



MASTER OF SOCIAL WORK (MSW)

[SPECIALISATION IN CHILD PROTECTION]



PRIVATE MODE SYLLABUS

CENTRE FOR CHILD PROTECTION (CCP)
SARDAR PATEL UNIVERSITY OF POLICE, SECURITY AND CRIMINAL
JUSTICE, (SPUP), JODHPUR, RAJASTHAN.
PIN CODE: 342037.

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ABOUT THE UNIVERSITY

Child Protection is a complex area of work that demands multi-disciplinary approach and inter departmental linkages. In absence of skilled and trained people in the area of child protection, the child is not viewed as an entity that has rights and entitlements by the society. Hence, any discourse around the rights of the child does not get immediate support of the community. Sardar Patel University of Police, Security and Criminal Justice (SPUP) is a state university located at Jodhpur, Rajasthan, India. It was established in the year 2012 by the Government of Rajasthan through Sardar Patel University of Police, Security and Criminal Justice Act, 2012 (Act No. 32 of 2012) passed by state legislature, Government of Rajasthan. The Act mandates the university to focus on teaching and research in the field of Police, Social Science, Criminal Justice, Public Safety, Security and other related area. The Police University has successfully established various centres, focusing on emerging and crucial issues impacting society at large.

ABOUT THE CENTRE

To affirm Rajasthan Government's Commitment towards adopting a rights-based approach to address the continuing and emerging challenges in the situation of children, Sardar Patel University of Police, Security and Criminal Justice (SPUP) established Centre for Child Protection (CCP) on 6th May 2015. The objectives of the Centre for Child Protection is to strengthen preventive and protective child protection mechanisms and systems through training more professionals by offering courses on child protection, capacity building, training, workshops, research activities on child protection etc. Also, Centre plays an active role for new initiatives in the field of child protection through networking, coordination and advocacy with department concerned. Being a resource centre on Child protection, centre extends technical support to various departments to ensure the rights of children. ***Centre for Child Protection is an official centre of SPUP with the overall objective of promoting child protection knowledge and skill in the state of Rajasthan.***

MISSION/ VISION

To work as a pioneering centre promoting Just, Protective and Enabling Environment for the Children in partnership with the various child rights actors and also work as knowledge hub and resource agency for child Protection and child rights.

OBJECTIVES OF THE CENTRE

- ❖ To act as nodal and technical agency for the strengthening of Special Juvenile Police Unit (SJPU) and Anti Human Trafficking Unit (AHTU) and other duty bearers.
- ❖ To make effective implementation of various mainstream courses on issue impacting life of children with focus on child protection.
- ❖ To develop trained and skilled human resources on child protection and child rights issues.
- ❖ To work as knowledge and information hub and resource agency for child protection and child rights.
- ❖ To interact with various groups associated with information-related, technical, academic and research need based activities so that issues relating to child protection and child rights, whether these are state-sponsored, private sector, media, community groups or others move in desired direction.
- ❖ To provide consulting support and assistance to other agencies and institutions in the area concerning life of children and community.

KEY FUNCTIONS OF THE CENTRE

- ❖ To create awareness about the different laws, provisions, schemes and projects relating to Child Protection and Child Rights.
- ❖ To promote research advocacy and communication that is relevant to policy and issues centered on Child.
- ❖ To initiate Research and publication activities such as review the existing mechanism, policies and laws of Child Protection and suggestive measures.
- ❖ To serve as an active meeting ground, forum and platform for all groups involved in promoting development and in enhancing realization of children rights particularly Child Protection.
- ❖ To provide para-legal, legal support to children and build awareness about the agencies working for children's rights.
- ❖ To prevent of juvenile delinquencies with the help of Child Protection actors.
- ❖ To strengthen the existing structures and institution related to child protection.
- ❖ To produce films, undertake research, study of documents, and video documentation in order to raise and bring public awareness on Child Protection and Child Rights issues.
- ❖ To help and facilitate effective implementation of different projects of the Central and State Government for educational and social development of all categories of

stakeholders.

- ❖ To prepare and publish papers, articles, booklets, journals, news-letters, bulletins, posters, web pages etc.
- ❖ To organize training, seminars, workshops, conferences, public hearings and such other measures as may be necessary.
- ❖ To do all such other deeds and things either alone or in conjunction with others as are incidental or conducive to the attainment of the objects of the Centre.

THE TEAM

- ❖ **Dr. Alok Tripathi IPS (R), Hon'ble Vice Chancellor**, Sardar Patel University of Police, Security and Criminal Justice, Jodhpur, Rajasthan.
- ❖ **Mrs. Malini Aggrawal (I.P.S.), Director**, Centre for Child Protection, Sardar Patel University of Police, Security and Criminal Justice, and DGP AHTU and Civil Rights, Rajasthan Police.
- ❖ **Mr. Himanshu Sharma, Nodal Officer and DDO**, Centre for Child Protection, Sardar Patel University of Police, Security and Criminal Justice, Jodhpur, Rajasthan.
- ❖ **Dr. Kanika Panwar, Deputy Director**, CCP, SPUP.
- ❖ **Dr. Rufus D., Deputy Director**, CCP, SPUP.
- ❖ **Mr. Praveen Singh**, Faculty-Academics, CCP, SPUP.
- ❖ **Mr. Bimal Kumar Samantaray**, Faculty – Child Protection, CCP, SPUP.
- ❖ **Mr. Radheshyam Kumawat**, Consultant- Accountant & Administration, CCP, SPUP.
- ❖ **Mr. Narendra Singh Nathawat**, Office Assistant, CCP, SPUP.

BOARD OF STUDY MEMBERS

Sr. No.	Name	Description
A. Internal Members:		
1.	Dr. Kanika Panwar	Assistant Professor (Department of Sociology); Deputy Director (Honorary), Centre for Child Protection; and Controller of Examination (Additional Charge), Sardar Patel University of Police Security and Criminal Justice, Jodhpur, Rajasthan, India. (Internal Member and Chairperson, BoS Committee).
2.	Shri Himanshu Sharma	Nodal Officer, Centre for Child Protection; and Controller of Examination (Additional Charge), Sardar Patel University of

		Police Security and Criminal Justice, Jodhpur, Rajasthan, India.
3.	Shri Praveen Singh	Faculty-Academics, Centre for Child Protection, Sardar Patel University of Police, Security and Criminal Justice, Jodhpur, Rajasthan.
4.	Shri Bimal Kumar Samantaray	Faculty-Child Protection, Centre for Child Protection, Sardar Patel University of Police, Security and Criminal Justice, Jodhpur, Rajasthan.
B. External Members:		
5.	Dr. Manju Singh	Professor, Department of Sociology & Social Work, Banasthali Vidyapith, Niwai, Rajasthan (External Member, BoS Committee).
6.	Dr. Sanjay Kumar Nirala	Child Protection Specialist, UNICEF Field Office, Rajasthan (as UNICEF Representative).
7.	Ms. Hemalee Lalitchandra Leuva	Child Protection Officer, UNICEF Field Office, Rajasthan (as UNICEF Representative).
C. Special Invitee:		
8.	Dr. Shubha Dube	Professor, Department of Home Science, University of Rajasthan, India.
9.	Dr. Shaizy Ahmed	Associate Professor, Department of Social Work, Central University of Rajasthan, India.

RULES AND REGULATIONS FOR MSW PROGRAMME

AFFILIATION

The proposed programme shall be governed by the (CCP), Sardar Patel University of Police, Security and Criminal Justice, (SPUP), Jodhpur.

INTAKE

Maximum 20 students in one batch for the course. Reservation will be followed as per govt. norms.

PROGRAMME STRUCTURE

The Master Degree programme (MSW) is run by Centre for Child Protection of the Sardar Patel University of Police, Security and Criminal Justice as per the UGC norms. From the Academic Session 2025-26, SPUP is offering this course in Private Mode and provision of 20 seats may be done in the private mode of the MSW course.

MEDIUM OF INSTRUCTION

- ❖ Medium of Instruction is Bilingual i.e Hindi and English.

DURATION

- ❖ Master of Social Work (MSW): Minimum Duration: 24 months/ Maximum Duration: 72 Months.

RULES FOR THE ADMISSION AND CANCELLATION

- ❖ CCP-SPUP will make an advertisement for the admission. Aspirants will submit their applications on prescribed formats to the Centre within stipulated time.
- ❖ In the process of admission, reservation will be implemented as per University norms.
- ❖ CCP/SPUP will scrutinize the applications and accordingly aspirants will be communicated.
- ❖ Participant will be asked to deposit fees in the bank account of 'Director, Centre for Child Protection' or directly in SPUP by using different modes (demand draft and NEFT) within stipulated time.
- ❖ Participant will be informed about future steps after receiving admission information.
- ❖ Graduate in any discipline with minimum 50% marks. (as per University norms).

FEE STRUCTURE (for Private Mode)

As per SPUP norms.

RULES FOR THE CANCELLATION

- ❖ Admission will be cancelled if participant fails to attend Orientation Program Individual Conference (IC) and Group Conference (GC) as per the SPUP norms.
- ❖ If participant fails to complete the course in six years, Admission will be finally cancelled.

SCHEME OF EXAMINATIONS

- ❖ English and Hindi will be the medium of instruction and examination.
- ❖ Examinations shall be conducted at the end of academic semester. The programme calendar shall be notified by the Centre for Child Protection under the direction of Sardar Patel University of Police, Security and Criminal Justice, (SPUP), Jodhpur.

EVALUATION SYSTEM

The evaluation will be done as per the SPUP norms. Every semester, there will be End of Semester Examinations (EoSE) of the theory papers and VIVA-VOCE for the fieldwork practicum. For the evaluation of the field work, internal assessment, VIVA-VOCE, report writing will be considered in combination as decided by the Department. The system of evaluation incorporates following activities:

- ❖ Self-assessment exercises of each unit of study.
- ❖ The students will be provided with the facility of library at the main campus of the SPUP.
- ❖ Field Practice and assignments will be part of the course.
- ❖ The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking semester-end examination from time to time to complete an academic programme.
- ❖ The duration of written examination for each paper shall be three hours.
- ❖ Each theory paper will be examined out of 100 marks {40 for internal assessment and 60 for final examination at the end of course}.

Evaluation Scheme						
Continuous Assessment (CA) (Max. Marks)					End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)
Assignment (Unit-wise)				Total (CA)		
I	II	III	IV			
10	10	10	10	40	60	100

The remaining marks in each paper (60 Marks) shall be awarded on the basis of a written theory examination/ descriptive questions / objective type paper/ or combination of subjective and objective type questions.

FIELD WORK EVALUATION SCHEME

- ❖ The Fieldwork in each semester will be evaluated in the end of semester examination.
- ❖ In the end of semester examination Viva-Voce will be conducted for Concurrent Fieldwork, Summer Internship and Block Fieldwork/ Dissertation. Wherein an external examiner from the discipline of Sociology or social work will be invited.
- ❖ The Summer Internship is evaluated through fieldwork reports, i.e weekly report and summary report. The students need to present their work in department as part of evaluation in the second orientation cum practical program before the final examination.
- ❖ In case the student is not able to successfully complete the Concurrent Fieldwork / Summer Internship / Block Fieldwork, leading to failure in the course. The student has to repeat the field work.

GRADE AND DECLARATION OF RESULT

Declaration of result and allocation of grades will be done as per the university regulations.

- ❖ The University shall declare the results of a semester and make available to the students their Mark/Grade sheets within the time frame prescribed by the relevant regulations of the university and specified in the academic calendar.
- ❖ The University may withhold the results of a student for any or all of the following reasons:
 - He/ She has not paid his/her dues.
 - There is a disciplinary action pending against him/her.
 - He/She has not completed the formalities for University registration.
 - He/She has not submitted the project report and field work reports of the said course.

AWARD OF CERTIFICATE

Minimum marks required for passing each subject is 40 percent of the total marks. Non-Collegiate will be mentioned in the Degree and Mark-sheets.

Course Curriculum: Paper Contents (Syllabus)

Details of MSW programme by the Centre for Child Protection (CCP), Sardar Patel University Police Security and Criminal Justice

The centre will offer both short-term and long-term programmes leading to Certificates, Diplomas and Master Degree Courses which are conventional as well as innovative. This master degree course will empower and enable the students to gain skills, diversification and updation of knowledge, self-enrichment and attitudes required to work for the society at large especially with children and women at various levels. Accordingly, the syllabus will be formulated.

Proposed Course

Master in Social Work (MSW)

Master in Social Work (MSW) programme is an innovative learning package aimed at creating an overall awareness and opportunity to learners for higher studies in professional social work. Besides offering the core courses pertaining to social work curriculum, it includes themes in some of the emerging areas of social work such as Child rights, Child Protection, Working with Children, Legal Provisions and Child Protection, Introduction to Family Education, Gender & Intersectionalities, Introduction to Women's Studies, Sexuality, Power and Violence, State, Women's Rights and Legal Advocacy, Women, Work & Well Being and Women's Movements and various laws available to deal with. After going through this Programme the learners will be able to deal with the issues related with women & children effectively. The curriculum focuses on the applied aspects of Social Work and specially focused on Women's Studies and Child Protection & Rights. In preparing the course syllabus, special care has been taken to address the present day context.

OBJECTIVE OF THE COURSE

The principle objective of the MSW Programme in private mode is to prepare trained and committed human personnel in the field of social welfare and social work profession. Our graduates are expected to cherish the leadership positions in different field of social work practice, research, teaching, policy making and influencing, administration of welfare, civil and corporate organizations. The salient features of this programme are as follows:

1. **Understanding and analytical ability:** To assist the social work trainee students to develop their understanding and analytical ability of complex social realities, its addressable procedure and integration of social work theories and practice
2. **Knowledge and skill enhancement:** To help social work trainee students to enhance their knowledge in various domains, sharpen the social skills, acquired promising attitude for ethical practices governed by the various apex bodies like IFSW, ICSW and NAPSWI.
3. **Enabling learning environment:** To facilitate the enabling learning environment for learners to make them responsive, proactive and responsible practitioners based on values and ethics of social work practice.
4. **Research and intervention skills:** Students are expected to undertake significant, relevant evidence base research, practice based social work interventions to demonstrate micro to macro continuum.
5. **Independent professional skills for practice:** The students are expected to gain the skills for practice to work as independent professional or seek suitable jobs at various positions.
6. **Specialized Skills for CP Practice:** To provide learners with the core knowledge required for child protection and child rights. To acquaint learners with the use of healthy and positive behaviour with the children. To provide hands-on training in selected areas of child rights and child protection. To equip learners with the skills of using appropriate knowledge of different child protection laws for applications in various fields. Understand what child protection is and why it is important. Understand the purpose of a child protection policy and related procedures.
7. **Specialized Skills for Gender and Women Studies Practice:** Provides an understanding of how knowledge has been produced and constructed to reproduce power and hierarchy and gender based inequalities. Provides sound grounding in women's movements and critically explores the concerns of gender, development and globalizing economies. Builds skills in feminist research, documentation and organizational skills needed to work with women.

PROGRAM OUTCOME

1. To enhance understanding about the socio-political, human rights issues, and to inculcate social work values and attitude among the learners.
2. To analyze the problems through critical understanding and facilitate appropriate measures

through social work interventions.

3. To develop the knowledge and skills of working with diverse groups of population in various set-ups.
4. To understand the cultural context and to design, develop, and practice, welfare and developmental program.
5. To promote participative, people-centric & ecologically sustainable society to ensure dignity, equity, rights, social justice, and just society.
6. To develop professional and personal competency, methodological understanding, program intervention skills, functional skills to operate independently, with team work and in organization settings.
7. To develop professional and personal competency, program intervention skills, functional skills in Child Protection and Rights Settings.
8. To develop professional and personal competency, program intervention skills, functional skills in Gender and Women Studies Practice.

- ❖ **Eligibility:** Graduation in any discipline with minimum 50% marks (5% relaxation for SC/ST/PH) and there is no age bar to take admission in this course.
- ❖ **Medium of Instruction:** Bilingual i.e. Hindi and English.
- ❖ **Duration:** 24 months/ Maximum Duration: 72 Months.

PROGRAMME DELIVERY (MSW PROGRAMME – PRIVATE MODE)

The instructional methodology for the **MSW Programme – Private Mode** at the Centre for Child Protection (CCP), SPUP, particularly, is distinctively learner-centric. The approach ensures active engagement of course participants in the teaching-learning process, with a strong emphasis on independent learning, field-based experiences, and flexible academic support.

CREDIT SYSTEM AND PAPERS

The program is designed as credit system as per UGC norms. There are both theory and fieldwork practicum courses in each semester. The 1st and 2nd semesters are based on generic practice of social work. In the 3rd and 4th semester, students can choose two optional papers along with other compulsory papers designed for all the students of MSW program. The delivery system incorporates a multi-dimensional pedagogical framework, detailed as follows:

A) SELF-LEARNING METHODOLOGY

Course syllabus (written in self-instructional style) for both theory and practical components of the programme will be provided to the course participants in the form of a soft copy.

B) ACADEMIC COUNSELLING SESSIONS

Academic counselling is an integral support mechanism. These sessions are scheduled by the CCP, SPUP through hybrid mode (in-person counselling, web-enabled academic support, including email guidance, video conferencing, and discussion forums).

C) PRACTICAL ENGAGEMENT: CONCURRENT FIELDWORK / ORIENTATION CAMPS / PROJECT WORK

The Field work is an integral part of MSW training program providing exposure to a variety of professional situations of working with individuals, groups, and communities. From the first semester onwards the students shall be placed for the concurrent individual field work under the supervision of faculty members in various types of agencies and communities so as to practice the methods of social work. In each semester, minimum 25 working days of fieldwork to be completed i.e. minimum 150 hours by each student for any 5 credit course. Therefore, in semester, provision for 28 to 30 days of field work should be maintained.

- ❖ In Concurrent Fieldwork, each student will be required to put in 16 hours of fieldwork (14 hours in field + 2 hours of reporting) per week which will be spread over two days.
- ❖ In Block Fieldwork, each student need to work for 6-8 weeks in an agency continuously, as per the working day and working hour or requirement set by the agency and department mutually.
- ❖ Summer internship will be conducted after completion of 2nd semester during the summer holidays for minimum 4 weeks. After the End of Semester Examination, of 2nd semester examination the students will be placed in agency. Students will be required to submit a comprehensive report on the same to the faculty supervisor, present the work in the Department in the scheduled date.

The department will be providing specific guidelines for submission of various reports from time to time. Each student will be placed under a faculty member for field work supervision. The various components of fieldwork are given below, that will be practiced in combination in different semester as per the availability or resources and schedule. Experiential learning is a core component of the programme and is facilitated through:

- **Orientation Program and Concurrent Fieldwork Sessions:** once at the beginning and once before the semester-end examinations. Each Orientation Program typically spans 7-10 days; ideally conducted within two weeks after completion of the admission process. This will be mandatory for the students to attend and submit report of the same to the respective field work supervisors. The orientation will also familiarize the students with recording and reporting. Monthly evaluation of Reports will be done through IC and GC. For this purpose, IC and GC will be conducted in every month for one day.
- **Project Work is Undertaken as Part of the Practical Component:** A comprehensive Project Work Guide is provided in soft copy format, detailing the expectations, methodology, and assessment criteria.
- **Attendance in Practical Sessions, Fieldwork and Project Activities is Mandatory for all students:** These engagements aim to foster real-world application of theoretical knowledge, promote professional skill development, and strengthen the students' understanding of child protection and social work practice.
- **The Cost for Traveling in the Field and Other Related Costs:** The students have to bear the cost for their traveling in the field and other related costs during the concurrent fieldwork, summer internship, block fieldwork or Dissertation as no financial assistance will be provided by the Department/University.

D. CRITERIA FOR OFFERING OF ELECTIVE FROM DEPARTMENT FOR SOCIAL WORK STUDENTS

The Elective courses mentioned in this programme structure will be offered, subject to:

- (i) Availability of faculty members with subject expertise in the respective area of specialization
- (ii) A minimum of 50% of total students of the batch opting for the specialization. The students shall be allocated their DSE course/s at the end of second semester after scrutiny of students' options and performances in the two semesters. The decision of the Department shall be final in allocation of DSE course to the students.

E. FINAL TERM END EXAMINATION

Final Term End Examination will be conducted in physical mode in the main campus of SPUP, Jodhpur, Rajasthan or at any Centre of examination decided by the SPUP.

COURSE STRUCTURE OF THE PROGRAMME

Master of Social Work (MSW)

- ❖ Semester- I = Credit 25.
- ❖ Semester- II = Credit 25.
- ❖ Semester- III = Credit 25.
- ❖ Semester- IV = Credit 25.
- ❖ Total Credits: 100.

Sr. No.	Paper code	Name of Paper	Credits C	Hours H	Practical P	Tutorial T
First Year Semester-I						
1.	MSW-01	Social Work Profession: History And Ideologies	5	4	0	1
2.	MSW-02	Professional Social Work: Indian Perspectives	5	4	0	1
3.	MSW-03	Working with Individuals	5	4	0	1
4.	MSW-04	Theory and Practice of Social Group Work	5	4	0	1
5.	MSWF-01	Concurrent Field Work-I (Agency Setting)	5	0	10	0
Semester Total			25	16	10	4
First Year Semester-II						
6.	MSW-05	Working with Communities	5	4	0	1
7.	MSW-06	Quantitative Research Methods in Social Work	5	4	0	1
8.	MSW-07	Social Policy, Planning & Management of NPOs	5	4	0	1
9.	MSWF-02	Concurrent Field Work-II (Community Setting)	5	0	10	0
10.	MSWP-01	Summer Internship	5	0	10	0
Semester Total			25	16	20	4
Second Year Semester-III						

11.	MSW-08	Qualitative Research Methods in Social Work	5	4	0	1
12.		Elective Specialization-A or B (3 rd Sem.) Two Papers	5	4	0	1
13.			5	4	0	1
14.		Discipline Elective Paper (Only-1)	5	4	0	1
15.	MSWF-03	Concurrent Field Work-III (Community Setting)	5	0	10	0
Semester Total			25	16	10	4
Second Year Semester-IV						
16	MSW-09	Social Welfare Administration	5	4	0	1
17.		Elective Specialization-A or B (4 th Sem) Two Papers	5	4	0	1
18.			5	4	0	1
19.	MSWP-02	Block Placement and Project Report	5	0	10	0
20.	MSWF-04	Concurrent Field Work-IV (Agency Setting)	5	0	10	0
Semester Total			25	12	20	3
C- Credit Points of the Course; H- hrs / week; T - Tutorial; P-Project / Practical / Fieldwork / Lab / All other non-classroom academic Activities, etc. hrs/ per week.						

List of Elective Specialization						
Semester-III						
A. Children Protection & Rights						
21.	MSWC-01-ES	Child and Human Rights	5	4	0	1
22.	MSWC-02-ES	Introduction to Child Protection	5	4	0	1

	Total		10	8	0	2
B. Gender and Women’s Studies						
23.	MSWW-01-ES	Introduction to Women’s Studies	5	4	0	1
24.	MSWW-02-ES	Gender & Intersectionalities	5	4	0	1
	Total		10	8	0	2
Semester-IV						
A. Children Protection & Rights						
25.	MSWC-03-ES	Legal Provisions and Child Protection	5	4	0	1
26.	MSWC-04-ES	Working with Children	5	4	0	1
	Total		10	8	0	2
B. Gender and Women’s Studies						
27.	MSWW-03-ES	Women, Law and Legal Advocacy	4	4	0	1
28.	MSWW-04-ES	Sexuality, Power and Violence	4	4	0	1
	Total		8	8	0	2
List of Discipline Elective						
Semester-IV						
29.	MSW-10-DE	Environmental Concerns For SocialWork Practice	5	4	0	1
30.	MSW-11-DE	Introduction to Family Education	5	4	0	1
31.	MSW-12-DE	Women and Health	5	4	0	1
32.	MSW-13-DE	Working with Specially Abled person	5	4	0	1
33.	MSW-14-DE	Social Work and Disaster Management	5	4	0	1

COURSE STRUCTURE OF THE PROGRAMME

Master of Social Work (MSW) Syllabus, Scheme and all Semester Course

Sr. No.	Paper code	Name of Paper	Credits	Exam Duration (hrs)	Total Marks	End Semester Assessment [ESA] (Written Examination)) Max. Mark	Continuous Assessment (CA) Marks	Min. Pass Marks (Written Examination)	Aggregate Pass Marks
FIRST YEAR SEMESTER-I									
1.	MSW-01	Social Work Profession: History And Ideologies	5	3	100	60	40	24	40 (24+16)
2.	MSW-02	Professional Social Work: Indian Perspectives	5	3	100	60	40	24	40 (24+16)
3.	MSW-03	Working with Individuals	5	3	100	60	40	24	40 (24+16)
4.	MSW-04	Theory and Practice of Social Group Work	5	3	100	60	40	24	40 (24+16)
5.	MSWF-01	Concurrent Field Work-I (Agency Setting)	5	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
Total			25		500	300	200	120	200
FIRST YEAR SEMESTER-II									
6.	MSW-05	Working with Communities	5	3	100	60	40	24	40 (24+16)
7.	MSW-06	Quantitative Research Methods in Social Work	5	3	100	60	40	24	40 (24+16)

8.	MSW-07	Social Policy, Planning & Management of NPOs	5	3	100	60	40	24	40 (24+16)
9.	MSWF-02	Concurrent Field Work-II (Community Setting)	5	3	100	60	40	24	40 (24+16)
10.	MSWP-01	Summer Internship	5	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
Total			25		500	300	200	120	200

SECOND YEAR SEMESTER-III

11.	MSW-08	Qualitative Research Methods in Social Work	5	3	100	60	40	24	40 (24+16)
13.	Elective Specialization-A (3 rd Sem.) Two Papers		5	3	100	60	40	24	40 (24+16)
14.	Elective Specialization-B (3 rd Sem.) Two Papers		5	3	100	60	40	24	40 (24+16)
15.		Discipline Elective Paper (Only-1)	5	3	100	60	40	24	40 (24+16)
16.	MSWF-03	Concurrent Field Work-III (Community Setting)	5	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
Total			25		500	300	200	120	200

SECOND YEAR SEMESTER-IV

17.	MSW-09	Social Welfare Administration	5	3	100	60	40	24	40 (24+16)
18.	Elective Specialization-A (4 th Sem) Two Papers		5	3	100	60	40	24	40 (24+16)

19.	Elective Specialization-B (4 th Sem.) Two Papers		5	3	100	60	40	24	40 (24+16)
20.	MSWP-02	Block Placement and Project Report	5	3	100	60 (Report writing)	40 (Viva- Voce)	24	40 (24+16)
21.	MSWF-04	Concurrent Field Work-IV (Agency Setting)	5	3	100	60 (Report writing)	40 Viva-Voce)	24	40 (24+16)
Total			25		500	300	200	120	200

Evaluation Scheme						
Continuous Assessment (CA)(Max. Marks)					End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)
Assignment		Periodical Test		Total (CA)		
I	II	I	II			
10	10	10	10	40	60	100

**Master of Social Work
(MSW)
Semester-I**

MSW-01: Social Work Profession: History and Ideologies

Course Objectives

1. To understand social work philosophy and inculcate values to work as human service professionals.
2. To appreciate the imperatives of becoming professional social worker.

Course Outcomes

1. CO-1: Demonstrate understanding of the historical evolution of social work practice in India and globally, and relate it to current professional trends.
2. CO-2: Distinguish between voluntary and professional social work, and explain the relevance of ethics and values in social work practice.
3. CO-3: Articulate the core concepts, values, principles, and functions of social work, integrating them into contemporary professional contexts.
4. CO-4: Analyze the interrelationship of professional social work with concepts like social services, social welfare, administration, reform, social justice, and human rights.

Unit-I: History of Social Work	• Historical Development of Social Work Practice in UK • Historical Development of Social Work Practice in USA • Socio-Religious Reform Movements in India • Evolution of Professional Social Work in India
Unit-II: Social work as a Profession	• Present state of social work as a profession in India. • Differentiate between voluntary and professional social work. • Code of Ethics for Social Workers. • Scope of Social Work Practice.
Unit-III: Concept of Social Work	• Social Work: Concept and Definitions Functions of Social Work. • Values of Social Work profession • Principles of Social Work
Unit –IV Professional social work and its related concepts	• Professional social work and its relationship with Voluntary action, Social Services, Social welfare, Social Welfare Administration, Social Justice, Human rights, Social reform.

Readings:

1. Armando T Morales, Bradford W Sheafor and Malcolm E Scott (2010). *Social Work: A Profession of Many Faces*. 12th ed. Boston: Pearson Education Inc.
2. Bob Mullaly (1997). *Structural Social Work: Ideology, Theory & Practice*. Ontario: Ontario University Press.
3. Bradford W Sheafor and Charles J Horesji (2011). *Techniques and Guidelines for Social Work Practice*. 9th ed.. Delhi: Pearson Education, Inc.
4. Brenda DuBois and Karla Krogsrud Miley (2010). *Social Work: An Empowering Profession*. (First published in 1992) 5th ed. Boston: London: Allyn and Bacon
5. Charles Zastrow (2009). *The Practice of Social Work: A Comprehensive Work text*. 9th ed. Belmont: Brooks / Cole.

6. D. Saleebey. (2009). *The Strengths Perspective in Social Work Practice*. Boston: Allyn & Bacon.
7. David Cox and Manahar Pawar (2006). *International Social Work: Issues, Strategies and Programs*. New Delhi: Vistar Publication.
8. Eligabeth, A, Segnl, Karen E. Gerdes and Ira Streiner (2008). *Professional Social Work*. New Delhi: Cengage Learning.
9. Gail Omvedt (2011). *Understanding Caste: From Buddha to Ambedkar and Beyond*. 2nd Edition. New Delhi: Orient Blackswan.
10. Ira Colly & Sophia Dzigielawski (2004). *Social Work: The People's Profession*. Chicago: Lycum Books Inc.
11. Jim Ife (2001). *Human Rights and Social Work: Towards rights-based practice*. Cambridge: Cambridge University Press.
12. K.K. Jacob (Ed.) (1994). *Social Work Education in India: Retrospect and Prospect*. Delhi: Himanshu Publications.
13. Lina Dominelli (2005). *Social Work: Theory and Practice for a Changing Profession*. Cambridge: Polity Press.
14. M.S. Gore (2011). *Social Work and Social Work Education*. Jaipur: Rawat Publication.
15. Mel Gray and Stephen A. Webb (2009). *Social Work: Theories and Methods*. New Delhi: Sage Publications India Pvt. Ltd.
16. Murli Desai (2006). *Ideology and Social Work: History and Contemporary Analyses*. Jaipur: Rawat Publication.
17. Murli Desai (2009). *Methodology of Progressive Social Work Education*. Jaipur: Rawat Publication.
18. Rex A. Skidmore, Milton G. Thackrey and O. William Farley (1991). *Introduction to Social Work*. New Jersey: Prentice Hall, Englewood Cliffs.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	2	3	2	2	3	2	2
CO-2	3	3	3	2	2	3	2	2
CO-3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSW-02: Professional Social Work: Indian Perspectives

Course Objectives

1. To develop understanding of Indian perspective of Professional Social work.
2. To gain insight of existing and emerging role of social work in contemporary society.
3. To recognize the need and importance of Social Work Education, Training and Practices.

Course Outcomes

1. CO-1: Explain the historical evolution of social work in India through state, individual, NGO, and social movement initiatives.
2. CO-2: Analyze the intersection of religion and social work in the Indian context across major religious traditions.
3. CO-3: Examine Gandhian concepts and approaches to social work, and assess their relevance in contemporary practice.
4. CO-4: Understand the development of social work education and professional opportunities in independent India, including contributions to national development.

Unit-I: Evolution of Social Work Practice in India	• History of Social Work: State Initiatives • History of Social Work: Individual Initiatives • History of Social Work: Initiatives through Social Movements • History of Social Work in India: Initiatives by NGOs
Unit II: Religion and Social Work: Indian Context	• Hinduism and Social Work • Islam and Social Work • Sikhism and Social Work • Jainism and Social Work • Buddhism and Social Work • Christianity and Social Work
Unit-III: Gandhian Concepts of Social Work	• Gandhi's Perception of an Ideal Society • Gandhi's Charter of Social Reconstruction • Gandhian Social Work: Methods and Techniques • Gandhian Social Work: The Historical Perspective • Social Work in Post-Gandhian Era
Unit IV: Professional Social Work in Independent India	• Growth of Social Work Education and Training • Social Work Literature • Involvement of Social Workers in National Development • Career Prospects in Professional Social Work

Readings:

1. K.K. Jacob (Ed.) (1994). *Social Work Education in India: Retrospect and Prospect*. Delhi: Himanshu Publications.
2. Lina Dominelli (2005). *Social Work: Theory and Practice for a Changing Profession*. Cambridge: Polity Press.
3. M.S. Gore (2011). *Social Work and Social Work Education*. Jaipur: Rawat Publication.

4. Mel Gray and Stephen A. Webb (2009). Social Work: Theories and Methods. New Delhi: Sage Publications India Pvt. Ltd.
5. Murli Desai (2006). Ideology and Social Work: History and Contemporary Analyses. Jaipur: Rawat Publication.
6. Murli Desai (2009). Methodology of Progressive Social Work Education. Jaipur: Rawat Publication.
7. Rex A. Skidmore, Milton G. Thackrey and O. William Farley (1991). Introduction to Social Work. New Jersey: Prentice Hall, Englewood Cliffs.
8. Haw & J. (1975). Towards a new Social Work. London: Routledge and Kegan Paul.
9. Ignou Notes.
10. Jain, P. (1985). Gandhian Ideas, Social Movements and Creativity. Jaipur: Rawat Publications.
11. Lobsie, C. Johnson. (1989). Social Work Practices. London: Allyn and Bacon.
12. Wadiya, A.R. (1961). History and philosophy of Social work in India. Bombay: Allied Publications.
13. Shastri, R.R. (1996). Social Work Tradition in India. Varanasi, Welfare Forum and Research Organization.
14. University Grants Commission (1980). Review of Social Work Education in India: Retrospect and prospect. New Delhi: University Grants Commission.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	3	3	2	3	2	2	2
CO-2	3	2	3	3	3	2	2	2
CO-3	3	3	3	3	3	3	3	2
CO-4	3	3	3	2	3	3	3	3
Note: 1 = Low, 2 = Medium, 3 = High.								

PO Abbreviations:

- **PO1:** Understanding of socio-political, human rights issues and social work values
- **PO2:** Critical analysis and social work interventions
- **PO3:** Work with diverse populations
- **PO4:** Cultural sensitivity and program development
- **PO5:** Participatory, equitable, just society
- **PO6:** Core professional skills in social work
- **PO7:** Specialization in Child Protection and Rights
- **PO8:** Specialization in Gender and Women Studies

MSW-03: Working with Individuals

Course Objectives

1. To develop understanding working with Individuals
2. To develop understanding and skills in case work process and intervention.

Course Objectives

1. CO-1: Explain the concept, principles, objectives, and historical evolution of social case work as a core method of social work.
2. CO-2: Demonstrate an understanding of the casework process, effective communication, and tools like interviewing, home visits, supervision, and recording.
3. CO-3: Apply different approaches to casework including diagnostic, problem-solving, task-centered, and crisis intervention models.
4. CO-4: Implement casework with diverse client groups in various settings including child welfare, mental health, correctional services, and marginalized communities.

Unit-I: Social Case Work: An Introduction	• Case Work: Concept, Definitions and Objectives. • Historical development of casework as a method of social work. • Client-Worker Relationship. • Principles of Case Work.
Unit II Case work In Practice	• Case work process and components • Communications skills for effective casework practice • Case Work Tools – Interviewing, Home visiting, supervision, recording
Unit III: Approaches to Casework Practice	• Diagnostic approach to casework • Problem solving approach to casework • Task centered casework • Crisis Intervention approach
Unit-IV: Social Casework Practice: Client Groups and Settings	• Casework with children, correctional and mental health settings. • Family casework. • Casework with religious minorities, socially and economically disadvantaged groups.

Readings:

1. Charles H Zastow (2010). *Evaluating Social Work Practice*. New Delhi: Cengage Learning India Pvt. Ltd.
2. Felix P. Bieskic (1987). *The Case Work Relationship*. London: Unwin University Books.
3. Gordon. Hamilton (1954). *Theory and Practice of Social Case Work*. New York: Columbia University Press.
4. Grace Mathew (1992). *An Introduction to Social Case Work*. Mumbai: TISS.
5. GOI. (1968). *Encyclopaedia of Social Work in India*. Vol. 1-3. New Delhi: Ministry of

Welfare, Government of India.

6. H.H Perlman (1957). *Social Case Work: A Problem Solving Process*. Chicago: University of Chicago Press.
7. Julie Birkenmaier, Marla Berg-Weger & Marty Dewees (2011). *The Practice of Generalist Social Work*. New York: Routledge.
8. Mohd. Shahid and Manoj K. Jha (2014). Revisiting the Client-Worker Relationship: Biestek through a Gramscian Gaze. *Journal of Progressive Human Services*, 25 (1):18-36. <http://dx.doi.org/10.1080/10428232.2014.855985>
9. N. Timms (1964). *Social Casework: Principles and Practice*. London: Routledge and Kegan Paul.
10. Robert W Robert. And Robert H Nee (1970). *Theories of Social Case Work*. Chicago: University of Chicago Press.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	2	3	2	2	3	2	2
CO-2	3	3	3	2	2	3	3	2
CO-3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3
Note:1 = Low, 2 = Medium, 3 = High.								

MSW-04: Theory and Practice of Social Group Work

Course Objectives

1. To develop understanding of group as a method of social work practice
2. To gain insight of group processes and group work.

Course Outcomes

1. O-1: Define and describe the concept, characteristics, and classifications of social groups and the goals of group work in social work practice.
2. CO-2: Explain the historical development, principles, models, and techniques used in social group work.
3. CO-3: Illustrate the stages of group development and apply therapeutic approaches such as group therapy and Gestalt therapy in group settings.
4. CO-4: Demonstrate the application of group work methods with diverse client groups, including children, persons with disabilities, youth, and the elderly, especially in challenging group situations.

Unit-I: Introduction to Group and Group Work	• Social Group: Concept, Definitions and Characteristics. • Classification of Social Groups. • Social Group Work: Concept, Definition and goals.
Unit II: Groups in Social Work Practice	• Historical development of Social group work • Principles of Social group work • Models of Social group work practice • Social Group work Techniques.
Unit-III: Group Development and Therapeutic Approaches in Group Work	• Formation of Group. • Stages of group Development. • Therapeutic Approaches in Group Work: Group Therapy and Group Work. • Gestalt Therapy.
Unit IV: Group Work in different Settings	• Role and Functions of Social Group worker. • Group work with different groups- Children, persons with disability, youth, older persons and others. • Working with difficult clients and group situations.

Readings:

1. Alex Gitterman and Robert O' Byrne (Eds.) (2009). *Encyclopaedia of Social Work with Groups*. New York: Routledge.
2. David Capuzzi, Douglas R. Gross and Mark D. Stauffer (2010). *Introduction to Group Work*. 4th ed. Jaipur: Rawat.
3. G. Konopka (1983). *Social Group Work: A Helping Process*. 3rd Edition. Englewood Cliffs, N. J: Prentice Hall International.
4. G. Wilson & G. Raylands (1989). *Social Group Practices*. Massachusetts: Houghton Mifflin.
5. Garvin, CD, Lorraine M. Gutierrez & Maeda J. Galinsky (Ed.) (2004). *Hand Book of Social Work with Groups*. Jaipur: Rawat Publications.

6. H. Northen (1976). *Social Work with Groups*. New York: Columbia University Press.
7. H.Y. Siddiqui(2008). *Group Work: Theories and Practices*. Jaipur: Rawat.
8. Julie Birkenmaier, Marla Berg-Weger & Marty Dewees (2011). *The Practice of Generalist Social Work*. New York: Routledge.
9. Linda Finley (1993). *Group work in Occupational Therapy*. UK: Chapman and Hall.
10. M. Hartford (1971). *Groups in Social Work*. New York: Columbus University Press.
11. Mark Doel (2006). *Using Group Work*. New York: Routledge.
12. P. Balgopal and T. Vanil (1983). *Groups in Social Work: An Ecological Perspective Network*. New Delhi: Macmillan Publications.
13. R.J Corsini (2004). *Current Psycho Therapies with Case Studies*. Hawaii: Wadsworth Publications.
14. Ronald W. Toseland and Robert F. Rivas (1995). *An Introduction to Group Work Practice*. Boston: Allyn & Bacon.
15. T. Gladding Samuel (1995). *Group Work: A Community Specialty*. London: Prentice Hall International.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	2	3	2	2	3	2	2
CO-2	3	3	3	2	2	3	3	2
CO-3	3	3	3	3	3	3	3	2
CO-4	3	3	3	3	3	3	3	3
Note:1 = Low, 2 = Medium, 3 = High.								

MSWF-01: Concurrent Field Work

Course Objectives:

1. Provide a perspective for effective social work practice.
2. Familiarize with various social concepts and behaviour, social institutions & its use in social work profession.
3. Comprehend role of Social work profession in facilitating social change, human rights and social justice.

Course Outcomes:

1. CO-1: Demonstrate understanding of theoretical concepts by applying them through practical interventions in real-world social work settings.
2. CO-2: Identify and analyze the structure, functions, and services of various government and non-governmental institutions related to social work.
3. CO-3: Exhibit professional behavior, ethical practice, and commitment to social justice, human rights, and community development.
4. CO-4: Prepare comprehensive fieldwork reports and reflect critically on field experiences to enhance professional competence.

Social work is a practice oriented programme wherein students are able to develop their understanding by providing their theoretical knowledge through practical interventions while working in various settings. Initially students are oriented to develop their understanding on the importance of fieldwork. In the first semester, MSW students are provided with exposures of various government and non-governmental organizations and departments. They are provided with opportunities in understanding structure, functions and services provided by NGOs, Government Departments, Health functionaries, Aanganwadi Centres, Panchayat offices, Government education institutions, CWC/ JJB / Child-line / NGOs / Rural and Urban Communities etc. for the betterment of the society. After the completion of field work, a consolidated report along with Certificate of completion from the relevant organisation will be submitted.

Suggested E Resources:

1. <http://www.mswguide.org/schools/the-ultimate-field-education-guide/>
2. <http://fielddeducator.simmons.edu/article/field-learning-in-online-social-work-programs/>

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	3	3	2	3	3	3	3
CO-2	3	3	3	2	3	3	3	2
CO-3	3	3	3	3	3	3	3	3
CO-4	2	3	3	2	3	3	3	2
Note: 1 = Low, 2 = Medium, 3 = High.								

**Master of Social Work
(MSW)
Semester-II**

MSW-05: Working with Communities

Course Objectives

1. To understand concept of community and its relevance in social work
2. To develop understanding about skills and tools of community work practice

Course Outcomes

1. CO-1: Define and explain the concepts of community, types of communities, and the role of the community worker in diverse settings.
2. CO-2: Analyze and apply different models of community work, including locality development, system change, and structural change.
3. CO-3: Demonstrate knowledge of the community work process including mobilization, needs assessment, planning, implementation, and evaluation.
4. CO-4: Apply principles, processes, and strategies of social action in addressing community-level issues and promoting social justice.

Unit I: Understanding Community and Community Work	• Community: Concept and Definitions. • Rural, urban and tribal communities -Forms and features. • Community Work: Concept and Definitions. • Role of Community Worker.
Unit-II: Models of Community Work	• Models of Community Work: Concept and Importance • Locality Development Model • System Change Model • Structural Change Model
Unit-III Process of Community Work	• Community Mobilization in rural and urban settings • Understanding Community Dynamics • Community Need Identification • Program Planning and Implementation • Monitoring and Evaluation
Unit-IV: Social Action	• Social Action: Concept and Objectives • Principles of Social Action • Process of Social Action • Strategies of Social Action

Readings:

1. David A. Hardcastle and Patricia R. Powers (2004). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.
2. David James and Mayo (1974). *Community Work*. London: Routledge and Kegan Paul.
3. H.Y. Siddiqui (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.
4. H.Y. Siddiqui (1997). *Working with Communities*. New Delhi: Hira Publication.
5. Jim Ife (2009). *Community Development: Community-Based Alternatives in Age of Globalisation*. Australia: Pearson Publication
6. K. D. Gangrade (1997). *Community Organisation in India*: New Delhi: Popular Prakashan.
7. M. G. Ross (1955). *Community Organisation*. New York: Harper & Sons.

8. Margret Ledwith (2001). Community work as critical pedagogy: re-envisioning Freire and Gramsci. *Community Development Journal*. 36(3): 171-182.
9. Margret Ledwith (2005). *Community Development: A Critical Approach*. Jaipur: Rawat Publications.
10. Paul Born (2008). *Community Conversations*. Toronto: BPS Books.
11. Zubair Meenai (2007). *Participatory Community Work*. New Delhi: Concept Publications.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	3	3	2	2	3	2	2
CO-2	3	3	3	3	3	3	2	2
CO-3	3	3	3	3	3	3	3	3
CO-4	3	3	3	3	3	3	3	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSW-06: Quantitative Research Methods in Social Work

Course Objectives

1. Understand the nature, scope and significance of research in Social Work Practice.
2. Develop competence in conceptualizing, designing and using research techniques.
3. Practically apply quantitative research methods in Social Work Research.
4. Develop analytical capability in practical application of Quantitative Research Design.
5. Develop proficiency in preparing reports as well as application of SPSS for data analysis.

Course Outcomes

1. CO-1: Demonstrate understanding of social research concepts, ethics, statistical terms, and their relevance in social work practice.
2. CO-2: Design and differentiate among various types of quantitative research methods and identify appropriate research designs for social work problems.
3. CO-3: Apply sampling techniques, construct hypotheses, and implement quantitative tools like indices and scales in real-world research scenarios.
4. CO-4: Analyze quantitative data using statistical techniques (central tendency, dispersion, correlation, tests of significance), and interpret findings using SPSS.
5. CO-5: Produce well-structured quantitative research reports tailored for different stakeholders in social work practice and academia.

Unit –I Social Science Research, Statics and Basic Concepts	• Social Research and Social Work Research: Meaning,nature and importance, ethics. • Steps in Social Research. • Statistics: meaning and Concept. • Basic statistical concepts: variables, data, population,sample.
Unit II: Research Methods and Research Design for Social Work.	• Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena. • Type of Research: Pure, Applied and Action, Qualitative and Quantitative Research. • Quantitative Research Design: Importance, Types and Issues.
Unit-III: Planning and Preparation	• Hypothesis • Quantitative Orientation towards Research. • Sampling: Methods, Types and Determination of Sample Size, Probability and Non- Probability Sampling. • Quantitative Measurement: Index and ScalingTechniques and Its Types.
Unit IV: Statistical Method	• Quantitative Data Collection and Analysis: Coding, Tabulation & Analysis of Univariate, Bivariate, Trivariate and Multivariate. Sources and Tools • Measures of Central Tendency: Mean, Median, Mode and Dispersion. • Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation), correlation and Measurement of correlation. • Test of Significance: Chi square, t-Tests. • Quantitative Report Writing: Structure of reports fordifferent readers. • Analysis of Variance: Use of SPSS through Practical demonstrations.

Readings:

1. Allen Rubin and Earl Babbie. (2010). *Methods for Social Work Research*. New Delhi: Cengage Learning (India Edition).
2. Andy Lock and Tom Strong. (2010). *Social Constructionism: Sources and Stirrings in Theory and Practice*. Cambridge: Cambridge University Press.
3. C.R. Kothari. (2013). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers, 2nd Revised.
4. Carol A. Bailly (2007). *A Guide to Qualitative Field Research*. Thousand Oaks: Pine Forge.
5. Clive Seale, Giampietro Gobo, Jaber F. Gubrium and David Silverman (Eds.) (2004). *Qualitative Research Practice*. London: Sage.
6. D.K. Lal Das (2005). *Designing Social Research*. Jaipur: Rawat Publications.
7. D.K. Lal Das (2010). *Practice of Social Research- Social Work Perspective*. Jaipur: Rawat Publications.
8. D.K. Lal Das (2013). *Approaches to Social Science Research Methods*. Lucknow: New Royal Book Company.
9. D.K. Lal Das and Vanila Bhaskaran (Eds.) (2008). *Research Methods for Social Work*. Jaipur: Rawat Publications.
10. Kultar Singh (2007). *Quantitative Social Research Methods*. New Delhi: Sage.
11. Manish Kanawat and P. Suresh Kumar (2011). *Participatory Rural Appraisal: Tools and Techniques for Need Assessment*. Udaipur: Agrotech Publishing Academy.
12. N. Narayanaswamy (2009). *Participatory Rural Appraisal: Principles, Methods & Application*. New Delhi: Sage Publication
13. Neela Mukharjee (1993). *Participatory Rural Appraisal: Methodology and Application*. New Delhi: Concept Publishing Company.
14. Nick Moore (1999). *How to do Research*. London: Facet Publishing.
15. Norman Blaikie (2010). *Designing Social Research*. 2nd ed. Cambridge: Polity Press.
16. Somesh Kumar (2002). *Methods of Community Participation*. New Delhi: Vistaar Publication.
17. Tata Institute of Social Sciences. (1990). *Issues in Social Work Research in India: A Felicitation Volume* (A Collection of Papers of P. Ramachandran). TISS Series B-74. Bombay: TISS.
18. William J. Goode and Paul K. Hatt (1952). *Methods in Social Research*. Tokyo: MacGraw-Hill.
19. Student guide to SPSS developed by Barnard College:
http://barnard.edu/sites/default/files/inline/student_user_guide_for_spss.pdf

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	2	3	3	2	2	3	2	2
CO-2	2	3	3	2	2	3	2	2
CO-3	2	3	3	2	2	3	2	2
CO-4	2	3	3	2	2	3	2	2
CO-5	2	3	3	2	2	3	2	2
Note: 1 = Low, 2 = Medium, 3 = High.								

MSW-07: Social Policy, Planning & Management of NPOs

Course Objectives

1. To develop an understanding of the nature of social policy in the cultural, social, political, and economic context.
2. To acquire knowledge of policy analysis and the policy formulation process.
3. To develop critical insight into the implementation and operational gaps in social policies.
4. To examine intervention strategies and analyze best practices in policy and organizational management.

Course Outcome

CO-1: Explain the concepts, scope, and formulation processes of social policy and planning in India within the socio-political-economic context.

1. CO-2: Analyze and evaluate social policies, identify policy gaps, and suggest interventions rooted in social work principles and human rights frameworks.
2. CO-3: Demonstrate understanding of planning institutions, governance structures, and accountability mechanisms in welfare and development programs.
3. CO-4: Understand the structure, roles, and management of Non-Profit Organizations, and apply principles of organizational culture and HR management.
4. CO-5: Apply training and development strategies, career development planning, and talent management practices for organizational effectiveness.

Unit I: Introduction to Social Policy	• Social Policy: Concept, goals and scope. • Social policy domain: Welfare State and SocialWelfare. • Approaches to Social Policy: Welfare, Developmental and Right Based • Process of Social Policy Formulation • Determinants of Policy Formulation • Significance of Interest Groups inn PolicyFormulation and Implementation
Unit II: understanding Social Planning	• Social Planning: Concept & Models. • Process of social planning in India: NDC, PlanningCommission, NAC, Centre / State. • Governance Issues: Transparency, Efficiency, • Accountability & Indicators of good governance.
Unit III: Social Policy Analysis	• Policy Analysis: Objectives and Types. • Need and Scope of Social Work Intervention inPolicy Analysis. • Policy Evaluation: Concept and Types.
Unit IV: Structure relating to non-profit sector	• Non-Profit Organizations: types & characteristics. • Structure of non-profit organizations, organizationalculture and effectiveness. • Training and Development: Concept, Need and Objectives • Training Methods: On-The-Job Training Methods and off the Job Training methods • Talent management and Reward management • Career development: concept, Stages, Career Path, Career Anchors and Strategies for effective career development.

Readings:

1. Abraham E (1983), Alternative approaches and strategies of Human Resources Development (Jaipur: Rawat Publication)
2. Armstrong, Michael (2009). Armstrong's Handbook of Human Resource Management Practice, 11th

- Edition. London: Kogan Page.
3. Aswathappa K (2001), Human Resource & Personal Management (Text & Cases) Tata McGraw Hill Publishing Company Limited, New Delhi.
 4. D. Taylor (Ed.1996). *Critical Social Policy: A Reader*. London: Sage.
 5. D.L. Weimer and A.R. Vining (1994). *Policy Analysis: Concepts and Practice*. New Jersey: Prentice Hall.
 6. Denny David (1998). *Social Policy and Social Work*. Oxford: Clarendon Press.
 7. Gopal R. Jaya (1980), Human Resources Development Conceptual Analysis & Strategies.
 8. J. Midgley (2000). *The Handbook of Social Policy*. New Delhi: Sage.
 9. John Baldock, Nick Maning and Sarah Vickerstaff (2002). *Social Policy. Second Edition*, New York: OxfordUniversity Press.
 10. K.K. Jacob (Ed.) (1989). *Social Policy in India*. Udaipur: Himanshu Publication
 11. Lewis Gail, Gerwitz Sharon and Clark John (2000). *Rethinking Social Policy*. London: Sage.
 12. M. Hill (2003). *Understanding Social Policy*. 7th Edition. Oxford: Blackwell Publishing.
 13. Mamoria C.B. & Gankar S.V. (2002), Personal Management (Text & Cases).
 14. Michael VP (1998), Human Resources Management & Human Relations, Himalaya Publishing House, New Delhi.
 15. Paul Spicker (2008). *Social Policy: Themes and Approaches*. Jaipur: Rawat
 16. Rama V. Baru (2009). *School Health Services*. New Delhi: Sage.
 17. Rao T.V. & Pereira D.F., Recent Experience in Human Resource Development, Oxford & IBM Publishing Co, New Delhi.
 18. Richard Morris Titmuss (1974) Social Policy: An Introduction. London: Penguin.
 19. Rudrabasavaraj MN (1988), Cases in Human Resource Management, Himalaya Publishing House, New Delhi.
 20. S.K. Misra and V.K. Puri (2002). *Indian Economy*. 20th ed. New Delhi: Himalaya Publishing House.
 21. Sheikh A.M. (2003), Human Resource Development & Management, S. Chand & Company, New Delhi.
 22. Subba Rao (2000), Personal & Human Resource Management, Himalaya Publishing House, New Delhi.
 23. T.H. Marshal (1965). *Social Policy*. London: Hutchinson.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	3	2	2	3	3	2	2
CO-2	3	3	2	2	3	3	2	2
CO-3	3	3	2	2	3	3	2	2
CO-4	2	2	3	2	3	3	2	2
CO-5	2	2	3	2	3	3	2	2
Note:1 = Low, 2 = Medium, 3 = High.								

MSWF-02: Concurrent Field Work

Course Objectives:

1. To develop skills and professional qualities for social work.
2. To make competent in acquainting with knowledge of theory into practical application.
3. To make capable of understand social work intervention through methods of social work in various field work settings.
4. To make aware of problems and recent administrative reforms of government and non-governmental organization.

Course Outcomes:

1. CO-1: Demonstrate application of theoretical knowledge and social work principles in rural field settings.
2. CO-2: Apply social work methods such as group work, community organization, and case work through direct interaction with rural communities.
3. CO-3: Conduct Participatory Rural Appraisal, transect walks, and surveys to identify and assess community needs.
4. CO-4: Develop documentation, reporting, and observation skills essential for professional social work practice.
5. CO-5: Analyze administrative structures, welfare programs, and reforms through engagement with Aanganwadis, Panchayats, NGOs, and educational institutions.

In the second semester, students are provided with a platform to practice their field work in rural settings. They are provided with an opportunity to conduct various methods and skills such as transect walk, Participatory Rural Appraisal, visiting various political, educational, health institutions functioning in the adopted village. Students interact with the rural community to understand socio-economic, political, cultural values, traditions and conditions among rural masses and Aanganwadi Centres, Panchayat offices, Government education institutions, Child-line, NGOs etc. for the betterment of the society. After the completion of field work, a consolidated report along with Certificate of completion from the relevant organisation will be submitted.

Suggested E Resources:

1. <http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/>
<http://hbp.fullerton.edu/msw/Fieldwork/index.htm>

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	3	3	2	3	3	3	3
CO-2	3	3	3	2	3	3	3	2
CO-3	3	3	3	3	3	3	2	2
CO-4	2	3	3	2	3	2	2	3
CO-5	2	3	3	3	3	3	3	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSWP-01: Summer Internship / Block Placement

Course Objectives

After the completion of this course, students will be able to:

1. Competent in acquainting with knowledge of theory into practical situation for problem solving and social work intervention through methods of social work in various field work settings and apply social work research techniques in practice.
2. Comprehend role of social work profession in facilitating social change, human rights, and social justice.
3. Develop skills and professional qualities for social work.
4. Become aware of problems and recent administrative reform of government and non-governmental organization.

Course Outcomes

1. CO-1: Apply theoretical knowledge of social work in real-world field settings through supervised practice.
2. CO-2: Demonstrate understanding of social work values and ethics in addressing issues of social justice, rights, and equity.
3. CO-3: Utilize various methods of social work (casework, group work, community organization) and tools (PRA, surveys, interviews) effectively in the field.
4. CO-4: Exhibit skills in documentation, observation, and reporting aligned with professional social work standards.
5. CO-5: Assess the administrative functioning, reforms, and service delivery mechanisms of government and civil society organizations.

After completion of their first year of MSW, students undergo one month (4 week) summer internship in an organization namely development sectors, CSR, Research Institutions, Government departments etc. Summer Internship is a crucial component of Field work in Social Work Education. It is an important practice learning educational components that acquaint students with the field of practice. It is a supervised practice learning venture in which the students practice theoretically learns social work skills, techniques, tools and methods in the field under the guidance and supervision of field personnel.

Suggested E Resources:

1. <http://www.mswguide.org/schools/the-ultimate-field-education-guide/>
2. <http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/>
<http://hhp.fullerton.edu/msw/Fieldwork/index.htm>

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	3	3	2	3	3	3	3
CO-2	3	3	3	3	3	3	3	3
CO-3	3	3	3	3	3	3	2	2
CO-4	2	3	3	2	3	2	2	3
CO-5	2	3	3	3	3	3	3	3
Note:1 = Low, 2 = Medium, 3 = High.								

**Master of Social Work
(MSW)
Semester-III**

A. Specialization in Children Protection & Rights

B. Women Studies

MSW-09: Qualitative Research Methods in Social Work

Course Objectives

1. Understand the nature, scope and significance of research in Social Work Practice.
2. Develop competence in conceptualizing, designing and using research techniques.
3. Acquaint and develop their skill on Qualitative research methods in Social Work.
4. Develop understanding on applications of Qualitative Research Design in Social Work Research.
5. Proficiently prepare reports and also develop skills in using Atlas-ti Software for Qualitative data analysis.

Course Outcomes

1. CO-1: Demonstrate understanding of the significance and characteristics of qualitative research in social work practice.
2. CO-2: Identify and apply appropriate qualitative research designs such as ethnography, grounded theory, and phenomenology.
3. CO-3: Use various qualitative data collection strategies such as FGD transcripts, field notes, and oral histories effectively.
4. CO-4: Analyze qualitative data using thematic, content, and narrative analysis methods.
5. CO-5: Prepare professional research reports and demonstrate proficiency in using software like Atlas-ti for qualitative data analysis.

Unit I: Qualitative Research Methods	• Meaning and Rationale of Qualitative Research. • Approaches of Qualitative Research – Ethnography, Phenomenology, Grounded Theory, Case Study, Triangulation. • Ethics in Qualitative Research.
Unit II: Qualitative Data Collection	• Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena. • Steps and Uses of Qualitative Research in Social Work. • Qualitative Data Collection: Constructing Qualitative Research Design. • Population and Sampling in Qualitative Research.
Unit-III: Qualitative Data Planning and Preparation	• Constructing Qualitative Research Questions and Hypothesis. • Strategies of Data Collection: FGD Transcript, Field Notes, Oral History, Ethnography. • Integration of Data Collection and Data Analysis (Content, Thematic and Narrative Analysis).
Unit IV: Qualitative Report Writing	• Qualitative Report Writing: Emerging trends in Qualitative Writings, The Literature Review. • Standard Formats for Referencing & Bibliography: Footnotes & Endnotes, Preparing Research Abstract, Using the Internet for Social Research. • Qualitative Report Writing: Structure of reports for different readers. • Analysis of Variance: Use of Software for Qualitative Data Analysis (Atlas-ti) for Practical demonstration.

Readings:

1. Allen Rubin and Earl Babbie. (2010). *Methods for Social Work Research*. New Delhi: Cengage Learning (India Edition).
2. C.R. Kothari. (2013). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Publishers, 2nd Revised.
3. Carol A. Baily (2007). *A Guide to Qualitative Field Research*. Thousand Oaks: Pine Forge.
4. Clive Seale, Giampietro Gobo, Jaber F. Gubrium and David Silverman (Eds.) (2004). *Qualitative Research Practice*. London: Sage.
5. D.K. Lal Das (2005). *Designing Social Research*. Jaipur: Rawat Publications.
6. D.K. Lal Das (2013). *Approaches to Social Science Research Methods*. Lucknow: New Royal Book Company.
7. D.K. Lal Das and Vanila Bhaskaran (Eds.) (2008). *Research Methods for Social Work*. Jaipur: Rawat Publications.
8. Manish Kanawat and P. Suresh Kumar (2011). *Participatory Rural Appraisal: Tools and Techniques for Need Assessment*. Udaipur: Agrotech Publishing Academy.
9. Nick Moore (1999). *How to do Research*. London: Facet Publishing.
10. Norman Blaikie (2010). *Designing Social Research*. 2nd ed. Cambridge: Polity Press.
11. William J. Goode and Paul K. Hatt (1952). *Methods in Social Research*. Tokyo: MacGraw-Hill.
12. Jane, R. & Jane, L. (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. New Delhi: Sage Publication.
13. Danzin, N. & Lincoln, Y. (Eds.) (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
14. Marshall, C. & Rossman, G.B. (1995). *Designing Qualitative Research*. (2nd Ed.) Thousand Oaks: Sage Publications.
15. Podgett, D. (1998). *Qualitative methods in Social Work Research: Challenges and Rewards*. New Delhi: Sage Publications.
16. Taylor, G.R. (2000). *Integrating qualitative and quantitative methods in research*. Maryland: University Press of America.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	1	3	2	2	3	2	2	2
CO-2	2	3	3	3	3	3	2	2
CO-3	3	3	2	2	3	2	2	2
CO-4	2	3	3	3	3	3	2	2
CO-5	2	2	2	2	2	2	2	2
Note: 1 = Low, 2 = Medium, 3 = High.								

Elective Specialization						
Semester-III						
A. Children Protection & Rights						
21.	MSWC-01-ES	Child and Human Rights	5	4	0	1
22.	MSWC-02-ES	Introduction to Child Protection	5	4	0	1
	Total		10	8	0	2
B. Gender & Women’s Studies						
23.	MSWW-01-ES	Introduction to Women’s Studies	5	4	0	1
24.	MSWW-02-ES	Gender & Intersectionalities	5	4	0	1
	Total		10	8	0	2

MSWC-01-ES: Child and Human Rights

Course Objectives

1. To understand human rights perspective.
2. To understand the linkage of police, child and human rights.

Course Outcomes

1. CO-1: Understand the concept of childhood and child development through socio-cultural and psychological perspectives.
2. CO-2: Explain the concept, origin, and significance of human rights and constitutional provisions in India.
3. CO-3: Analyze the child rights framework and its interlinkages with human rights in various contexts including gender, displacement, and disability.
4. CO-4: Describe and evaluate the roles of state structures and redressal mechanisms in protecting and promoting child and human rights.

Unit I Conceptual Framework of Childhood and Human Rights	• Concept, Meaning and Evolution of Childhood. Childhood in diverse contexts: Poverty, Gender, Disability, and Social Exclusion. • Relationship between Childhood, Rights, and Human Dignity. • Role of Social Work in promoting Child Development and Rights-based Approaches. • Historical Evolution and Philosophy of Human Rights. • Classification of Human Rights: Civil, Political, Economic, Social, and Cultural.
Unit II Introduction to Human Rights	• Human Rights: Concept and Sources. • Universal Declaration of Human Rights (UDHR) and its relevance to Child Protection. • National Human Rights Commission (NHRC), State Human Rights Commissions (SHRCs). • Role of Judiciary and Public Interest Litigation (PIL) in advancing Human Rights. • Constitution of India • Fundamental Rights. • Fundamental Duties. • Directive Principles of State Policies.
Unit III Child Rights and Human Rights	• Human Rights and Child Rights Framework. • UNCRC and other international conventions. • Child Rights: Right to Survival, Development through Education, Right to Protection, Right to Participation. • Contemporary Issues and Debates in Human Rights in India. Issues related to Child Rights: Case Studies in reference to Gender Dimension, Displacement and Children, Disability. • Police and Human Rights: Ethical Conduct, Sensitivity, and Accountability.

	• Interface of Police with Children: Child-Friendly Procedures and Protection Mechanisms.
Unit IV State Redressal Mechanisms	• Structure and Functions of State & District Administration. • Redressal Mechanisms: • Preventive • Protective • Responsive • Rehabilitative • Human Rights Education and Advocacy: Strategies and Challenges. • Emerging issues: Online Safety, Digital Rights, and Children in Conflict Zones.

Readings:

1. United Nations (1989) Declaration of the Rights of the Child, Resolution 1386 (XIV), in Yearbook of the United Nations. New York: United Nations.
2. John W. Santrock (2001). Child Development. New Delhi: McGraw Hill.
3. Children's Rights Alliance. 2010. United Nations commission for rights of children.
4. Sunil & Kiran. 2011. Fundamental Human Rights. Delhi: Neha Publishers & Distributors.
5. Harish Ramaswamy, G. Tadas. 2012. Human Rights & Police Administration. Delhi: Neha Publishers & Distributors.
6. Anne Lawrence. 2004. Principles of Child Protection: Management and Practices. Open University Press.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO-1	3	2	3	2	2	2	3	2
CO-2	3	2	2	3	3	2	2	2
CO-3	3	3	3	3	3	3	3	3
CO-4	3	3	3	2	3	3	3	2
<i>Note: 1 = Low, 2 = Medium, 3 = High.</i>								

- **PO1:** Understanding of socio-political, human rights issues and social work values
- **PO2:** Critical analysis and social work interventions
- **PO3:** Work with diverse populations
- **PO4:** Cultural sensitivity and program development
- **PO5:** Participatory, equitable, just society
- **PO6:** Core professional skills in social work
- **PO7:** Specialization in Child Protection and Rights
- **PO8:** Specialization in Gender and Women Studies

MSWC-02-ES: Introduction to Child Protection

Course Objectives

1. Understand the concept, nature, and scope of child protection in socio-cultural and legal contexts.
2. Examine major challenges to child protection including abuse, neglect, trafficking, and vulnerability of marginalized children.
3. Analyze the issues and mechanisms related to Children in Conflict with Law (CiCL) and institutional response systems.
4. Understand and interpret key child protection legislations and case laws applicable in the Indian context.
5. Develop an inclusive and rights-based perspective in addressing child protection concerns in social work practice.

Course Outcomes

1. CO-1: Define and explain the scope, need, and significance of child protection from social, cultural, political, and psychological perspectives.
2. CO-2: Identify and analyze child protection issues such as violence, abuse, trafficking, and child marriage in varied social settings.
3. CO-3: Understand and apply knowledge about children in vulnerable situations, including CiCL and CNCP, and interventions by JJB and SJPU.
4. CO-4: Demonstrate understanding of key child protection laws and policies and their application in real-life contexts using case studies.
5. CO-5: Apply child rights-based and inclusive perspectives in formulating strategies and interventions for child protection.

Unit I Concept of Child Protection	• Child Protection: Concept Nature and Scope. • Necessity of Child Protection: Psycho-Socio, Cultural, Economic, Political • Challenges before Child: Violence, Neglect, Discrimination, Abuse, Exploitation, Children in Need of Care and Protection (CNCP)&Children in Conflict with Law (CCL).
Unit II Challenges before childprotection: Inclusive outlook	• Child Maltreatment, Child Sexual Abuse Child Trafficking, Child Marriage • Children in Vulnerable situations: Missing children,nomadic child, street children, children of migrant, Child beggar, children of women prisoners, Surrender Child,HIV affected. • Gender, Displacement and Disability
Unit III Children in Conflict with Law (CCL)	• Conceptual understanding of Children in Conflict withLaw (CiCL) • Issues related to Children in Conflict with Law (CiCL),Causes and Consequences • Role Juvenile Justice Board (JJB) and Special Juvenile Police Unit (SJPU): Some Case studies

Unit IV Introduction to Child Protection Laws	• Relevant sections Indian Penal Code (IPC) & Code of Criminal Procedure (CrPC), The Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice (Care and Protection of Children) Act, 2015. • The Prohibition of Child Marriage Act, 2006, Protection of Children from Sexual Offences Act, 2012, IT Act, 2000, Immoral Traffic Prevention Act, 1986. • Important Judgements. • Cases Studies & Best Practices.
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Readings

1. Resource Group on Child Rights in Rajasthan. 2013. *A Compendium of Frequently Asked Questions on Child Protection*. Save The Children.
2. Anne Lawrence. 2004. *Principles of Child Protection: Management and Practices*. Open University Press.
3. Thorpe, D. 1994. *Evaluating Child Protection*. Buckingham: Open University Press.
4. Eileen Munro. 2008. *Effective Child Protection*. SAGE Publications Ltd; 2nd Edition.
5. A. K. Kakkar. 2009. *Child Marriage in India Issues and Challenges*. Cyber Tech Publication.
6. Dr. Indu Bakshi. 1999. *Understanding Children and Their Problems*. Vakils Feffer And Simons Ltd; 1st Edition.
7. Pramod Naikodi, Aruj Garg, Rahul Das. 2013. *Frequently Asked Questions on the Issue of Child Marriage*.

Bare Acts

1. The Prohibition of Child Marriage Act, 2006.
2. The Child Labour (Prohibition and Regulation) Act, 1986.
3. Protection of Children from Sexual Offences Act, 2012.
4. The Juvenile Justice (Care and Protection of Children) Act, 2015.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	2	2	2	3	2
CO-2	3	3	3	2	3	2	3	3
CO-3	3	3	3	2	3	3	3	2
CO-4	3	2	2	2	2	3	3	2
CO-5	3	3	3	3	3	2	3	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSWW-01-ES: Introduction to Women's Studies

Course Objectives

1. Understand the evolution, nature, and interdisciplinary framework of Women's Studies.
2. Familiarize themselves with foundational concepts like gender, patriarchy, marginalization, and power structures.
3. Examine the interconnection between Women's Studies, feminist thought, and the Women's Movement.
4. Explore the historical and institutional growth of Women's Studies in India and globally.
5. Analyze government initiatives, policies, and academic institutions promoting Women's empowerment.

Course Outcomes

1. CO-1: Describe the scope, nature, and academic relevance of Women's Studies as an interdisciplinary discipline.
2. CO-2: Explain key concepts such as gender, patriarchy, marginalization, and their implications on women's lives.
3. CO-3: Analyze feminist research methods, subjectivity vs objectivity, and the activism-academia interface.
4. CO-4: Evaluate the institutional development of Women's Studies globally and in India.
5. CO-5: Critically assess the role of government initiatives and Women's Development Cells in gender mainstreaming.

Unit-I: Women's Studies:An Introduction	• Women's Studies as an interdisciplinary area, as an emerging discipline--Definition, Scope and Controversies. • Women's Studies as an academic discipline.
Unit-II: Basic concepts of Women's Studies	• Women's Studies perspectives • Gender Perspectives: Gender sensitive approach, Gender and sex, Biological determinism stereotyping. • Socialisation- Patriarchy- Devaluation- Marginalisation- Silencing- Male Gaze- Power politics- Gynocriticism- Gender mainstreaming-Gender and work-Invisibility-Glass ceiling.
Unit-III: Growth and development of Women's Studies	• Feminist Research Methodology, Objectivity vs Subjectivity, • Personal-Political Dichotomy, Scientism, academism vs. activism. • Growth and development of Women's Studies as a discipline internationally and in India. • The link between Women's Studies and the Women's Movement.
Unit-IV: Women's Studies in India	• Women's Studies in India--UGC's initiatives --Centers for Women's Studies. • Capacity building for Women leaders in education— Women development cells. • Women's Studies in the Current Government Plans and Policies.

Reading

1. Khullar, Mala. *Writing the Women's Movement: A Reader* ed. New Delhi: Zubaan, 2005.
2. Jain, Devaki and Pam Rajput. *Narratives from the Women's Studies Family: Recreating knowledge*. New Delhi: Sage, 1942.
3. *Programme of Women's Studies*. New Delhi: ICSSR, 1977.
4. Desai, Neera and Maithrey Krishnaraj. *Women and Society in India*. Delhi: Ajantha, 1987.
5. *Women in Contemporary India*. Ed. Alfred De Souza Delhi: Ajanta, 1987.
6. Mies, Maria *Indian Women and Patriarchy*. Delhi: Concept, 1980.
7. Nanda, B.R. *Indian Women: From Purdah to Modernity*. Delhi: Vikas, 1976.
8. *Women's Studies in India: A Reader*. Ed. Mary John. Penguin: New Delhi, 2008

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	2	2	2	1	3
CO-2	3	3	3	3	3	2	1	3
CO-3	3	3	2	2	3	2	1	3
CO-4	2	2	2	2	2	2	1	3
CO-5	3	3	2	2	3	2	1	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSWW-02-ES: Gender & Intersectionalities

Course Objectives

1. Understand the conceptual and theoretical frameworks related to gender and intersectionality.
2. Analyze gender roles and stereotypes through a sociological and feminist lens.
3. Examine the social construction of gender in the Indian socio-cultural context.
4. Explore women's roles in the family and public life, with a focus on health, labor, and rights.
5. Critically evaluate the challenges and opportunities for women in a changing society, including globalization and environmental movements.

Course Outcomes

1. CO-1: Explain key concepts of gender, sex, intersectionality, and feminist terminology in the context of social work.
2. CO-2: Analyze how gender is socially constructed through institutions, historical contexts, and socialization processes.
3. CO-3: Examine women's roles in the family and related challenges such as multitasking, health issues, and poverty.
4. CO-4: Evaluate women's participation in socio-political movements and their changing status in Indian society.
5. CO-5: Critique structural inequalities, violence, and economic discrimination faced by women and explore empowerment strategies.

Unit I: Basic concepts of Gender, Intersectionalities	• Definition of Gender, Intersectionalities, Sex. • Sociology of Gender. • Difference between Sex and Gender. • Feminist Terminology, Stereotyping, Patriarchy, Silencing, Marginalization, etc.
Unit-II: Social construction of Gender	• Social construction of Gender and Gender Roles. • Socialization, Institutions of Socialization. • Changing content and context of Gender need for Re-socialization. • Socio-economic cultural conditions of women in 19th century India; social reforms concerning women's liberation and women's participation in social reform movements; women's participation in Gandhian national movement; women's rights in Karachi congress resolution, 1931; women's participation in Congress and left organisations.
Unit-III: Women in Family	• Women in Family: Marriage, Working Women, Multi-tasking-Women. • Health issues: Malnutrition, factors leading to Anemia, Poor Maternal Health and Infant Mortality. • Feminization of Poverty, Women and HIV/AIDS.

Unit-IV: Women in Society	• Women in Society: Women's Issues, Missing Girls, Violence against Women, Empowerment measures. • Women and environment: Eco-Feminist Movements, Women and Globalization. • Livelihood & Gender Equity in Community: Women's Labour, Discriminatory Wages, Changing working conditions and Work Place related issues. • Women In Modern India.
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Reading

1. Dines, Gain And Jean M. Humez. Gender, Race and Class in Media. Sage: 1994.
2. Macdonald, Myra. Representing Women. London: Arnold, 1995.
3. Usha, V.T. Gender, Value and Signification. KRPLLD, CDS, 2003.
4. Myers, K.A., Anderson, C.D and Risman. *Feminist Foundations* London and United Kingdom: Sage, 1998
5. Whyte, R.O and Whyte, P. *The Women Of Rural Asia* Colardo: Westview , 1982.
6. Altekar, A.S. *The Position of Women in Hindu Civilization*, Delhi: MotilalBanarasidass, 1983.
7. Desai, N and M. Krishnaraj. *Women and Society in India*. Delhi: Ajantha, 1987.
8. Forbes, G.. *Women In Modern India*. New Delhi: CUP, 1998
9. Sharmila Rege. *Sociology Of Gender* London: Sage, 2003.
10. Mocormark, C and M. Strathern. *Nature, Culture and Gender*. CUP, 1980.
11. Oakely, A. *Sex, Gender and Society*. New York: Harper and Row, 1972.
12. Connell, R.W. *Masculinities*. Berkeley: University of California Press, 1995.
13. Sumi Krishna, *Livelihood and Gender Equity in Community Resource Management*. New Delhi: Sage, 2004.

CO-PO Mapping Table

Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	3	3	2	1	3
CO-2	3	3	2	3	3	2	1	3
CO-3	3	3	3	3	3	3	2	3
CO-4	3	3	3	3	3	2	2	3
CO-5	3	3	3	3	3	3	2	3
Note: 1 = Low, 2 = Medium, 3 = High.								

List of Discipline Elective						
Semester-III						
29.	MSW-10 - DE	Environmental Concerns For Social Work Practice	5	4	0	1
30.	MSW-11- DE	Introduction to Family Education	5	4	0	1
31.	MSW-12- DE	Women and Health	5	4	0	1
32.	MSW-13- DE	Working with Specially Abled person	5	4	0	1
33.	MSW-14- DE	Social Work and Disaster Management	5	4	0	1

MSW-10-DE: Environmental Concerns for Social Work Practice

Course Objectives

1. Understand the causes and consequences of environmental degradation, especially its impact on marginalized communities.
2. Critically analyze theoretical, ideological, and political standpoints regarding environmental issues.
3. Explore the concepts, approaches, and legal frameworks relevant to environmental justice.
4. Examine the interface between people and the environment through civil society actions and collective rights.
5. Build knowledge and skills for social work intervention in environmental movements, education, and awareness.

Course Outcomes

1. CO-1: Demonstrate understanding of environmental degradation and its socio-political and human rights implications.
2. CO-2: Critically evaluate ecological perspectives including ecofeminism, Gandhian philosophy, and neoliberalism.
3. CO-3: Analyze environmental justice frameworks, treaties, and legal mechanisms relevant to marginalized populations.
4. CO-4: Apply knowledge of community-based resource management and the role of civil society in environmental sustainability.
5. CO-5: Design and implement social work interventions for environmental protection, education, and advocacy.

Unit-I Understanding Environment	• Environment and Ecology: Concept, Definitions and Nature. • Interlinkages between Ecology and Environment • Environmental degradation: Causes and consequences • Environment in the human rights perspective
Unit II Environmental Issues: Perspectives	• Politics of Ecology & Development • Approaches to conservation: Eco feminism, Neo-liberalism, Gandhian perspective • Environmental Justice: International treaties & Environmental laws. • Interface between environment and development.
Unit III People and Environment	• Natural Resource Management • Role of civil society organizations in environmental action. Common Property Resources • Collective action & property rights
Unit IV: Environmental Movements and Interventions	• Environmental movements: Concept and ideologies: analysis of select movements. • Social work intervention in the management, protection and promotion of the environment. • Environmental education and awareness.

Readings:

1. Das, RC etc al: The Environment Divide: The Dilemma of Developing Countries, Indus, New Delhi, 1998
2. Reid D E: Sustainable Development-An Introductory Guide, Earthscan, London, 1995
3. Sheth P: Environmentalism: Politics, Ecology & Development, Rawat, Jaipur, 1997
4. Coates J: Ecology and Social Work, Paul & Co, New York, 2004

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	3	2	2	3	2	2	2
CO-2	3	3	2	3	3	2	2	3
CO-3	3	3	2	3	3	2	2	2
CO-4	3	3	3	3	3	3	2	2
CO-5	3	3	3	3	3	3	2	2
<i>Note: 1 = Low, 2 = Medium, 3 = High.</i>								

MSW-11-DE: Introduction to Family Education

Course Objectives

1. Understand the sociological and cultural foundations of family and marriage in the Indian context.
2. Gain insight into the concept, significance, and value orientation of Family Life Education (FLE).
3. Analyze the impact of individual, familial, and environmental factors on moral and personality development.
4. Examine the role of key agencies like home, school, religion, and community in delivering family life education.
5. Develop an informed and culturally sensitive approach towards promoting family values and moral education in diverse social contexts.

Course Outcomes

1. CO-1: Explain the structure, roles, and bonding within families and marriages, especially in the Indian social context.
2. CO-2: Define and critically analyze the concept, importance, and types of values in Family Life Education.
3. CO-3: Apply theoretical knowledge of moral and personality development in the context of family education.
4. CO-4: Identify and evaluate the roles of home, school, religion, and community in imparting family life education.
5. CO-5: Promote culturally sensitive and value-based approaches in family life education to strengthen individual and societal well-being.

Unit I: Concept of Family Life	• The Social Institutions of Family and Marriage. • Family Life In Indian Context • Relationship and Bonding in Family Life
Unit II : Family Life Education	• Family Life Education-Concept and Meaning • Traditional Indian Values Related to Family Life Education • Importance of Different Types of Values in Family Life Education • Advantages of Family Life Education • Theoretical Approach to Personality Development
Unit III: Importance of Family Life Education	• Objectives of Family Life Education • Role of Individual, Family and Community in Family Life Education • Development of Personality and Moral Values in life • Theories of Moral Development • Environmental Influences on Moral Development
Unit-IV: Role of various agencies in Family Life Education	• Role of Home, School and Religion in Imparting Family Life Education • Methods of Imparting Family Life Education

Readings:

1. Familia Et Vita (2004), Vol VI, No. 3, 2001, Vol VII, No. 2-3, 2002, Vol VIII, No. 1-2, 2003 and Vol IX, No. 1-2.
2. Fletcher, Ronald (1988), *The Abolitionists : The Family and Marriage Under Attack*, Routledge, London.

3. Giddens, Anthony (2001), *Sociology* (fourth edition) Polity Press, Cambridge.
4. Grugni, Anthony (1997), *Exercise in Education to Love*, TejPrasaraani, Mumbai.
5. Haralambos, M and Heald, R.M. (1997 : Sixth impression), *Sociology : Themes and Perspectives*, Oxford University Press, Delhi
6. UN Declaration of Human Rights 1948.
7. UN Convention on Rights of Child 1989.
8. Areus, M.E. Schvaneveldt, J.D, Moss J.J. (eds) (1993), *Handbook of Family Life Education (Foundation of Family Life Education)*, Saga Publications Vol. 1, Vol. 2.
9. International Planned Parenthood Association (1985), *Growing Up in Changing, World*, Partone, Youth Organization and Family Life Education: An introduction, London, IPPF.
10. Seshadri, C. and Pandey, J.L. *Population Education – A National Source Book* NCERT, New Delhi.
11. Thomas, Gracious (1995), *AIDS and Family Education*, Rawat Publication, New Delhi.
12. UNESCO (1988), *Family Life Education: Package One*, PROAP, Bangkok.
13. Alphonse. H, Clemens, *Marriage and the Family*, Prentice- Hall-INC-Englewood; N.J.
14. Ann & John Murpy, *Sex Education and Successful Parenting*, Pauline Books, St. Paul Press Training School; Mumbai.
15. D'souza, Antony, A., *Sex Education and Personality Development*, Usha Publications; New Delhi.
16. Grugni, Dr. Antony, *Sex Education*, Better Yourself Books, St Paul Press; Mumbai.
17. G. Ginott, Dr. Haim, *Between Parent and Child*, Avon Books, Macmillan, Publishing Co; New York.
18. Hurlock, Elizabeth B., *Developmental Psychology*, Tata- Mc Graw Hill Publishing Co; New Delhi.
19. Mascarenhas, Marie Mignon *Family Life Education/Value Education*, CREST – Sevasadan Training Institute; Bangalore.
20. Suriakanthi, A., *Child Development*, Kavitha Publications, Gandhigram.
21. Berk, Laura E., “*Child Development*”, Prentice Hall of India Pvt. Ltd., New Delhi.
22. Cochen, Stewart, “*Social and Personality Development in Children*”, Macmillan Publishing Co. Ltd., New York.
23. Cole and Irma Luella Nelson Hall, “*Psychology of Adolescence*”, Holt, Rinehart and Winston, New York.
24. Hall and Calvin S. Gardner Lindzey, “*Theories of Personality*”, Wiley Eastern Ltd., New Delhi.
25. Hurlock, Elizabeth B., ‘*Personality Development*’, Tata McGraw – Hill Publishing Co. Ltd., New Delhi.
26. Lickona, Thomas, *Moral Development and Behaviour*, Holt, Rinehart and Winston, New York, USA.
27. Voss, James T., *Psychology as a Behavioural Science*, Good Year Publishing Co; Pacific Palisades, California.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	3	2	2	2	2	2
CO-2	3	3	2	3	3	2	2	2
CO-3	2	3	3	3	3	3	2	2
CO-4	2	3	2	2	3	3	2	2
CO-5	3	3	3	3	3	2	3	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSW-12-DE: Women and Health

Course Objectives

1. To develop conceptual understanding of the health status of women from a gendered perspective.
2. To introduce comparative perspectives on women's health in India, including socio-cultural determinants and disparities.
3. To analyze the structure and function of the modern health care system and national health policies in India in relation to women's health.
4. To enhance analytical skills for identifying and addressing critical health issues affecting women, especially marginalized groups like sex workers, Dalit and indigenous women.

Course Outcomes

1. CO1: Explain demographic patterns, gender bias, and the socio-political context impacting women's health in India.
2. CO2: Analyze the roles and limitations of the modern health care system in addressing women's health.
3. CO3: Evaluate the health concerns of women across life stages and in marginalized contexts, using rights-based lenses.
4. CO4: Apply critical thinking and social work methods to understand mental health issues and intervention strategies.
5. CO5: Design community-level or policy-level initiatives for addressing gender-based health disparities.

Unit-I: Demographic Profile of Women	• Rethinking South Asia: Analyzing Contemporary Issues from Gender Perspective Sex Ratio, Health and Nutrition, Girl Child and Education. • Demographic Profile of Women: Understanding of Women Health, Gender Bias: Historical and Ideological Context. • Feminist Discourse. • Production, Reproduction and Kinship: Continuities and Differences.
Unit-II: Modern Health Care System	• Modern Health Care System: Primary, Secondary, and Tertiary level Health Care Structure and their Functions. • Public Health Programmes in India: Legislation and Policies regarding Health in India-National Rural Health Mission (NRHM). • National Health Policy.
Unit-III: Women Across the Life Cycle	• Women across the Life Cycle: Adolescence to Old Age. • The Communicable Diseases: Tuberculosis, STD, AIDS, and Poliomyelitis and Government Programmes. • Global Challenges and Women Health, Women and the Caste Question, Dalit and Indigenous Women, The Sex Worker's Debate. • Ageing Problem of Women. • Women and Work: Regional Patterns and Perspectives on Informalization of Labour. • Feminization of Poverty: Issues and Strategies.

Unit-IV: Mental Health Care Scenario in India	• Women and Mental Health: Clinical and Social Aspect, Women and Depression, Treatment Approaches and Interventions. • The Development of Personality and Emotional Disturbance during Adolescence and Young Age, Emotional Problems in Work and Marriage during Adulthood, Emotional Maturity. • Voices, Strategies and Collective Actions across the Region.
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Readings:

1. Qadeer, I. (2000). *Health Care System in Transition*. Journal of Public Health Medicine. Vol-II. Great Britain.
2. Brook, E. & Davis, A. (1985). *Women, the Family and Social Work*. London Tavistock Publication.
3. Birren, J.R. & Sloane, R.B. (1996). *Handbook of Mental Health and Ageing*. New Jersey: Prentice Hall Englewood Cliffs.
4. Sharma, N. (1999). *Adolescent Girl Child In India*. New Delhi: News Bulletin of the Indian Council of Child Welfare.
5. Agarwal B, (ed), *Structures and Patriarchy: State, Community and Household in Modernising Asia*, New Delhi, Kali for Women, 1988.
6. Dube L. and Palriwala R. (eds), *Structures and Strategy: Women, Work and Family*, New Delhi, Sage, 1990.
7. Raju S. and Bagchi D. (eds), *Women and Work in South Asia*, London, Routledge, 2004.
8. Roy, S. (1962). *A Handbook of preventive and social medicine*. Calcutta: Academic Publishers.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	3	2	1	2	3
CO-2	2	3	2	2	2	2	2	3
CO-3	3	3	3	3	3	2	2	3
CO-4	2	3	2	2	2	3	1	2
CO-5	3	3	3	3	3	3	2	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSW-13-DE: Working with Specially Abled person

Course Objectives:

1. To build conceptual clarity on disability and its socio-political dimensions, while promoting values of dignity, equity, and inclusion in line with social work ethics.
2. To enable learners to critically analyze the challenges faced by persons with disabilities and apply appropriate social work methods for intervention and empowerment.
3. To develop skills for program planning, rehabilitation, and advocacy for specially abled individuals across institutional and community-based settings.
4. To enhance understanding of disability rights, legal frameworks, and inclusive policies for effective social work practice.

Course Outcomes (COs):

1. CO-1: Understand the conceptual framework and socio-political aspects of disability in Indian and global contexts.
2. CO-2: Analyze the challenges and needs of persons with different types of disabilities across life stages.
3. CO-3: Apply appropriate social work methods and intervention strategies in disability settings.
4. CO-4: Develop advocacy, rehabilitation, and program planning skills to work effectively with specially abled individuals and institutions.

Unit I: Introduction to Disability	• Concept, definitions, and models of disability: Medical, Social, Rights-based model. • Historical context and evolution of disability rights. • Types of disabilities: Physical, sensory, intellectual, developmental, and multiple disabilities. • Myths, stigma, and attitudinal barriers. • Demographic overview and prevalence of disability in India.
Unit II: Disability Legislation and Rights Framework	• UN Convention on the Rights of Persons with Disabilities (UNCRPD). • The Rights of Persons with Disabilities Act, 2016. • Schemes and policies for the welfare of specially abled persons in India (ADIP Scheme, Skill Training, UDID Card, etc.). • Role of Government and institutions like RCI, National Trust, DEPwD, and NGOs in rehabilitation.
Unit III: Social Work Practice with Specially Abled Persons	• Social work roles in educational, institutional, family, and community settings. • Social work methods: Casework, Group work, Community Organization in disability services. • Rehabilitation: Medical, vocational, educational, and social. • Inclusive development and social integration approaches.

Unit IV: Contemporary Issues and Field Interventions	• Accessibility and Universal Design. • Gender and disability: Intersectionality and special concerns of women with disabilities. • Rights-based advocacy, self-help movements, and DPOs (Disabled People's Organizations). • Role of technology, assistive devices, and innovations. • Best practices and case studies from national and international organizations.
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Textbooks:

1. Albrecht, G. L., Seelman, K. D., & Bury, M. (2001). Handbook of Disability Studies. Sage Publications.
2. Hans, A. (2003). Disability: A Reality. Gyan Publishing House.
3. Thomas, M. & Thomas, M. J. (2002). Manual for CBR Planners. Asia Pacific Disability Rehabilitation Journal.
4. Oliver, M. (1996). Understanding Disability: From Theory to Practice. Palgrave Macmillan.
5. Ministry of Social Justice and Empowerment. (2016). The Rights of Persons with Disabilities Act, 2016. Government of India.

References:

6. UNCRPD (2006). Convention on the Rights of Persons with Disabilities. United Nations.
7. Shakespeare, T. (2013). Disability Rights and Wrongs Revisited. Routledge.
8. Addlakha, R. (2008). Disability Studies in India: Global Discourses, Local Realities. Routledge India.
9. World Health Organization (2011). World Report on Disability.
10. Websites of RCI, DEPWD, National Trust, and UN Enable.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	2	3	2	1	2
CO-2	3	3	3	2	3	3	2	3
CO-3	2	3	3	3	3	3	2	2
CO-4	3	3	3	3	3	3	1	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSW-14-DE: Social Work and Disaster Management

Course Objectives:

1. The course will inculcate skills among the students to understand the concept of disaster, disaster management, disaster preparedness, and its relevance in the Indian context.
2. It will give knowledge and skills in disaster intervention according to the national and international standards and guidelines, and role of Social workers in building community.

Course Outcome: The student will be able to

1. Develop their knowledge and skills to analyses factors contributing to disasters, according to the cycle of disaster.
2. Work in different phases of disasters, with diverse groups at the pre-disaster, during disaster and post disaster period.
3. Design and initiate disaster mitigation and management endeavors towards disaster risk reduction

Unit-I: Introduction and Basic Concepts to Disaster Management	• Definition and Concept of Hazards, Risk, Vulnerability, Disasters, and Capacity. • Types of disasters- natural human induced and other, CBRN (Chemical, Biological, Radiological and Nuclear) disasters, and complex emergencies. Disaster vulnerability profile of India and Rajasthan. • Impact of disaster in natural eco-system; Multi-dimensional Impact of disasters: physical, psychological, social, economic etc. • Issues of marginalization among the vulnerable groups in disasters- • Poor, Women, Aged, Children, persons with special needs, • chronically ill, injured, amputees, victim of violence. • Internally displaced people (IDPs), Refugees.
Unit-II: Community Based Disaster Risk Reduction & Psychosocial care	• Disaster Management Cycle- rescue, relief, rehabilitation, reconstruction, prevention, mitigation, preparedness, early warning (emergency response). • Disaster risk reduction (DRR) - Community based DRR, Safe-School, Safe- Institutions, Conflict mitigation and peace-building for community cohesion. -Public Health in emergency; CBFA (Community based first Aid), Build Back Better. • Concept of psychosocial support, resiliency and well-being for the individuals, family and at the community level. • Mental health issues among the survivors of disaster. Principles and techniques of psychosocial support -Self-care and Stress management for the disaster intervention workers

Unit-III: Disaster Management Infrastructure, Legislations	• Disaster Management Act-2005, Institutional framework of disaster management in India (NDMA-SDMA-DDMA, NDRF, Civic volunteers, NIDM), National Disaster Management Guidelines. • Inter-Agency Standing Committee guidelines, Sphere (Standards) Project. • Role of Civil society organization and UN agencies in disaster management and DRR (WHO, UN, UNDP, UNISDR, IFRC, ICRC, USAID, OXFAM).
Unit-IV: Role of social workers and other stakeholders in disaster intervention	• Awareness generation at the community on safe-practices in disaster (earthquake, cyclone, tsunami, heat-cold waves, lightening, fire, pandemic). • Strategies for, health care services, livelihood restoration, reconstruction of housing, water and sanitation. • Capacity building for safe school, safe city, safe home, safe institutions. • CBDRM- Community based disaster risk management and climate change adoption. • Role of social workers in different phases of disasters.

Text Book:

1. Hellman, D. E., & Shandas, V. (2020). Community Resilience to Climate Change: Theory, Research and Practice
2. Schneid, T & Collins, L (2013), Disaster Management and Preparedness, CRC Press (CURAJ library Call no.: 658.477 S57D)
3. Handmer, J & Dovers, S (2013), Handbook of disaster policies and institutions: improving emergency management and climate change adaption, Routledge (CURAJ library Call no.: 363.348 H19H)
4. Mani, N (2017), Environment, climate change and disaster management, New Century Publications (CURAJ library Call no.: 363.700954 M31E)
5. Sinha, DK (2006), Towards Basics Of Natural Disaster Reduction, Researchco Book Centre (CURAJ library Call no.: 363.34 S64T)
6. NDMA-GOI. (2008). National Disaster Management Guidelines—Management of Biological Disasters. New Delhi: National Disaster Management Authority, Government of India
7. IFRC. (2009). Psychosocial interventions- A Handbook. Copenhagen: International Federation Reference Centre for Psychosocial Support IASC. (2007).
8. Mental health and psychosocial support in emergencies (MHPSS). Geneva: Inter Agency Standing Committee (IASC)

Reference Book/Reading List:

9. WHO. (1992). Psychosocial consequences of disasters: prevention and management. Geneva: Division of Mental Health, World Health Organization.
10. WHO. (2013). Measurement of and target-setting for well-being: An initiative by the WHO Regional Office for Europe. Copenhagen: WHO Regional Office for Europe.
11. WHO. (2014, November 10). Climate change and human health. Retrieved from who.int/global change: <http://www.who.int/globalchange/summary/en/index6.html#>
12. Bhadra, S. (2018). Community-based psychosocial support is a process and tool for protection of vulnerable survivors of disaster. In J. P. Diaz, Disaster Recovery- Community Based

- Psychosocial Support in the Aftermath (pp. 129-156). Oakville: Apple Academic Press.
13. Bhadra, S., & Dyer, A. R. (2011). Psychosocial support for communal harmony and peace building. In HIPEC, Peace from Disasters-Indigenous Initiatives across Communities, Countries and Continents (pp. 95-104). Hiroshima: Hiroshima University Partnership Project for Peacebuilding and Capacity Development.
 14. Parks K & Parks J E, (2019), Textbook of Social and Preventive Medicine, 25th Edition, Jabalpur: Bhanarasidas
 15. Geddes, JR, Andreasen, NC & Goodwin, GM (2020), New Oxford Textbook of Psychiatry, 3rd Edition, Oxford University Press.
 16. Francis, A P (2014). Social work in Mental Health: areas of practice, challenges and way forward, Sage
 17. Allen, K.M., & Spitzer, W.J. (2015). Social Work Practice in Healthcare: Advanced Approaches and Emerging Trends, SAGE Publications.
 18. Arboleda-Flórez, J., & Sartorius, N. (2008). Understanding the Stigma of Mental Illness: Theory and Interventions, Wiley.
 19. Magnusson, D. (1997). The Lifespan Development of Individuals: Behavioral, Neurobiological, and Psychosocial Perspectives: A Synthesis, Cambridge University Press.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	2	2	3	1	1
CO-2	3	3	3	3	3	3	2	2
CO-3	2	3	2	2	3	3	2	2
Note: 1 = Low, 2 = Medium, 3 = High.								

MSWF-03: Concurrent Field Work

Course Objectives:

1. Develop essential professional skills and qualities required for social work practice.
2. Understand the role of social work in facilitating social change, human rights, and social justice.
3. Apply theoretical knowledge to real-world field settings using appropriate social work methods.
4. Demonstrate effective social work interventions across diverse field contexts through experiential learning.

Course Outcomes

1. CO-1: Demonstrate professional social work skills and ethical conduct in real-world field settings.
2. CO-2: Apply social work methods (case work, group work, community organization, etc.) in practice.
3. CO-3: Analyze field situations critically using theory-practice integration.
4. CO-4: Engage effectively with diverse populations and advocate for rights and justice.
5. CO-5: Reflect on field experiences through supervision, documentation, and report writing.

In the third semester, after completion of one year field work practice and one month summer internship, students are now competent to apply various social work methods, techniques and skills namely Social Case Work, Social Group Work, Community Organization, Social Action, Social Work Research and Social Work Management and are capable to critically analyse their practical application. They are regularly supervised by their concerned supervisors through Individual and Group Conferences. After the completion of field work, a consolidated report along with Certificate of completion from the relevant organisation will be submitted.

Suggested E Resources:

1. <http://fielddeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/>
2. <http://hhp.fullerton.edu/msw/Fieldwork/index.htm>

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	2	2	3	2	2
CO-2	2	3	2	2	2	3	2	2
CO-3	2	3	2	2	3	2	2	2
CO-4	3	2	3	3	3	2	3	3
CO-5	2	2	2	2	2	3	2	2
Note: 1 = Low, 2 = Medium, 3 = High.								

**Master of Social Work
(MSW)**

Semester-IV

Specialization in

A. Children Protection & Rights

B. Gender & Women Studies

MSW-09: Social Welfare Administration

Course Objectives

1. Acquire comprehensive knowledge and skills for effective management and administration of development and welfare services.
2. Understand the structure, principles, and tools of social welfare administration within various organizational contexts.
3. Develop the ability to handle core administrative components like planning, HRM, budgeting, documentation, public relations, and evaluation.
4. Understand and apply key legal provisions related to the non-profit and voluntary sector.

Course Outcomes

1. CO-1: Describe the nature, types, and historical evolution of social welfare and development organizations.
2. CO-2: Analyze the structure, culture, and effectiveness of non-profit organizations including HR management practices.
3. CO-3: Apply administrative tools such as planning, supervision, budgeting, documentation, and monitoring in welfare organizations.
4. CO-4: Demonstrate understanding of relevant laws and legal frameworks applicable to non-profit and development sectors.

Unit I: Social Welfare and Development Organizations	• Social welfare and development organizations: Nature, types and functions. • Social welfare administration: Meaning, history, principles and changing context. • Distinction between social welfare administration, public administration and social security administration.
Unit II: Structure of Social Welfare Administration	• Non-Profit Organizations: types & characteristics. • Structure of non-profit organizations, organizational culture and effectiveness. • Models of Organizational Development. • HRM in non-profit organizations.
Unit III: Components of Administration	• Planning and Organizing • Direction, coordination and supervision • Staff recruitment, training and development • Recording and documentation • Budgeting • Public relations and networking • Monitoring and evaluation
Unit III Laws relating to non-profit sector	• Societies Registration Act, Indian Trust Act. • Indian Companies Act, FCRA Act. • Minimum Wages Act, • Equal Remuneration Act, Payment of Wages Act.

Readings:

1. D. Paul Chaudhry (1979). *Social Welfare Administration*. Delhi: Atma Ram & Sons.
2. D.R. Sachdeva (1993). *Social Welfare Administration*. Allahabad: Kitab Mahal.

3. Fernando. S Fr Emmanuel. (1998) *Project from Problems*.
4. Iain Ferguson, Michael Lavalette and Gerry Mooney. (Eds.) (2002). *Rethinking Welfare: A Critical Perspective*. London: Sage.
5. Narandra Singh (2007). *Project Management Control*. 4th ed. New Delhi: Himalaya Publishing House.
6. Prasanna Chndra (2002). *Project: Planning, Analysis, Financing, Implementing and Review*. 5th ed. New Delhi: Tata McRaw Hill.
7. Rino J. Patti (2000). *The Handbook of Social Welfare Management*. New Delhi: Sage.
8. Rino J. Patti (2008). *The Handbook of Human Services Management*. New Delhi: Sage.
9. Robert W. Weinbach (1998). *The Social Worker as Manager*. London: Allyn & Bacon
10. Stephen P. Robbins (2010). *Organization Behaviour*. Delhi: Pearson Education Inc.
11. Anita A: Formation & Management of NGOs, Universal Law Publishing Co ,2009,12.
12. Easo J: Handbook of non-profit organizations, Macmillan India Ltd,
13. Robbins S: Organizational Behaviour.
14. Mikkelson B: Methods for Development Work and Research, Sage Publications, 2nd Edition, 2005.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	2	2	2	1	1
CO-2	2	3	2	2	2	3	1	2
CO-3	2	3	2	2	3	3	2	2
CO-4	3	3	2	1	2	3	2	2
Note: 1 = Low, 2 = Medium, 3 = High.								

Elective Specialization						
Semester-IV						
A. Children Protection & Rights						
25.	MSWC-03-ES	Legal Provisions and Child Protection	5	4	0	1
26.	MSWC-04-ES	Working with Children	5	4	0	1
	Total		10	8	0	2
B. Gender & Women’s Studies						
27.	MSWW-03-ES	Women, Law and Legal Advocacy	4	4	0	1
28.	MSWW-04-ES	Sexuality, Power and Violence	4	4	0	1
	Total		8	8	0	2

MSWC-03-ES: Legal Provisions and Child Protection

Course Objectives

1. Understand key child protection laws, including IPC, CrPC, and special acts related to child rights and welfare.
2. Examine national and state-level child protection policies, schemes, and guidelines.
3. Analyze the role of various state mechanisms and civil society organizations in child protection.
4. Understand judicial interpretations and landmark judgements impacting child protection in India.
5. Familiarize with redressal mechanisms and the role of authorities like NCPCR, NHRC, and CARA.

Course Outcomes

1. CO-1: Identify and explain the major child protection laws and their implications in practice.
2. CO-2: Analyze child protection policies, schemes, and the role of key government and non-government stakeholders.
3. CO-3: Demonstrate understanding of institutional and legal mechanisms related to child protection.
4. CO-4: Evaluate the role of judiciary, legal service authorities, and commissions in ensuring child protection.

Unit-I Law and Child protection: An Overview	• IPC & CrPC, The Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice (Care and Protection of Children) Act, 2015. • The Prohibition of Child Marriage Act, 2006, Protection of Children from Sexual Offences Act, 2012, IT Act, 2000, Immoral Traffic Prevention Act, 1986.
Unit-II Child Protective Services	• National and State (Rajasthan) Policies on Child Protection • National and State Child Welfare Schemes and Guidelines • Civil Society Organization: UNICEF, Childline and other NGOs including some best practices in the field of child protection.
Unit-III Monitoring and Redressal Mechanisms	• State level Mechanisms: Concern Depts., SCPC, DCPU, DCPC, SJPU, S/DIC, JJB, CWC, B/VCPC etc. and Judicial systems • Commissions: National and State Human Rights Commissions (NHRC) and National and State Commission for Protection of Child Rights (NCPCR)
Unit-IV: Important Judgements and Authorities	• Important Judgements and their execution in some Cases • Authorities: National and State Legal Service Authority and Central Adoption Research Authority

Readings:

1. Constitution of India.
2. Indian Penal Code.

Bare Acts

3. The Prohibition of Child Marriage Act, 2006.
4. The Child Labour (Prohibition and Regulation) Act, 1986.
5. Protection of Children from Sexual Offences Act, 2012.
6. The Juvenile Justice (Care and Protection of Children) Act, 2000.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	1	3	2	3	2
CO-2	3	3	2	2	3	2	3	2
CO-3	3	3	2	2	3	3	3	2
CO-4	3	2	1	1	3	2	3	2
Note: 1 = Low, 2 = Medium, 3 = High.								

MSWC-04-ES: Working with Children

Course Objectives

1. Understand the importance of socialization in childhood from socio-cultural and psychological perspectives.
2. Analyze the role of various stakeholders—family, peers, state, and civil society—in child development and protection.
3. Develop essential social work skills for working with children including communication and counseling techniques.
4. Understand child rights, advocacy, and networking with relevant institutions.
5. Acquire knowledge about self and personality development, and gain insight into behavioral disorders in childhood and adolescence.
6. Apply appropriate counseling approaches and techniques to address developmental and psychological issues in children.

Course Outcomes

1. CO-1: Explain child development and socialization in socio-cultural and psychological contexts.
2. CO-2: Analyze the influence of family, community, and state agencies on child development.
3. CO-3: Demonstrate core skills in communication and counseling techniques with children.
4. CO-4: Apply concepts of advocacy and networking for child rights and protection.
5. CO-5: Describe key personality development theories and identify common childhood disorders.
6. CO-6: Use various counseling approaches effectively to support children's mental and emotional wellbeing.

Unit I Child Development	• Concept of Child and Childhood: Socio-Cultural and Psychological Perspective. • Socialization: Meaning and Nature, Agencies of Child Socialization. • Challenges before Child Development.
Unit II Social Work with Children	• Understanding Child: Family, Neighborhood, community and Peer Groups. • Understanding Child: State, formal Groups and NGO's. • Role of Counseling Techniques and Communication • Skills in Working with Children.
Unit III Advocacy, Networking and Agencies	• Child Rights: Advocacy & Activism. • Networking with Institutions: Child Care Institutions, Juvenile Justice Board, Child Welfare Committee. • State and Civil Society Agencies: National and State • Commission for Protection of Child Rights (NCPCR & SCPCR); UNICEF.

Unit-IV: Perspectives on Self and Personality Development	• Perspectives on Self and Personality Development: Attributes of Personality, Theories of Personality Development, Deviant Personality. • Development, Process, Issues and Challenges: Cognition, Emotion and Moral. • Disorders of Childhood and Adolescence: Concept • and Indicators of Normality and Abnormality, • Classification, Causes and Consequences. • Counselling Skills: Listening & Communication; Interview Technique & Questioning with special reference to Children. • Approaches to Counselling: Psycho-dynamic, • Cognitive-Behavioural, Person-Centered, and Systems Approach.
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Reading:

1. Kingslay, Davis (1949). *Human Society*. New York: Macmillan Co.
2. Karl V. Robert. (2019). *Children and their Development*. Pearson India- New Delhi.
3. Berk, L.E. (2017). *Child Development*. 9th Edition. Pearson Education- New Delhi.
4. Shoham, S.G. (2008). *Art, Myth and Deviance*. Cambridge Scholars Publishing. ISBN:1443802972, 9781443802970. Pp. 281.
5. Ewen, R.B. (2014). *An Introduction to Theories of Personality*. 7th Edition. Psychology Press-New York.
6. Kapur, M. (2011). *Counselling Children with Psychological Problems*. New Delhi: Pearson Publication.
7. Gladding, S.T. & Batra, P. (2018). *Counselling: A Comprehensive Profession*. New Delhi: Pearson Publication.
8. Elizabeth Hurlock (1978). *Child Psychology*. Tokyo: Mc Graw Hill.
9. John W. Santrock (2001). *Child Development*. New Delhi: Mc Graw Hill.
10. Swagata Raha, Dr. Archana Mehendale, Arlene Manoharan. 2012. Manual for Commissions for Protection of Child Rights -How to implement The Commissions for Protection of Child Rights Act, 2005.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	3	2	2	3	1
CO-2	3	3	3	3	2	2	3	1
CO-3	2	3	2	2	2	3	3	1
CO-4	3	3	2	2	3	2	3	2
CO-5	2	2	2	2	1	2	2	1
CO-6	2	3	2	2	2	3	3	1
Note: 1 = Low, 2 = Medium, 3 = High.								

MSWW-03-ES: Women, Law and Legal Advocacy

Course Objectives

1. Understand the socio-political and historical context of gender and law in India.
2. Examine constitutional guarantees, feminist interventions, and complexities in securing women's rights through legal mechanisms.
3. Analyze the formulation and implementation of protective and family laws from a gendered perspective.
4. Engage with key legal texts, landmark judgements, and feminist critiques to understand structural inequalities.
5. Develop advocacy skills through case analysis, project work, and understanding institutional frameworks for women's rights.

Course Outcomes

1. CO-1: Demonstrate understanding of gender-based legal frameworks and their historical roots in India.
2. CO-2: Critically analyze constitutional provisions and judicial responses concerning women's rights and protections.
3. CO-3: Apply feminist critique to legal statutes, landmark judgements, and family law practices.
4. CO-4: Develop legal literacy and advocacy skills to engage with issues concerning gender, law, and justice.
5. CO-5: Identify and assess contemporary challenges in ensuring legal rights and justice for women through casework.

Unit-I: Background to Understandi ng Law in Independent India	• Gender underpinning of Formulation of Law and Justice in Independent India. • Debates since 19th century on the Age of Consent; Enforced Widowhood; Child Marriage; Devadasi Abolition; Caste; Untouchability etc. • Constituent Assembly Debates on Women's Equality and the Rights enshrined in the Constitution. • Women's Movement and Securing Women's Rights within the Family. • Social Movements, Feminist Movements and the State.
Unit-II: Understandi ng Justice and Law	• Protective Legislation, Justice and the Constitution: Texts of various Legislations and Landmark judgements of the High Courts and Supreme Court. • Feminist response and Critique of Protective Legislation both in their Formulation and Practice. • Constitution and Indian Women: Constitutional provisions related to Women, Family Law: Marriage (Hindu, Muslim, Christian, Parsi), Marital relief and Divorce, Maintenance and Custody of Children, Inheritance and Succession, Adoption procedure, Minority and Guardianship.

	Female Feticide, Women Property, Family Court, PCPNDT Act, 1994, Domestic Violence, Sexual Harassment at Workplace.
Unit-III: Women, Family and Law	- Reduction of formal law concerning the Family to “family laws”. - Family as foundational Institution figuring in every branch of law—contract, commercial laws, international law etc. - Criminal Procedure Code: Bailable and Non Bailable Offences, Arrest and Examination Indian Penal Code: Eve Teasing, Molestation, Adultery, Abduction, Kidnapping, Rape.
Unit-IV: Working with Issues /Cases	- Policies Related to Women: National Commission for Women, Important Judgements, International Conventions, Emancipation of Women: A Socio-Legal Perspective. - Tracing, Building Legal Campaigns or Analyses of Cases and Judgements. - Five Landmark judgements of the High Courts and Five Supreme Court related with constitutional guarantee of equality and non-discrimination and to the difficulties and complexities in securing constitutional guarantees.

Readings:

1. Agnes Flavia (2010) Law, Justice, and Gender: Family Law and Constitutional Provisions in India, Delhi: Oxford University Press.
2. B. R. Ambedkar, (1916) Castes in India: Their Mechanism, Genesis and Development.
3. Cossman, B. and R. Kapur (eds.) (1996) Subversive Sites: Feminist Engagements with Law in India, New Delhi, Sage.
4. Dhagamwar Vasudha (1999) Law, Power and Justice: the protection of personal rights in the Indian penal code [chapter on rape law reform], Sage Publications.
5. Flavia Agnes (2012) Family Law II: Marriage, Divorce, and Matrimonial Litigation, OUP.
6. Grover Vrinda and Saumya Uma (2010) Kandmahal: the law must change its course, MARG.
7. Hasan, Z. (ed.) (1994) Forging Identities: Gender, Communities and the State, New Delhi, Kali for Women.
8. Kalpana Kannabiran, “Voices of Dissent: Gender and Changing Social Values in Hinduism” in Hinduism in Modern Times edited by Robin Rinehart, ABC-CLIO, 2004 (for a simple review of debates around major issues of gender justice in colonial India).
9. Kannabiran Kalpana, ‘The Judiciary, Social Reform and the Debate on ‘Religious
10. Prostitution’ in Colonial India’, in Economic and Political Weekly, VOL 30 No. 43, 1995, pp.WS 59-WS.
11. Kannabiran Kalpana, ‘The three dimensional family, Remapping a multidisciplinary approach to family studies, in Economic and Political Weekly, vol.41 No.42 Oct 21 2006.
12. Menon, N (2004) Recovering Subversion: Feminist Politics Beyond the Law, New Delhi, Permanent Black.
13. Mohanty Manoranjan et. al eds (2010) Weapon of the oppressed: Inventory of people’s rights in India, Council for Social Development & Daanish Books, Pp 1-120.
14. Narrain Arvind and Gupta Alok (2010) Law like Love, Yoda Press.
15. Sunder Rajan, R (2004) The Scandal of the State: Women, Law and Citizenship in Postcolonial India, New Delhi, Permanent Black.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	2	2	2	1	3
CO-2	3	3	2	2	3	2	1	3
CO-3	2	3	2	3	3	2	1	3
CO-4	2	3	2	3	3	3	1	3
CO-5	3	3	2	3	3	3	1	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSWW-04-ES: Sexuality, Power and Violence

Course Objectives

1. To introduce students to different theoretical perspectives in sexuality studies and feminist discourse.
2. To equip students to critically analyze the centrality of sexualities in cultural, social, and political institutions and practices.
3. To provide insights into the concepts of power and violence and their intersections with gender and sexuality.
4. To understand the state's role in perpetuating or resisting violence against women, through historical and contemporary case studies.
5. To analyze issues of rights, consent, development, and gender discrimination from interdisciplinary and feminist lenses.

Course Outcomes

1. CO1: Explain and distinguish between sex, gender, and sexuality through different feminist theories.
2. CO2: Critically analyze the role of sexuality in structuring institutions such as family, caste, community, and nation.
3. CO3: Interpret the intersections of violence, rights, and gender across various contexts including workplace and state policies.
4. CO4: Identify and evaluate different forms of gender-based violence, their socio-political roots, and feminist responses.
5. CO5: Examine the role of the state in both perpetuating and mitigating violence, particularly in conflict regions and during national transitions.
6. CO6: Recognize and reflect on the contributions of significant women role models in challenging norms and promoting change.

Unit-I: Sex and Gender	• Sex and Gender: Different Locations and Feminists Debates • Debates on Sexuality • Sexualities, Modernity and History: Colonial and Post-Colonial Debates. • Normative and Counter- Hegemonic Sexualities- Recasting of Family, Caste, Community and Nation.
Unit-II: Rights, Violence & Sexuality	• Rights, Violence & Sexuality and Difference: Feminists Debates in Liberalism and Radical. • Dominance Approaches, post structuralism • Women and World Development • Women's Role in Economic Development
Unit-III: Gender Impact of Power and Relationships	• Introduction to Forms of Violence • Gender impact of power and relationships at work, gender discrimination in the workplace, gendersensitization of the workplace, facilities for women at workplace, sexual harassment, health issues and stress management- - relationship between women health and environment. • Perspectives on Violence from the women's movements – issue of consent, dowry, Sexual harassment, violence of state, caste, religion.

Unit-IV: State and Violence against women	• State and Violence against women • The Gendered logic of Partition and the Birth of the Two Nations, • Developmental violence of the state and reproduction, violently gendered basis of nationhood – focus on North East and Kashmir. • Role models-- case studies of any two – Indira Gandhi, Kiran Mazumdar, Kiran Bedi, Ela Bhatt, Mother Teresa, PT Usha, Rukminidevi Arundale, Annie Beasant, Sarojini Naidu, Medha Padhkar, Kalpana Chawla, etc.
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Readings:

1. Agnes Flavia (2008) *Law and Gender Inequality: the Politics of Women's Rights in India*, New Delhi: OUP.
2. Agnes Flavia (2008) *My Story...Our Story of rebuilding broken lives*, Forum Against Oppression of Women (F.A.O.W.); (reprint).
3. Ahluwalia Kiranjit and Gupta Rahil (2007) *Provoked*, New Delhi: Harper Collins.
4. Bardhan Kalpana and Aghnihotri, Anita (2001) *Forest Interludes: A collection of journals and fiction*, New Delhi: Zubaan.
5. Bhasin Kamla and Menon Ritu (2000) *Borders and Boundaries: Women in India's Partition*, New Delhi, Kali for Women.
6. Guendouzi, Jackie. "The Guilt Thing: Balancing Domestic And Professional Roles" *Journal Of Marriage And The Family* 68:44(2006): 901-909.
7. "The Glass Ceiling: Smashed or Still Holding Strong?" *Human Resource Management International Digest*, 14.3 (2006.): 19-21.
8. Boserup, Ester *Women's Role in Economic Development*. St. Martin's, 1970.
9. Tinker, Irene (Ed.) *Persistent Inequalities: Women and World Development*. Oxford University Press, 1990.

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	3	2	3	2	2	1	3
CO-2	3	3	2	3	3	2	2	3
CO-3	3	3	3	2	3	3	2	3
CO-4	3	3	2	2	3	3	2	3
CO-5	3	3	2	3	3	2	2	2
CO-6	2	2	2	3	2	2	2	3
Note: 1 = Low, 2 = Medium, 3 = High.								

MSWP-02: Dissertation

Course Objectives

After completing this course, students will be able to:

1. Integrate theoretical knowledge into practical problem-solving within real-life field settings.
2. Apply methods of social work and research techniques effectively in diverse practice settings.
3. Understand the role of the social work profession in advancing social justice, human rights, and social change.
4. Develop core professional skills and a research-oriented mindset.
5. Critically analyze issues within government and non-governmental organizations, including recent administrative reforms.

Course Outcomes

1. CO-1: Apply theoretical knowledge to real-world issues through field-based research and dissertation writing.
2. CO-2: Demonstrate understanding and application of social work methods and research tools in field interventions.
3. CO-3: Analyze social issues and propose research-based interventions aligned with social justice and human rights.
4. CO-4: Exhibit professional ethics, problem-solving skills, and reflective learning during block placement.
5. CO-5: Critically assess development programs and administrative practices of NGOs and government bodies.

After completion of two year of MSW programme, students undergo two months (8 week) block placement training in any settings namely Development sectors, CSRs, Research Institutions, Government Departments, NGOs, Industries etc. It provides for field education as a stand-alone experience, separate from course work. This also expands the opportunities for students to have an in-depth learning experience in diverse settings.

Format of Dissertation

Format of the Dissertation is given in Annexure- A.

Suggested E Resources:

1. <http://www.mswguide.org/schools/the-ultimate-field-education-guide/>
2. <http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/>
3. <http://hhp.fullerton.edu/msw/Fieldwork/index.htm>
4. Logical Framework Analysis
Platform: The Global Development Research Centre. <http://www.gdrc.org/ngo/logical-fa.pdf>
5. Project Formulation
Platform: Central Institute of Fisheries Education.
http://eprints.cmfri.org.in/9671/1/Project_Formulations.pdf

6. Project Appraisal

Platform: Distant Production House University

http://www.dpuu.org/uploads/attachments/books/books_2358_0.pdf

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	2	2	3	2	2
CO-2	2	3	3	2	2	3	3	3
CO-3	3	3	2	2	3	2	2	2
CO-4	2	3	2	2	2	3	2	2
CO-5	3	3	2	2	3	3	2	2
Note: 1 = Low, 2 = Medium, 3 = High.								

MSWF-04: Concurrent Field Work

Course Objectives

1. To develop skills and professional qualities essential for social work practice.
2. To comprehend the role of the social work profession in facilitating social change, promoting human rights, and ensuring social justice.
3. To strengthen the practical application of social work theories in real-life settings.
4. To build competence in using social work methods for interventions across various field settings.

Course Outcomes

1. CO-1: Demonstrate professional skills, ethics, and values essential for effective social work practice.
2. CO-2: Analyze and apply theoretical knowledge to real-life field settings through active engagement.
3. CO-3: Implement social work methods for interventions with individuals, groups, and communities.
4. CO-4: Promote and uphold human rights, social justice, and community empowerment during field work.
5. CO-5: Engage with diverse populations while respecting cultural values and advocating for inclusive development.

The final semester's field work comprises of the continuous practical application of the field work of semester-III. Students comprehend role of social work profession empowering individuals, groups and communities and facilitating social change, Human Rights and Social Justice. They are now proficiently skilled and ready to apply their skills and qualities of professional social work practitioners. After the completion of field work, a consolidated report along with Certificate of completion from the relevant organisation will be submitted.

Suggested E Resources:

1. <http://fielddeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/>
2. <http://hhp.fullerton.edu/msw/Fieldwork/index.htm>

CO-PO Mapping Table								
Course Outcome	Programme Outcome							
	PO1 (Socio-political & HR Issues)	PO2 (Critical Analysis & Intervention)	PO3 (Diverse Populations)	PO4 (Cultural Sensitivity & Program Dev.)	PO5 (Equitable Society)	PO6 (Core Skills)	PO7 (Child Protection)	PO8 (Gender & Women Studies)
CO-1	3	2	2	2	3	3	2	2
CO-2	2	3	2	2	2	3	2	2
CO-3	2	3	3	3	3	3	2	2
CO-4	3	2	2	2	3	2	2	2
CO-5	2	2	3	3	3	2	2	3
Note: 1 = Low, 2 = Medium, 3 = High.								

Appendix-A

FORMAT FOR PREPARING THE PROJECT REPORT

The write-up should focus on the specific objectives of the project, the methodology used, and the major findings. Title of the Project Report should be specific and emphasizes on the explicit nature of the work. The report should be of approximately 10,000 words. Front matter, appendix, etc can be extra.

1. ARRANGEMENT OF CONTENTS

The sequence in which the project report material should be arranged and bound should be as follows:

1. Cover Page & Title Page
2. Bonafide Certificate
3. Abstract
4. Table of Contents
5. List of Tables
6. List of Figures
7. List of Symbols, Abbreviations and Nomenclature
8. Chapters
9. Appendices
10. References

The table and figures shall be introduced in the appropriate places.

2. PAGE DIMENSION AND BINDING SPECIFICATIONS

The dimension of the project report should be in A4 size. The project report should be bound using flexible cover of the thick white paper. The cover should be printed in black letters and the text for printing should be identical. Project Report Guidelines are:-

1. The text should be justified and typed in the Font style 'Times New Roman' and Font size '12'.
2. One inch margins all around.
3. Heading and subheading should be bold.
4. Abstract should not be more than 300 words.
5. Ring Bind.

3. PREPARATION FORMAT

3.1. Cover Page & Title Page –A specimen copy of the Cover page & Title page of the project report

are given in Appendix 1.

3.2 Bonafide Certificate—The Bonafide Certificate shall be in double line spacing Times New Roman using Font Style and Font Size 14, as per the format in Appendix 2. The Certificate shall carry the supervisor's signature from projects done in CCP.

3.3 Declaration by Student –see template in appendix 3.

3.4 Abstract—Abstract should be straight to the point; not too descriptive but fully informative. The following things should appear in the abstract. (a) The problem addressed, (b) Its importance/novelty, (c) The approach adopted for solving the problem, (d) The major results obtained, (e) and the major conclusion. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. An abstract should be short, and limited to 1 page. (Font Style: Times New Roman and Font Size: 12, Spacing: Single).

3.5 Table of Contents –The table of contents should list all material following it as well as any material which precedes it. The title page, Bonafide Certificate, and Declaration by students may not be included in the Table of Contents, but the page numbers of which are in lower case Roman numbers. The format of the table of contents is given in Appendix 4.

3.6 List of Symbols, Abbreviations and Nomenclature –Standard symbols, abbreviations etc. should be used.

3.7 Chapters –The main text will be divided into four chapter model and each chapter may further be divided into sections and subsections. Chapters, sections, and subsections should be given appropriate titles. Tables and figures should be placed in the immediate vicinity of the first reference to them. Figure and table numbers should carry their chapter number. For example Fig. 4.2 is the second figure in the fourth chapter.

Chapter Model

The following are suggested chapter model, which can be adopted:-

Chapter 1	Introduction
Chapter 2	Review of Literature,
Chapter 3	Objectives and Methodology
Chapter 4	Discussion (Discussion and Conclusion)

Note: It is very important to draw the figures and prepare the tables yourself. If any figure or table or data or result or opinion is not yours, cite relevant reference. If you do not cite reference in such cases, you will be regarded to have plagiarized/stolen the material. This could lead to punitive action.

Appendices –Appendices may be provided to give supplementary information, which is included in the main text may serve as a distraction and cloud the central theme.

List of References—The listing of references should be typed below the heading “REFERENCES” in the order in which they appear in the work. A typical illustrative list is given below.

REFERENCES

APA Reference List Examples

a. Book with Single Author:

Gore, A. (2006). *An inconvenient truth: The planetary emergency of global warming and what we can do about it*. Emmaus, PA: Rodale.

In-text reference: (Gore, 2006).

b. Book with Two Authors:

Michaels, P. J., & Balling, R. C., Jr. (2000). *The satanic gases: Clearing the air about global warming*. Washington, DC: Cato Institute.

In-text reference: (Michaels & Balling, 2000).

c. Book with Editor as Author:

Galley, K. E. (Ed.). (2004). *Global climate change and wildlife in North America*. Bethesda, MD: Wildlife Society.

In-text reference: (Galley, 2004).

d. Brochure or Pamphlet:

New York State Department of Health. (2002). *After a sexual assault*. [Brochure]. Albany, NY: Author.

In-text reference: (New York, 2002).

e. An Anonymous Book:

Environmental resource handbook. (2001). Millerton, NY: Grey House.

In-text reference: (Environmental Resource Handbook, 2001).

f. Articles in Reference Books (unsigned and signed):

Greenhouse effect. (2005). *American heritage science dictionary*. Boston, MA: Houghton Mifflin.

Schneider, S. H. (2000). Greenhouse effect. *World book encyclopedia* (Millennium ed. Vol. 8, pp. 382-383). Chicago, IL: World Book.

In-text references: (Greenhouse effect, 2005). (Schneider, 2000).

g. Magazine Articles:

Allen, L. (2004, August). Will Tuvalu disappear beneath the sea? Global warming threatens to swamp a small island nation. *Smithsonian*, 35(5), 44-52.

Begley, S., & Murr, A. (2007, July 2). Which of these is not causing global warming? A. Sport utility vehicles; B. Rice fields; C. Increased solar output. *Newsweek*, 150(2), 48-50.

In-text references: (Allen, 2004) (Begley, 2007)

h. Newspaper Articles (unsigned and signed):

College officials agree to cut greenhouse gases. (2007, June 13). *Albany Times Union*, p. A4.

Landler, M. (2007, June 2). Bush's Greenhouse Gas Plan Throws Europe Off Guard. *New York Times*, p. A7.

In-text references: ("College Officials", 2007)

(Landler, 2007)

i. Journal Article with Continuous Paging:

Miller-Rushing, A. J., Primack, R. B., Primack, D., & Mukunda, S. (2006). Photographs and herbarium specimens as tools to document phenological changes in response to global warming. *American Journal of Botany*, 93, 1667- 1674.

In-text reference: (Miller-Rushing, Primack, Primack, & Mukunda, 2006)

Appendix-B

Sample Question Paper Format

**SARDAR PATEL UNIVERSITY OF POLICE, SECURITY AND
CRIMINAL JUSTICE, JODHPUR**

Masters of Social Work (M.S.W.)

Semester (2025-27)

Paper –

Time allotted:-3 hours

Paper Code-

Maximum Marks – 60

Section A (16 marks)

Part- A is compulsory. Attempt all 08 questions. The word limit of each answer is 50 words. Each question carries 2 marks.

Section B (24 marks)

Attempt all FOUR questions, by choosing option either (a) or (b) from each question. The word limit of each answer is 500 to 600 words. Each question carries 6 marks.

Section C (20 marks)

Attempt any TWO questions from this part. The word limit of each answer is 1000 words. Each question carries 10 marks.
