, Disaster Mitigation Experiences and Reflections, New Delhi.

7. Prentice Hall of India.

8. RinaSonowal, Burton, I., R. W. Kates, and G. F. White. 1993. The Environment as

9. Hazard, 2nd Edition. Guilford Press, New York.

10. Burton, I., R. W. Kates, and G. F. White. 1993. The Environment as Hazard, 2nd Edition.
11. Guilford Press. New York.

12. Cutter, S. L., ed. 2001. American Hazardscapes: The Regionalization of Hazards and

13. Disasters, D.C.: Joseph Henry Press, Washington.

14. Don Schramm and Richard Hansen, 1991, “Aim & Scope of Disaster Management

15. Study Guide”, University Of Wisconsin-Madison, USA.

16. http://epdfiles.engr.wisc.edu/dmcweb/AA02AimandScopeofDisasterManagement.pdf

17. Pal Manogyan R and KouliRinaSonowal , 2012, “Special Issues on Disaster

18. Management”, Yojna, Vol. 56 , New Delhi.

19. Government of India, 2001, “Disaster Management in India” (Report), Ministry of Home
20. Affairs, New Delhi.

5. DSE2E(B): Social Work Intervention in Unorganised Sector

Course Objectives:

1. To understand the operational structure, magnitude, and characteristics of the informal labor market in India.
2. To study the multidimensional challenges, health hazards, and socio-economic exploitation faced by informal workers.
3. To analyze legislative acts, welfare boards, and modern trade union approaches in the unorganized sector.

Course Outcomes:

1. Students will be able to organize unorganized workers into collectives, self-help groups, or labour unions.
2. Students will facilitate the registration and alignment of informal workers with official social security schemes.
3. Students will formulate legal advocacy, policy corrections, and lobbying strategies for protecting labour rights.

Course Content:

Unit 1: Unorganised Sector: Concept and Categorization

1. Conceptual definitions, features, and structural differences between organized and unorganized/informal sectors.
2. Contribution of the informal economy to India's Gross Domestic Product (GDP) and employment margins.
3. Structural classification of informal labour: Agricultural labourers, construction workers, domestic help, street vendors.
4. Emerging trends: The Gig Economy, platform workers (delivery executives, freelance aggregators) and their vulnerabilities.
5. Critical attributes of informal work: Absence of formal contracts, wage volatility, and lack of social safety nets.

Unit 2: Critical Problems of Informal Labour

1. Depressed wage structures, gender-based wage discrimination, and infinite working hours.
2. Occupational health hazards, toxic work environments, and total absence of safety standards.
3. Bonded labour systems, debt bondage, and prevalence of child labor in hazardous occupations.
4. Socio-psychological and physical vulnerabilities of women, migrant labor, and child workers in the sector.

5. Substandard housing, slum habitations, and total lack of clean civic amenities.

Unit 3: Legislative Framework and Labour Reforms

1. Unorganised Workers' Social Security Act, 2008: Framework, provisions, and execution failures.
2. Minimum Wages Act, 1948: Mechanisms of wage fixation, indexing, and non-compliance issues.
3. Inter-State Migrant Workmen Act, 1979 and legal measures for migrant safety.
4. Introduction to the new Four Labour Codes (Codes on Wages, Social Security, OSH, Industrial Relations) and the informal sector.
5. Role of free legal aid cells, Lok Adalats, and Labor Courts in dispute resolutions.

Unit 4: Social Security and Welfare Schemes

1. e-Shram National Database Portal: Significance, registration mechanisms, and benefits for workers.
2. Pradhan Mantri Shram Yogi Maan-dhan (PM-SYM) and old age financial pension provisions.
3. Ayushman Bharat (PM-JAY) and health insurance security extensions for informal sectors.
4. Employees' Provident Fund Organization (EPFO) and ESIC footprints in informal domains.
5. Composition, functions, and financial allocations of state-level Labor Welfare Boards.

Unit 5: Social Work Interventions and Labour Collectivization

1. Methods of community organizing, consensus building, and Collective Bargaining in informal setups.
2. Role of NGOs, Civil Society Organizations, and international bodies (ILO) in labour advocacy.
3. Evolution of informal labour trade unions and the landmark contributions of SEWA.
4. Skill development, dynamic upskilling, and vocational training initiatives (PMKVY) for informal groups.
5. Strategic planning for rights-based public campaigns, lobbying, and Public Interest Litigations (PILs).

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	–	3	2	2	3	–	3	2	3	2
CO2	3	2	–	3	2	2	2	–	3	3	2	2
CO3	3	2	2	3	3	3	2	2	3	3	2	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Datt, R. (2016). *Organizing the unorganized workers*. Shipra Publications.
- Government of India. (2020). *Report on conditions of work and promotion of livelihoods in the unorganized sector*. Ministry of Labour and Employment.
- Jhabvala, R., & Subrahmanya, R. K. (2015). *The unorganised sector: Work security and social protection*. Sage Publications.
- Papola, T. S. (2018). *Employment in the unorganised sector in India*. Vikas Publishing House.
- Srivastava, K. (2019). *Labour laws and unorganised sector*. Central Law Agency.

6 Basic in Sociology (SEC Course - 2 Credits)

Course Objectives:

1. To introduce foundational concepts, principles, and theoretical frameworks of Sociology.
2. To examine social institutions, culture, and structural stratifications in society.
3. To explore the intersectionality and interdisciplinary relationship between Sociology and professional Social Work.

Course Outcomes:

1. Students will be able to analyse social problems and individual behaviours through distinct sociological perspectives.
2. Students will identify and map the structural operations of caste, class, and gender inequalities within diverse communities.
3. Students will assess the role of formal and informal social institutions in maintaining social order and control.

Course Content:

Unit 1 Basic Concepts

1. Meaning of Sociology and Nature of Sociology as Science
2. Meaning and Characteristics: society, Community and Association.
3. Meaning, characteristics and types of Social Interaction

Unit 2 Social Change and Culture

1. Meaning and Concept of Social Change
2. Factor Responsible for Social Change
3. Meaning characteristics and Importance of Culture

Unit 3 Social Process

1. Social Stratification :Meaning and Characteristics
2. Social Control :Meaning and Characteristics of
3. Tools of Social Control

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	–	2	3	2	2	–	3	2	3	3
CO2	2	2	–	3	3	3	2	–	2	3	3	2
CO3	2	3	2	2	3	3	2	2	3	3	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Bottomore, T. B. (2018). *Sociology: A guide to problems and literature*. Routledge.
- Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.
- Haralambos, M., & Holborn, M. (2019). *Sociology: Themes and perspectives*. Collins.
- Rao, C. N. S. (2020). *Sociology: Principles of sociology with an introduction to social thought*. S. Chand Publishing.
- Srinivas, M. N. (2016). *Social change in modern India*. Orient Blackswan.

M.S.W Semester - II

Course Syllabus (As per NEP-2020)
A – Only Course Work

SEM	Course	Course Title	Hours/ Week	Credit	Internal Marks	External Marks
2	**DSC4**	Community Organization, Social Action and Social Welfare Administration	60	4	30	70
2	**DSC5**	Social Work Research	60	4	30	70
2	**DSC6**	Field Work – 2 (Rural Field Work)	60	4	30	70
2	**DSE3E(A)**	Rural Development and Panchayati Raj	60	4	30	70
2	**DSE3E(B)**	Correctional Social Work	60	4	30	70
2	**DSE4E(A)**	Introduction to Human Rights	60	4	30	70
2	**DSE4E(B)**	Family Life Education	60	4	30	70
2	**SEC2**	Entrepreneurship and social work	30	2	15	35

1. Community Organization, Social Action and Social Welfare Administration (Major Core - 4 Credits)

Course Objectives:

1. To understand the concept, philosophy, and principles of Community Organization and Social Action as methods of social work.
2. To develop skills in community analysis, leadership building, and resource mobilization.
3. To familiarize students with models, strategies, and tools for structural social change and advocacy.

Course Outcomes:

1. Students will be able to scientifically analyse power structures and dynamics within diverse communities.
2. Students will demonstrate competencies in applying participatory rural appraisal (PRA) tools to design community-led projects.
3. Students will design and execute rights-based social action strategies to advocate for the rights of marginalized groups.

Course Content:

Unit 1 Basic Concepts Community Organization

1. Concept, Nature, Meaning, Characteristics,
2. Historical Background,
3. Objectives, Basic Assumptions, Principles, Values, Steps.

Unit 2 Community Organization Practice

1. Area & Levels of Community Organization Practice,
2. Approaches of Community Organization
3. Skills and Role of Community Organizer
4. Community Chest
5. Limitations to community organization practices
6. Emerging issues, human rights and community organization Impact of macro polices.

Unit 3 Models and Strategies of community organizations

1. Locality development model
2. Social Planning model
3. Social Action model
4. Strategies of Community Organization.

Unit 4 Social Action

1. Concept, Meaning, Features, Objectives, Principles, Strategies, Basic Elements, Nature, Model
2. Social Action and Social Work

Unit 5 Social Welfare Administration

1. Meaning, Definitions, Scope and Process, Characteristics, Objectives, Fields, Function, Principles
2. Social Work and Social Welfare Administration

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	3	3	2	3	2	3	3	2	2
CO2	2	2	3	2	3	2	2	3	2	3	3	2
CO3	2	2	2	3	3	3	2	2	3	3	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Alinsky, S. (2018). *Rules for radicals: A pragmatic primer for realistic radicals*. Vintage Books.
- Freire, P. (2017). *Pedagogy of the oppressed*. Penguin Books.
- Ledwith, M. (2020). *Community development: A critical approach*. Policy Press.
- Siddiqui, H. Y. (2016). *Working with communities: An introduction to community work*. Hira Publications.
- Somesh, K. (2015). *Methods for community participation: A complete guide for practitioners*. Short Run Press.

2. Social Work Research (Major Core - 4 Credits)

Course Objectives:

1. To understand the fundamental concepts, nature, and types of Social Work Research.
2. To master the scientific steps of research from problem formulation to data analysis and report writing.
3. To introduce basic statistical tools and quantitative/qualitative data processing software.

Course Outcomes:

1. Students will be able to formulate research questions, develop hypotheses, and design scientific research proposals.
2. Students will construct and validate reliable data collection tools such as questionnaires and interview schedules.
3. Students will utilize basic statistical operations to analyse data and draft structured, ethical academic research reports.

Course Content:

Unit 1 Foundation of Research

1. Concept of Social Work Research
2. Social Science Research, Types and Methods of Research, Characteristics Steps for Research
3. Concept of Research Design, Type of Research Design and Steps of Research Design

Unit 2 Literature, Planning and Sampling

1. Literature : Need for Reviewing Literature, What to Review and for What Purpose, Literature Search Procedure
2. Planning : Planning Process, Selection of a problem for research, Formulation of selected problem, Hypothesis, Variable
3. Sampling : concept, characteristics of good sample, Methods of sampling, Sampling and Non-sampling Errors

Unit 3 Data Collection

1. Meaning and Importance of Data
2. Types of Data
3. Tools of Data, Sources of Data
4. Pilot Study : Need, Meaning, Functions
5. Pre-test : Need, Purposes, Procedure

Unit 4 Processing of Data

1. Coding and Classification of data
2. Tabulation
3. Presentation with Graph/Chart/Diagrams

Unit 5 Statistical Analysis and Report Writing

1. Measures of central tendency – Mean, Median, Mode.
2. Measures of dispersion – Standard Deviation. Testing of hypothesis – Chi-square test, T-test, Correlation.....
3. Use of computer for Social Work Research, SPSS. Reporting : Format and reference
4. Documentation : Footnotes, Types of Footnote and Bibliography
5. Report Writing, Importance of Report Writing, Research Report Format, Abbreviations used in Research Report

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	3	3	2	3	2	3	2	2	3	3
CO2	2	1	3	2	2	2	2	3	2	2	3	2
CO3	2	2	3	3	2	3	2	3	2	2	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach*. Sage Publications.
- Kothari, C. R. (2019). *Research methodology: Methods and techniques*. New Age International Publishers.
- Laldas, D. K. (2016). *Practice of social research*. Rawat Publications.
- Rubin, A., & Babbie, E. R. (2017). *Research methods for social work*. Cengage Learning.
- Goode, W. J., & Hatt, P. K. (2015). *Methods in social research*. McGraw-Hill Book Company.

3. Field Work – 2: Community Fieldwork (Major Core - 4 Credits)

Course Objectives:

1. To understand the socio-economic, cultural, and political structure of rural communities.
2. To develop practical skills in applying Participatory Rural Appraisal (PRA) and social mapping tools.
3. To learn the functioning of local self-government (Gram Panchayat) and rural developmental schemes.

Course Outcomes:

1. Students will be able to perform micro-level planning and needs assessment in rural areas using PRA tools.
2. Students will design and execute community-wide awareness programs on rural health, sanitation, and education.
3. Students will facilitate local communities to access and leverage rural development and social security schemes.

Course Content:

Unit 1: Entry into Rural Community and Rapport Building

1. Concept, characteristics, and changing nature of Indian rural society.
2. Techniques of community entry, initial transit walks, and community immersion.
3. Building professional rapport with diverse rural stakeholders: Sarpanch, Talati, Anganwadi workers, and local youth groups.
4. Identifying and navigating rural power dynamics, caste structures, and factionalism.
5. Maintaining field diaries with a specific focus on rural socio-cultural observations.

Unit 2: Participatory Rural Appraisal (PRA) & Research Tools

1. Theoretical foundations, principles, and ethics of Participatory Rural Appraisal (PRA) in rural settings.
2. Practical application of Space-related PRA tools: Social Mapping, Resource Mapping, and Catchment Mapping.
3. Practical application of Time-related PRA tools: Time Line, Trend Analysis, and Seasonal Diagramming (Crop/Health patterns).
4. Relational PRA tools: Venn Diagram (Chapati Diagram) for institutional linkages and Matrix Ranking for prioritizing problems.
5. Conducting focused Transect Walks to observe rural infrastructure, sanitation, and agricultural lands.

Unit 3: Rural Local Self-Government and Institutional Study

1. Study of the 73rd Constitutional Amendment Act and the structure of Panchayati Raj Institutions (PRI).
2. Understanding the administrative functions and financial resources of the Gram Panchayat.
3. Attending and observing the dynamics of Gram Sabhas and Mahila Sabhas.
4. Institutional study of rural development setups: Primary Schools, Primary Health Centres (PHCs), and Co-operative Societies etc.
5. Evaluating the role of Self-Help Groups (SHGs) and Sakhi Mandals in rural women's economic empowerment.

Unit 4: Intervention with Rural Vulnerable Groups & Campaigns

1. Identifying and profiling vulnerable groups in villages: Landless laborers, small farmers, widows, and school dropouts.
2. Applying Social Casework to resolve rural domestic issues, addiction problems, or structural dependencies.
3. Organizing Group Work with rural adolescents, youth clubs, or farmer collectives for capacity building.
4. Planning and executing village-wide awareness campaigns (Street plays, rallies, or wall paintings) on sanitation (ODF+), water conservation, and clean energy.
5. Organizing diagnostic health camps or digital literacy drives in collaboration with local administration.

Unit 5: Scheme Mapping, Documentation, and Evaluation

1. Mapping and facilitating the community's access to major rural schemes (e.g., MGNREGA, PM-AWAS, Ayushman Bharat, PM-Kisan).
2. Documenting the entire process of a rural development initiative or a community baseline study.
3. Maintaining analytical weekly field work records linking rural practices with community organization theories.
4. Conducting Individual Conferences (ICs) and Group Conferences (GCs) to present rural field learnings and case studies.
5. Compilation of a comprehensive "Village Profile Portfolio" and facing the Semester 2 Rural Viva-Voce panel.

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Field Work Attendance, Report Writing, Student Engagement etc.	30%
2	End-Semester Examination: Viva Voce	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	3	3	3	2	3	3	3	3	3
CO2	2	2	2	3	2	3	2	2	3	2	-	3
CO3	2	-	2	3	3	3	2	2	3	2	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Chambers, R. (2017). *Whose reality counts? Putting the first last*. Intermediate Technology Publications.
- Jain, S. C. (2016). *Rural development: Institutions and strategies*. Rawat Publications.
- Narayan, S. (2018). *Participatory rural appraisal: Principles, methods, and application*. Inter-India Publications.
- Singh, K. (2019). *Rural development: Principles, policies, and management*. Sage Publications.
- Sisodia, Y. S. (2015). *Functioning of Panchayati Raj Institutions in India*. Rawat Publications.

4. DSE3E(A): Rural Development Panchayati Raj.

Course Objectives:

1. Develop an understanding of rural communities Acquire knowledge about the contribution of Government & Non-government Organizations to rural development
2. Develop an understanding of the functions of Panchayati Raj Institutions with particular reference to Gujarat
3. Obtain knowledge about the application of social work in rural development programs.

Course Outcomes:

1. Apply the principles, methods, and practices of social work in planning, implementing, and evaluating rural development programs, with an emphasis on community participation and empowerment.
2. Analyze rural development issues and recommend appropriate social work interventions in collaboration with local institutions and community organizations.
3. Demonstrate an understanding of participatory approaches, leadership, and community mobilization techniques to support sustainable and inclusive rural development.

Course Content:

Unit 1: Indian Rural Community

1. Community: Meanings & Types.
2. Rural Community Development. Rural Community concept and Characteristics.
3. Indian village: Meanings & Characteristics.
4. Analysis of Indian village (Physics, Ecological, Social Economic)

Unit 2 Problems of Rural community

1. Rural society and poverty – Historical Perspective.
2. Issues faced by the rural poor such as indebtedness, Bound labour, Low wages, Unemployment, Underemployment and other forms of exploitations.
3. Migration, land alienations and cast conflict.

Unit 3 Rural Social Institutions &Panchayati Raj

1. Rural development administration: Local Self-government.
2. Panchayati Raj institution history & background.
3. Gram panchayat : Concept or Structure and function
4. Talukapanchayat: Concept, Structure and Powers.
5. District panchayat: Concept, Structure and Powers.
6. Participatory Rural Appraisal (PRA) & Research Tools
    a. Theoretical foundations, principles, and ethics of Participatory Rural Appraisal (PRA) in rural settings.
    b. Practical application of Space-related PRA tools: Social Mapping, Resource Mapping, and Catchment Mapping

c. Practical application of Time-related PRA tools: Time Line, Trend Analysis, and Seasonal Diagramming (Crop/Health patterns).

d. Relational PRA tools: Venn Diagram (Chapati Diagram) for institutional linkages and Matrix Ranking for prioritizing problems.

Unit 4 Policies & Program of Rural development

1. Government program post independence and their impact of rural community.
2. Community based organization.
3. Programs and projects by implementation by government
4. Schemes of rural development.

Unit 5 Roles of social work in rural development

1. Roles of Voluntary agency.
2. N.G.O. in rural development.
3. Role of social worker in rural community development

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	3	3	3	2	3	3	3	3
CO2	3	3	2	3	3	2	3	2	3	3	3	2
CO3	2	2	3	3	3	3	2	3	3	2	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

1. Chodhari D. Pau l. 1983,
2. Goel. S. I. and Jain R.K. 1988
3. Government of India pg.297-310
4. Human Service Management, The Haworth Press, linois
5. Rural Development: Principles, Policies and Management by Katar Singh,
6. Rural Development in India by Vasant Desai,
7. Rural Development: Putting the Last First by Robert Chambers

4. DSE3E(B): Correctional Social Work (Minor Elective - 4 Credits)

Course Objectives:

1. To understand the concepts of crime, deviance, criminology, and penology in contemporary society.
2. To analyze the structure and functioning of the Criminal Justice System and correctional administration setups in India.
3. To develop professional skills for social work rehabilitation, probation, and after-care services for inmates.

Course Outcomes:

1. Students will be able to evaluate the root psychological and social causes behind criminal patterns.
2. Students will apply therapeutic models to assist inmates and juvenile offenders within institutional spaces.
3. Students will design reintegration and after-care programs to help ex-convicts adjust back into mainstream society.

Course Content:

Unit 1: Criminology and Conceptual Background

1. Definition, nature, scope, and significance of Criminology and Penology.
2. Concepts of crime, social deviance, juvenile delinquency, and white-collar crimes.
3. Theories of Crime Causation: Classical, Biological, Psychological, and Sociological schools (Labeling, Strain theory).
4. Victimology: Concept, vulnerabilities of victims, and compensation frameworks.
5. Human rights framework inside correctional settings: International and national parameters.

Unit 2: Criminal Justice System and Legislation

1. Components of the Criminal Justice System: Police, Judiciary, and Correctional Institutions.
2. Indian Penal Code (IPC), Criminal Procedure Code (CrPC), and Indian Evidence Act: Basics.
3. The Prisons Act, 1894, and Prisons Manual: Management and historical reform reviews.
4. Juvenile Justice (Care and Protection of Children) Act, 2015: In-depth analysis.

5. Probation of Offenders Act, 1958: Legal foundations and operational rules.

Unit 3: Institutional Correctional Frameworks

1. Institutional settings: Central prisons, district jails, sub-jails, and open prisons.
2. Intermediate systems: Remand homes, observation homes, special homes, and place of safety for juveniles.
3. Internal administration: Classification of prisoners, security grids, and work programs.
4. Prison problems: Overcrowding, health crises, custodial violence, and radicalization.
5. Rights of undertrial prisoners, free legal aid setups, and bail mechanisms.

Unit 4: Non-Institutional Corrections and After-Care

1. Meaning, scope, and benefits of Non-Institutional/Community-based corrections.
2. Probation and Parole: Concepts, differences, terms, and regulatory provisions.
3. After-Care Services: Meaning, necessity, challenges, and structural patterns.
4. Reintegration models: Resettlement, employment assistance, and social re-acceptance paths.
5. Role of community networks and families in avoiding repeat offenses (recidivism).

Unit 5: Social Work Interventions in Correctional Fields

1. Role of social workers in prisons: Counselor, rehabilitator, educator, and legal liaison.
2. Psycho-therapeutic interventions: Cognitive Behavioral Therapy (CBT), stress management, and yoga for prisoners.
3. Organizing vocational trades, literacy missions, and cultural activities inside prison units.
4. Conducting social investigations for probation orders and parole evaluations.
5. Strategic planning for family support groups of incarcerated individuals.

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	3	2	3	2	3	2	3	2
CO2	2	2	1	3	2	3	2	1	3	2	3	3
CO3	2	2	2	3	3	1	2	2	3	2	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Ahuja, R. (2016). *Criminology*. Rawat Publications.
- Bhattacharya, S. K. (2015). *Social defence: An Indian perspective*. Regency Publications.
- Paranjape, N. V. (2018). *Criminology and penology with victimology*. Central Law Publications.
- Srivastava, S. P. (2017). *The juvenile justice system in India*. Ajanta Books International.
- United Nations Office on Drugs and Crime. (2020). *Handbook on correctional social work*. United Nations.

5. DSE4E(A): Introduction to Human Rights

Course Objectives:

1. Protection of Human Rights became an important issue after the Second World War and after the acceptance of Universal Declaration of Human Rights To gain
2. About human rights & social legislation.
3. To understand the mechanism for protecting human rights in India.
4. To acquire competency to apply knowledge of human rights and social legislation in social work practice. –
5. To know social justice system in India.

Course Outcomes:

1. Understand the concept, evolution, and significance of human rights, including the Universal Declaration of Human Rights (UDHR).
2. Demonstrate knowledge of human rights and social legislation.
3. Explain the mechanisms for the protection and promotion of human rights in India.
4. Apply the principles of human rights and social legislation in social work practice.

Course Content:

Unit 1: Human Rights : Concept and Development

1. Human rights in Indian tradition: ancient, medieval and modern.
2. Human rights in western tradition.
3. Development of Natural Rights.
4. Social and Religious Reforms Movements and Human Rights in India

Unit 2 The International Bill of Rights

1. The United Nation Charter, 1945
2. The Universal Declaration of Human Rights 1948
3. International Covenant on Economic, Social and Cultural Rights, 1966
4. International Covenant on Civil and Political Rights, 1966

Unit 3 The Constitutional of India and human rights

1. The Constitutional Philosophy – Preamble.
2. Fundamental Rights. Case study and Self India and
3. Directive Principles of State Policy.
4. Fundamental Duties.

Unit 4 Concept of Disadvantaged groups

1. Rights of women and Child
2. Rights of SC, ST Case study and Self Groups
3. The tribal and other indigenous people
4. The unorganized labour, Farmer
5. Rights of Minorities

Unit 5. Enforcement and Protection of human rights

1. The Protection of Human Rights Act, 1993
2. Role of District Human Rights Courts, High Courts and Supreme Court, Public court,
3. States and National Human Rights Commission
4. National Commissions for SC, ST, Women, Child, and Minorities
5. Roll of NGOs
6. Public Interest Litigation
7. Legal aid.

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	2	3	1	3	2	2	2
CO2	3	2	3	-	3	2	3	1	3	3	-	2
CO3	2	3	3	3	3	3	2	2	3	3	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

1. International Human Rights — Jack Donnelly
2. Universal Human Rights in Theory and Practice — Jack Donnelly
3. Human Rights: Politics and Practice — Michael Goodhart (Editor)
4. The International Human Rights Movement: A History — Aryeh Neier
5. Human Rights — H. O. Agarwal
6. Human Rights: Theory and Practice — S. K. Kapoor
7. An Introduction to Human Rights — Rae Lindsay

5. DSE4E(B): Family Life Education.

Course Objectives:

1. To understand the concept, philosophy, goals, and framework of Family Life Education (FLE).
2. To study human development stages, marital readiness, sexual health, and parental dynamics across life transitions.
3. To build skills for creating, evaluating, and running FLE programs for diverse population brackets.

Course Outcomes:

1. Students will be able to design lifecycle-specific curriculums for family life and relationship education.
2. Students will provide counseling on pre-marital preparedness, family planning, and parenting challenges.
3. Students will run educational workshops regarding sexual health, gender respect, and domestic wellness.

Course Content:

Unit 1: Family Life Education: Overview and Framework

1. Definition, concept, philosophy, goals, and core values of Family Life Education (FLE).
2. Historical developments and operational paradigms of FLE in India and global systems.
3. Institutional agencies implementing FLE: Schools, colleges, religious bodies, and NGOs.
4. Role and professional ethics of a Family Life Educator.
5. Theoretical models of FLE: Operational frameworks, resource tracking, and field dynamics.

Unit 2: Human Development, Sexuality and Health

1. Biological basis of human life: Anatomy, physiology, and human reproduction overview.
2. Stages of human development: Infancy, childhood, adolescence, adulthood, and senescence.
3. Psychosexual development: Understanding sexual orientation, healthy boundaries, and safe choices.
4. Reproductive and Child Health (RCH): Family planning methods, safe motherhood, and STI/HIV preventions.

5. Nutritional education, healthy lifestyle practices, and home healthcare management basics.

Unit 3: Pre-Marital Readiness and Marital Dynamics

1. Marriage as a social and legal contract: Concepts, selection factors, and alignment strategies.
2. Pre-marital counseling: Meaning, goals, compatibility evaluations, and communication builds.
3. Marital adjustments: Managing role changes, financial budgets, and relative expectations.
4. Intimacy, companionship, and conflict resolution architectures within marriages.
5. Special marital disruptions: Handling infertility, infidelity, legal separations, and divorces.

Unit 4: Parenting and Caregiving Dynamics

1. Concept, roles, and types of parenting styles (Authoritative, Authoritarian, Permissive, Uninvolved).
2. Parent-child relationships across childhood, tumultuous adolescence, and adult stages.
3. Positive parenting techniques: Nurturing skills, behavior corrections, and open communication lines.
4. Caring for special family members: Differently-abled children and vulnerable geriatric setups.
5. Work-family life balance: Stress coping methods for dual-career couples.

Unit 5: Program Planning and Evaluation in FLE

1. Identifying targeted operational fields and running baseline assessments for FLE inputs.
2. Step-by-step curriculum design of FLE modules for adolescents, couples, and seniors.
3. Teaching methodologies: Interactive lectures, group debates, audio-visual screenings, and role plays.
4. Monitoring and Evaluation strategies for measuring short-term and longitudinal FLE behavioral impacts.
5. Navigating cultural sensitivities, religious reservations, and institutional pushbacks during FLE execution.

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	3	-	3	2	3	3	2	3	3
CO2	2	-	2	3	2	3	2	3	3	2	-	3
CO3	2	2	2	3	3	3	-	3	3	2	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Arus, R. M. (2016). *Family life education: Principles and practices*. Harper & Row.
- Darling, C. A., & Cassidy, D. (2018). *Family life education: Working with families across the lifespan*. Waveland Press.
- Desai, M. (2015). *Family social work in India*. Tata Institute of Social Sciences.
- Thomas, J. (2017). *Human sexuality and family life education*. Rawat Publications.
- Duncan, S. F., & Goddard, H. W. (2021). *Family life education: Integrating theory and practice*. Sage Publications.

6. Social Work Entrepreneurship . (AEC: 2 Credits)

Course Objectives:

1. To introduce the foundational concepts, paradigms, and models of Social Entrepreneurship.
2. To develop necessary business planning, marketing, and institutional operational skills among social work students.
3. To provide knowledge regarding resource mobilization, legal compliances, and impact evaluation methodologies.

Course Outcomes:

1. Students will be able to construct feasible social business plans addressing specific community problems.
2. Students will identify and access diverse financing mechanisms, including impact investments and government incubation grants.
3. Students will utilize social impact assessment metrics to evaluate the performance of social ventures.

Course Content:

Unit 1: Introduction to Social Entrepreneurship

1. Definition, attributes, scope, and growing significance of Social Entrepreneurship.
2. Comparative analysis: Commercial entrepreneurship vs. social entrepreneurship vs. traditional NGOs.
3. Historical landmarks and prominent models of social ventures in India (e.g., AMUL, SEWA, Lijjat Papad).
4. Characteristics, core skills, motivations, and ethical dilemma management of a social entrepreneur.
5. Typologies of social enterprises: For-profit, non-profit, hybrid, and cooperative business models.

Unit 2: Business Planning and Legalities for Social Ventures

1. Environmental scanning, opportunity mapping, and ideation frameworks.
2. Market research, competitor analysis, and preparation of Feasibility Reports.
3. Developing a comprehensive Social Business Plan (Value Proposition, operational strategy, financial forecasting).
4. Legal structuring of ventures: Registration under Public Trust Act, Societies Registration Act, or Section 8 Company.
5. Intellectual Property Rights (IPR), patents, and trademarks for social product innovations.

Unit 3: Financing and Resource Mobilization, Social Marketing

1. Government initiatives: Startup India, Standup India, MUDRA loans, and incubation support.
2. Role of Microfinance Institutions (MFIs) and Self-Help Group (SHG) federations in grassroots financing.
3. Application of the 4 P's of social marketing (Product, Price, Place, Promotion)
4. Corporate Social responsibilities (CSR) funds under section 135 of companies act.

Assessment and Evaluation

Sr. No.	Assessment/Evaluation Component	Weightage (%)
1	Continuous Internal Evaluation: Seminars, Assignments, Project, MCQ, Class Regularity, Internal test	30%
2	End-Semester Examination: Written Exam	70%

CO – PO – PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	3	3	3	3	2	3	3	2	3	3
CO2	2	2	2	3	2	3	2	2	2	2	3	3
CO3	2	2	3	3	3	3	2	3	3	2	3	3

Correlation Summary:

Correlation Scale: 3 = High Correlation | 2 = Moderate Correlation | 1 = Low Correlation | – = No Correlation

Reference Books:

- Bornstein, D. (2017). *How to change the world: Social entrepreneurs and the power of new ideas*. Oxford University Press.
- Dees, J. G. (2016). *Enterprising nonprofits: A toolkit for social entrepreneurs*. John Wiley & Sons.
- Mair, J., Robinson, J., & Hockerts, K. (2019). *Social entrepreneurship*. Palgrave Macmillan.
- Nicholls, A. (2021). *Social entrepreneurship: New models of sustainable social change*. OUP Oxford.
- Praszkier, R., & Nowak, A. (2018). *Social entrepreneurship: Theory and practice*. Cambridge University Press.