

# **Shri Rawatpura Sarkar University, Raipur**



## **Examination Scheme & Syllabus for Masters of social work Semester (IV)**

(Effective from the session: 2022-23)



# Faculty of Arts & Humanities

## Shri Rawatpura Sarkar University, Raipur

Masters of social work

Semester-(IV)

Examination Scheme

(Effective from the session: 2022-23)

S.N	Paper Code	Th/ Pr	Name of Paper	Type Of Paper	Teaching Hours Per Week				Examination Scheme				Total Marks
					L	T	P	TC	Theory		Practical		
									Ex.	In.	Ex.	In.	
1	AMA11-401	Th	Social Work practice in Health setting	Core	4	1		5	70	30			100
2	AMA11-402	Th	Child Rights and Action	Core	4	1		5	70	30			100
3	AMA11-403	Th	Environment, Sustainable Development and Social Work	Core	4	1		5	70	30			100
5	AMA11-404	Th	Gender and Development OR	Core	4	1		5	70	30			100
6	AMA11-405P	Pr	Field work	pr				4			70	30	100
<b>Total Contact Hrs. Per Week: 24</b>				<b>Total Credit: 24</b>				<b>Grand Total Marks: 500</b>					

<b>Course Title</b>	Social Work practice in Health setting				
<b>Course Code</b>	AMA11-401				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>3</b>	<b>1</b>		<b>4</b>	
<b>Prerequisites</b>	This course is elective by nature, which aims to introduce the relevance of Public Health in the context of Social Work practice. The prime goal of this course is to understand the critical issues related to health and role of social worker on the Same. The rationale of this course is to make the students aware about the social determinants of health and ways to improve them				
<b>Course objectives</b>	To understand the concept of public health and public health system in India To develop skills for social work intervention in the field of public health				
<b>Course Contents</b>	<p>UNIT I:</p> <ul style="list-style-type: none"> <li>• Concept of Health, Well-being and Disease, Public Health and Community health, Indicators of health in a community.</li> <li>• Health as an aspect of social development, social determinants of health.</li> <li>• Health scenario of India: epidemiology and etiology of major communicable and non-communicable diseases.</li> </ul> <p>UNIT II</p> <ul style="list-style-type: none"> <li>• Public Health and Marginalized Groups: Issues of Availability, Accessibility and Affordability.</li> <li>• Historical evolution of social work practice in health settings; Community based social work approaches to prevention of diseases and promotion of health.</li> <li>• Domains of social work practice in institutional health services: Behavior change communication, social assistance, social support strategies, problems of treatment adherence, counseling and rehabilitation, hospice and palliative care.</li> </ul> <p>UNIT III</p> <ul style="list-style-type: none"> <li>• Community Health: Meaning, philosophy, and programmers; Community needs assessment, developing mechanisms for people's participation.</li> <li>• Health extension and community outreach services, Designing, implementing and monitoring of community health programmers.</li> </ul> <p>UNIT IV</p> <p>facilitating intersectional collaboration, Influencing community attitudes and health behaviors.</p>				

	<ul style="list-style-type: none"> <li>• Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions</li> <li>• Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services, Post Alma Ata declaration initiatives in India.</li> </ul> <p>UNIT V</p> <ul style="list-style-type: none"> <li>• Health planning and policy: National health policy, 2002, Health Statistics: NFHS, SRS, Census and health planning over five-year plans</li> <li>• Public-private participation and collaboration in health care: Role of NGO and private sector in health care</li> </ul>
<b>Course outcomes</b>	<p>To learn the concept and aspects of public health</p> <p>To learn various dimensions of healthcare services and programmers.</p>
<b>Text Books</b>	Agrawal, P. K., Agrawal, S., Ahmed, S., Darmstadt, G. L., Williams, E. K., Rosen, H. E., ... & Santo sham, M. 2011 Effect of knowledge of community health workers on essential newborn health care: a study from rural India. Health policy and planning, 27(2), 115-126
<b>Reference Books</b>	<p>Germain, C.B. 1993 Social Work Practice in Health Care: An Ecological Perspective. New York: The Free Press.</p> <p>4. Hiramani, A.B. 1996 Health Education: An Indian Perspective. New Delhi: B.R. Publishing Corporation.</p> <p>5. Lim, S. S., Dandona, L., Hoisington, J. A., James, S. L., Hogan, M. C., &amp; Gakidou, E. 2010 India's Janani Suraksha Yojana, a conditional cash transfer programme to increase births in health facilities: an impact evaluation. The Lancet, 375(9730), 2009-2023.</p>

<b>Course Title</b>	Child Rights and Action				
<b>Course Code</b>	AMA11-402				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>3</b>	<b>1</b>		<b>4</b>	
<b>Prerequisites</b>	This course is concerned with contemporary issues of child rights and related legislations of India. Students will become familiar with legislations pertaining to children, implementation mechanisms and skill base to deal with the issues confronting the children.				
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• To derive a conceptual understanding of child protection and child rights, and to gain an insight about the profile of children in India and the main needs and issues faced by them.</li> <li>• To gain a critical understanding about the policies and legislative framework pertaining to care and protection of children.</li> </ul>				
<b>Course Contents</b>	<p>UNIT 1: Children and Their Needs</p> <ul style="list-style-type: none"> <li>• Definition of child, child protection and Rights of the Children. CRC</li> <li>• , Demographic Profile, Problems, needs, of children in India.</li> </ul> <p>UNIT 2: Child Welfare and Development in India.</p> <ul style="list-style-type: none"> <li>• Child Welfare and Rights: Indian and International Perspectives</li> <li>• Constitutional and legislative provisions: An Overview</li> <li>• Policies related to children: Historical overview and contemporary concerns.</li> </ul> <p>UNIT 3: Legal and Administrative Framework for Care and Protection of Children</p> <ul style="list-style-type: none"> <li>• Legal provisions related to Children: POSCO Act, National policy on children, 2013, Juvenile Justice (Care and Protection) Act, 2006</li> <li>• Child Welfare Administration: Institutions and Mechanisms for Child Protection &amp; Action.</li> </ul> <ul style="list-style-type: none"> <li>• 4: Child Rights Practice: Strategies, stake holders and mechanisms.</li> <li>• Movements for ensuring Child Rights</li> <li>• Stakeholders in child rights and protection: Role of State, civil society and NGOs, media and social work professionals.</li> </ul>				

	<p>UNIT 5 stake holders and mechanisms</p> <ul style="list-style-type: none"> <li>• Designing Child Rights Campaigns,</li> <li>• Best practices: Bal Panchayat, Child Parliament, and Children’s cooperatives</li> </ul>
<b>Course outcome</b>	<ul style="list-style-type: none"> <li>• Understand the concept of child, child protection, as also the needs, situations and problems faced by children.</li> <li>• Gain knowledge about the Constitutional and legal safeguards with regard to child rights</li> </ul>
<b>Text Books</b>	<p>Carolyn Spray &amp; Beverley Jowett (2012). Social Work Practice with Children &amp; Families. New Delhi: Sage Publication. David Smith, (2013). Person-Centered Therapy with children &amp; Young People,. New Delhi Sage Publication,.</p>
<b>Reference Books</b>	<p>AGHS Legal Aid Cell on Child Rights (2008), Handbook on Child Labour, Lahore: Multimedia. Bachpan Bache Angolan (2009), Offside: Child Labor in Football Stitching, New Delhi. Bajaj, A, (2003) Child Rights in India- Law Policy and Practice, Oxford University Press Delhi.</p>

<b>Course Title</b>	Environment, Sustainable Development and Social Work				
<b>Course Code</b>	<b>AMA11-403</b>				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>3</b>	<b>1</b>		<b>4</b>	
<b>Prerequisites</b>	This elective course intends to provision a theoretical discourse, as also reflect on the practice parameters for social workers to engage in the domain of environmental action, sustainable development and climate change mitigation/ response. Given the obvious connections between environmental, ecological and social justice, social work has a significant role to play in addressing this crisis and finding ways to move forward				
<b>Course objectives</b>	<p>1To enable an understanding of the scope and relevance of environmental social work by integrating the interconnectedness between environmental and climate justice with social justice</p> <p>. 2. To provide an insight into the two-way interface between environment and development within the contemporary neo-liberal context and thereby acknowledge the concept and practice of sustainable development.</p>				
<b>Course Contents</b>	<p>UNIT 1 Environment and Social Work: Interlinkages</p> <ul style="list-style-type: none"> <li>• Environment: Definition and components; Geocentricism vs. anthropocentrism</li> <li>• Environmental justice and climate justice: Interconnectedness with social justice</li> <li>• Differential impact of environmental decimation on marginalized groups (women, poor, indigenous populations; and "ecosystems people")</li> </ul> <p>UNIT 2 Sustainable Development: Interface between Environment and Development</p> <ul style="list-style-type: none"> <li>• Environmental Social Work: context; significance; attributes and scope</li> <li>• Two-way interface between environment and development; Impact of neo-liberalism on environment and environmental justice.</li> <li>• Environmental sustainability: Implications for food security, livelihood security, energy security and community well being</li> </ul> <p>UNIT 3 State of the Environment and Environmental Conservation</p> <ul style="list-style-type: none"> <li>• Global environmental issues and concerns</li> <li>• State of India's environment and environmental problems</li> <li>• Climate change: Social implications and consequences (such as disasters; food shortages; migration; conflict); climate change adaptation</li> </ul> <p>UNIT 4 Environmental Conservation.</p>				

	<p>Constitutional provisions, policies, legislative framework and programmer pertaining to environment and environmental conservation.</p> <ul style="list-style-type: none"> <li>• Role of civil society organizations in environmental action; case illustrations</li> </ul> <p>UNIT 5 . Environmentalism: Approaches, Movements and Action</p> <p>Approaches to environmental conservation- Deep Ecology, Eco-feminism, Eco-Socialism</p> <ul style="list-style-type: none"> <li>• Traditional ecological knowledge and community based natural resource management.</li> <li>• Environmental movements: Typology and ideologies; Analysis of select movements</li> </ul>
<b>Course outcomes</b>	<ol style="list-style-type: none"> <li>1. Develop an appreciation of the linkage between environmental justice, climate justice and social justice and thereby an acknowledgement of the idea, scope and relevance of environmental social work.</li> <li>2. Gain a critical understanding of the two-way relationship between environment and development and a realistic perception of the notion and practice of sustainable development.</li> </ol>
<b>Text Books</b>	<ol style="list-style-type: none"> <li>1. Dominelli, L. (2012). Green social work –From environmental crises to environmental justice. Cambridge: Polity Press.</li> <li>2. Grey, M., Coates, J., &amp; Hetherington, T. (2013). Environmental social work. New York: Routledge.</li> </ol>
<b>Reference Books</b>	<ol style="list-style-type: none"> <li>1. Dominelli, L. (Eds.) (2018). Handbook of green social work. London: Routledge</li> <li>2. Robbins, P. (2004). Political ecology: A critical introduction. Wiley Blackwell.</li> <li>3. Calvert, P., &amp; Calvert, S. (1999). The south, the north and the environment. Jaipur: Rawat Publications</li> </ol>



<b>Course Title</b>	Gender and Development				
<b>Course Code</b>	<b>AMA11-404A</b>				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	<b>3</b>	<b>1</b>		<b>4</b>	
<b>Prerequisites</b>	The course is important for a professional social worker from the point of creating engendered perspectives and sensitivity towards issues concerning women and men. It further reaffirms the belief in importance of grassroots experiences and narratives While dealing with women and me				
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• Understand the social construction of gender</li> <li>• Develop gender perspectives in analyzing social realities</li> <li>• Understand gender and development approaches and strategies with specific reference to India</li> </ul>				
<b>Course Contents</b>	<p>UNIT 1 Conceptualizing Gender</p> <ul style="list-style-type: none"> <li>• Patriarchy, Women and social change; Gender as a social construct</li> <li>• Gender identity, equity, discrimination</li> <li>• Feminism: Feminist thoughts and feminist theories.</li> </ul> <p>UNIT 2 Manifestations of Gender Disparity.</p> <ul style="list-style-type: none"> <li>• Indicators of women's status and development: Education, health, ownership of property, employment and livelihood, political participation rights,</li> <li>• Gender based violence: Theoretical perspectives</li> <li>• Gender violence in private and public spaces: Domestic violence, trafficking in women and children, rape, sex selective abortion, female infanticide, child marriage.</li> </ul> <p>UNIT 3 Gender Perspectives in Development</p> <ul style="list-style-type: none"> <li>• Paradigm shift from welfare to rights-based approach</li> <li>• Approaches to Women and Development: WID, WAD, GAD</li> <li>• Women's movements: Indian and international women's movements; Women in anti-colonial struggles, women in social movements (Telangana, tebhaga, Chipko, NBA)</li> </ul> <p>UNIT 4 Mechanisms Addressing Issues and Best Practices</p> <ul style="list-style-type: none"> <li>• Constitutional and legislative safeguards, policies and programmer</li> <li>• Institutional mechanisms: National Commission for Women, Rashtriya Mahila Kosh, Crime Against Women Cell, Family Court, Family Counselling Centers and Crisis intervention centers</li> <li>• Best practices to address disparity, violence and safety issues.</li> </ul> <p>UNIT 5</p> <ul style="list-style-type: none"> <li>• Emerging role of women or generations and social worker in the addressing of women's issues.</li> <li>• Gender analysis tools and frameworks: Gender budgeting, Gender mainstreaming.</li> <li>• Gender, leadership and workplace; Sexual Harassment at Workplace.</li> <li>• Gender Needs, Gender development Indices: HDI, GDI, GEM</li> </ul>				

<p><b>Course outcomes</b></p>	<ul style="list-style-type: none"> <li>• Understand the concept of gender and the social construction of femininity and masculinity</li> <li>• Develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.</li> <li>• Develop ability to identify social, economic and political systems that adversely affect the well-being and functioning of women</li> </ul>
<p><b>Text Books</b></p>	<ol style="list-style-type: none"> <li>1. Aggarwal, B. (1994). A field of one's own: Gender and land rights in South Asia. Delhi: Cambridge University</li> <li>2. Banerjee, N ; Sen, S ., &amp; Dhawan, N. (2011). Mapping the field: Gender relations in contemporary India. Volume 1. Kolkata: Stree</li> <li>3. Bose, C. E., &amp; Minjeong, K . (2009). Global gender research: Transnational perspectives. New York: Routledge</li> </ol>
<p><b>Reference Books</b></p>	<ol style="list-style-type: none"> <li>1. Rose, K. (1992). Where women are leaders. New Delhi: Sage publications</li> <li>2. Butalia, U. (2002). Speaking peace: Women's voices from Kashmir. New Delhi: Kali for Women</li> <li>3. Momsen, J. (2009). Gender and development. London &amp; New York: Routledge</li> </ol>

<b>Course Title</b>	Rural Community Development				
<b>Course Code</b>	AMA11-404B				
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>	
	3	1		4	
<b>Prerequisites</b>	This course will enable the students to understand Rural Communities using inter-disciplinary framework and develop knowledge and competency in the their work with Rural Communities drawing from Government and Civil Society experiences				
<b>Course objectives</b>	<ul style="list-style-type: none"> <li>• To enable students to understand about the rural realities.</li> <li>• To develop sensitivity and commitment for working with rural communities.</li> <li>• To provide knowledge for understanding government and voluntary efforts towards rural community development.</li> </ul>				
<b>Course Contents</b>	<p>.</p> <p>UNIT I : Understanding Rural Communities.</p> <ul style="list-style-type: none"> <li>• Rural communities: Socio-economic and natural diversity, Complexity and contemporary concerns</li> <li>• Dynamics of the rural society: Caste, class, Tribe and gender relations; power, conflict and control</li> <li>• Agrarian relations, structural inequality and land access.</li> </ul> <p>UNIT 2 Rural Livelihoods, Poverty and Contemporary Concerns.</p> <ul style="list-style-type: none"> <li>• Rural Employment Trends and Types-Farm, Non Farm; Wage and Self-Employment Programs</li> <li>• Rural Poverty and Indebtedness: Causes, Dimensions and Measurement issues, Poverty Alleviation Programs</li> <li>• Rural Livelihoods: Diversity, Trends, Programs; Livelihood Analysis, Strategies and Challenges</li> </ul> <p>UNIT 3 : Rural Community Development: Approaches and Intervention..</p> <p>NIT III : Rural Community Development: Approaches and Interventions</p> <ul style="list-style-type: none"> <li>• Rural Community Development: Social justice, Ecological and Indigenous Perspectives</li> <li>• Approaches: Dialogic and Developmental approach to Community Development Concept, Principles and Transformational Skills</li> <li>• Governance and Administration in Rural India with special focus on Panchayati Raj Institutions: Devolution of Power, Capacity Building, Challenges and Successes.</li> </ul> <p>UNIT 4 : Rural Development Policies and Programmers</p> <ul style="list-style-type: none"> <li>• Rural Development in SDG and Macro-Economic Policy Contexts</li> <li>• Rural Policies and Programmers, Objectives, Implementation and Evaluation with regard to Agriculture (National Mission on Sustainable Agriculture), Forests (FRA)</li> <li>• Land Reforms and Land acquisition (LAAR Act): Overview and Contemporary Concerns.</li> </ul> <p>UNIT 5</p> <ul style="list-style-type: none"> <li>• Cooperatives, Micro Credit and Micro Enterprise Development.</li> <li>• Micro Planning, Participatory Program Planning and Evaluation (skills)</li> </ul>				

	<ul style="list-style-type: none"> <li>• Communication for Change, Social Advocacy and Social Audit (skills)</li> <li>• Basic Services and Communication: Status, Challenges and Success Stories</li> </ul>
<b>Course outcomes</b>	<ul style="list-style-type: none"> <li>• Understand rural diversity, economic, political, social and natural realities</li> <li>• Develop sensitivity and understanding with regard to rural livelihoods, inequalities,</li> <li>• Develop critical understanding of rural policies and programs in agriculture, livelihoods and basic service</li> </ul>
<b>Text Books</b>	<p>Harriss, J. (2017). Rural development: Theories of peasant economy and agrarian change. Jaipur: Rawat</p> <p>2. Brahmanandam, T. (ed.) (2018). Dalit issues: Caste and class interface. Jaipur: Rawat</p> <p>3. Sisodia, Y.S., &amp; Dalapati, T. K. (Eds.) (2015). Development and discontent in tribal India. Jaipur: Rawat.</p> <p>4 Maddick, H. (2018). Panchayati raj: A study of rural local Government in India. Jaipur: Rawat.</p>
<b>Reference Books</b>	<p>1. Desai, V. (2012). Rural development in India. Himalaya Publishing House, Mumbai.</p> <p>2. Deshingkar, P., &amp; Farrington, J. (2009). Circular migration and multilocational livelihood strategies in rural India. New Delhi: Oxford University Press.</p> <p>3. Deshpande, R. S., &amp; Arora, S. (2010). Agrarian crisis and farmer suicides. New Delhi: Sage Publications.</p> <p>4. Padel, F., &amp; Das, S. (2010). Out of this earth: East India Adivasis and the aluminium cartel. Orient Blackswan.</p>

<b>Course Title</b>	<b>FIELD WORK</b>			
<b>Course Code</b>	<b>AMA11-104P</b>			
<b>Course Credits</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>TC</b>
		<b>1</b>	<b>3</b>	<b>4</b>
<b>Course objectives</b>	<p>FIELD WORK</p> <p>1-NGOVISIT</p> <p>2-OLD-AGE HOME VISIT</p> <p>3-FIELD WORK VISIT</p> <p>4-VILLAGE VISIT</p> <p>5-GROUP DISCUSSION.</p>			

<b>Course Contents</b>	Fieldwork plays a pivotal role and <b>provides the basis to apply the theoretical content covered in the classroom</b> , to real-life situations as part of a student's preparation to become a professional social worker. ..
<b>Course outcomes</b>	Field work gives students the opportunity to take responsibility for addressing people's problems.