|| सा विद्या या विमुक्तये ||

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

"ज्ञानतीर्थ" परिसर, विष्णुपूरी, नांदेड - ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED

"Dnyanteerth", Vishnupuri, Nanded - 431606 Maharashtra State (INDIA)

Established on 17th September 1994 – Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade

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प्रस्तुत विद्यापीठाच्या समाजिकशास्त्र संकुल व उपकेंद्र, लातूर येथील समाजशास्त्र संकुलातील आंतर–विद्याशाखीय अभ्यास विद्याशाखेतील पदव्युत्तर स्तरावरील प्रथम वर्षाचा **CBCS Pattern** नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०२०–२१ पासून लागू करण्याबाबत.

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प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, **दिनांक २० जून २०२० रोजी संपन्न झालेल्या ४७ व्या मा. विद्या परिषद बैठकीतील विषय क्र. १४/४७–२०२०** च्या ठरावानुसार प्रस्तुत विद्यापीठाच्या सामाजिकशास्त्र संकुल व उपकेंद्र लातूर येथील समाजिकशास्त्र संकुलातील **आंतर–विद्याशाखीय अभ्यास विद्याशाखेतील पदव्युत्तर स्तरावरील** खालील विषयांचे **C.B.C.S. (Choice Based Credit System) Pattern** नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०–२१ पासून लागू करण्यात येत आहेत.

1) M.S.W. I Year. (I & II Sem.)

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या **www.srtmun.ac.in** या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

'ज्ञानतीर्थ' परिसर,
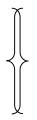विष्णुपुरी, नांदेड – ४३१ ६०६.
जा.क्र.: शैक्षणिक–०१ / परिपत्रक / पदव्युत्तर–सीबीसीएस
अभ्यासक्रम / २०२०–२१ / ६६८

दिनांक : ३१.०८.२०२०.

स्वाक्षरित / –
उपकुलसचिव
शैक्षणिक (१–अभ्यासमंडळ विभाग)

प्रत माहिती व पुढील कार्यवाहीस्तव :

१) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
२) मा. संचालक, परीक्षा व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
३) मा. संचालक, उपकेंद्र लातूर प्रस्तुत विद्यापीठ.
४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

Swami Ramanand Teerth Marathwada University, Nanded

(NAAC Re-accredited with 'A' Grade)

Revised Syllabus

For

M.S.W (Semester I, II, III & IV)

Under Faculty of Interdisciplinary Studies

[Choice Based Credit System (CBCS) Under Cumulative Grade Point Average (CGPA) Pattern]

(Programme code: SSS-I-MSW-PG)

School of Social Sciences,

S.R.T.M.U.N., Nanded

and

Sub-Centre, Latur

Academic Year 2020-2021

Revised Syllabus for Master of Social Work

[Choice Based Credit System (CBCS) under Cumulative Grade Point Average (CGPA) pattern]

Year of implementation:

Revised Syllabus implemented from ***academic year 2020-21***.

Introduction:

The primary objective of this school of social Sciences, SRTMU, Campus ,Nanded and Sub-centre, Latur is to uncover various aspects of human life (i.e. social, political, economical and ethical development etc.) through the teaching-learning process programmed with a University degree. At the present junction of the world, it is necessary to create learned social scientists to assist the planners, administrators and strategists of the world in reducing the social imbalance and maintaining a harmonious environmental order. The Schools is gradually expanding its teaching-learning and research activities in this direction.

Programme Objectives:

1. It seeks to provide the participants the knowledge, skills and information in the field of social, psychological, economic, culture and development through a participatory and an interdisciplinary approach.

2. Social work profession addresses the barriers, inequities and injustices that exist in society. Its mission is to enhance people's capacity to function in harmony with nature, fellow human beings and self to realize integration.

3. To provide education and training in social work to those desirous of making a career in social work practice.

4. Initiate and support action for social responsibility, redistribution of resources and facilitation of problem solving and conflict resolution, with a focus on sustainable development, social justice, gender justice and equity.

5. Demonstrate an understanding and appreciation for human diversity, to engage in non-discriminatory culturally sensitive practice that seeks social and economic justice for clients, without regard to age, class, caste, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.

6. Use appropriate supervision and consultation to conduct research and disseminate research findings that contribute to enhancement of students' personal and professional development.

Programme Outcome:

1. The learner will be equipped with knowledge and apt training on facilitating social issue to a comfortable solution/resolution.

2. This programme will create professional social worker to act as ambassadors of necessary social change at required places.

3. Creating awareness on social in-equality as detrimental to natural growth and harmony would be greatly carried out through the learners.

4. Constitutional provisions on several socio-economic, socio-genders, socio- cultural, socio-political and socio-environmental issues, theosophical will be understand and brought to operation/practice through the learner groups in their future engagements.

Master of Social Work:

Study of higher courses like MSW is in great demand worldwide now days. Social work grew out of humanitarian and democratic ideals, and its values are based on respect for the equality, worth, and dignity of all people. Since its beginning over a century ago, social work practice has focused on meeting human needs and developing human potential. Human rights and social justice serve as the motivation and justification for social work action.

They work with, on behalf of, or in the interests of people to enable them to deal with personal and social difficulties and obtain essential resources and services. Their work may include, but is not limited to, interpersonal practice, group work, community work, social development, social action, policy development, research, social work education and supervisory and managerial functions in these fields. The field of practice for professional Social Worker is expanding day by day.

The course will be a combination of theory and field work practice and various assignments. By the end of this course, the students are expected to be familiar with theoretical and practical aspects of society and acquire analytical skills to address various prevalent problems of the society. The course curriculum is autonomous. The syllabus is structured in Choice Based Credit System (CBCS) to make student learn from other interested areas to his/her choice. The result of the degree will be based on CGPA system of the University.

Course   **Description:**

This Degree Course (88 credits) is spread over four semesters in two years including five papers of 100 marks each (4 credits) in each semester. For each paper, there will be internal evaluation for 50 marks. And one paper of 100 marks for field work in each semester. Special workshops, presentations, seminars and visits will be organized as part of the course. Each student is required to complete supervised research dissertation (with viva voce) as part of this course. Also one module carries one credit and 15 instructional hours for each module.

Features of the course:

- Well designed and comprehensive coursework (Including life Skill learnings)
- Periodic evaluation of the curriculum to keep pace with the growth in the subject.
- Obligatory project work enhance research attitude in students.
- Proactively engages students to put new knowledge into practice and to assess their own progress.
- Activities and assessments embedded throughout the content help to ensure that students understand concepts rather than only memorize facts.

Eligibility for Admission:

20% Seats reserved for BSW Bachelor's Degree in M.S.W with a minimum of 35% Mark. and 80% for any graduation. The basis of selection shall be on the merit, as per University norms. Reservation of seats and other concessions will be in line with the University rules and norms.

Medium of Instructions:

The medium of instruction at the MSW degree course shall be entirely in English. However the student is permitted to write the examination in Marathi.

Scheme of Examination:

There will be University Examination of fifty (50) Marks for each Theory Paper and Internal of 50 Marks for each Paper.

Details of Internal Work of Theory Papers (per semester):

Sr. No.	Particulars	No. of Test/Assignment/Seminar	Marks
1	Class Test (Mid Term Exa.)/ Term Papers/Quizzes ect.	Two (Per paper)	20 (10+10)
2	Home Assignment/ Group Magazine/Book Publication	One (Per paper) any	20
3	Seminar/Group Assignment/Poster Exhibition/Presentations/Write ups/Book Review	One (Per paper) any	10
		Internal Marks Per Course Total	**50**

Note: Each course teacher has autonomy to evaluate and give credit independently in other acceptable methods too.

Final Evaluation System:

Evaluation system is based on cumulative Grade Point Average (CGPA) for the credit earned by the student semester wise.

- Marks for each course would be converted to grades as shown in table 1.
- A student who passes the internal test but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/se shall be disqualified for a credit and will have to opt for another credit.

Table 1: Conversion of marks to Grade and Grades into CPI

Conversion of Marks to Grades in Credit System				Conversion of Grade Point into CPI	
Marks Obtained	Grade	Grade point		CPI	Final Grade
90-100	A+	10		9.00 – 10.00	A+
80-89	A	9		8.00 – 8.99	A
70-79	B+	8		7.00 – 7.99	B+
60-69	B	7		6.00 – 6.99	B
55-59	C+	6		5.50 – 5.99	C+
45-54	C	5		4.50 – 5.49	C
40-44	D	4		4.00 – 4.49	D
39 & Less	FC	0-Fail		0 - 3.99	F

- A student who has failed in the internal tests (Mid Term exa.) of a course shall be given FR grade and shall have to repeat the internal tests only of concerned course to qualify to appear for term end examination of that course.
- For the final result of a student Cumulative Performance Index (CPI) based on total earned credits vis-à-vis total earned grade points shall be calculated as mentioned in table 1.

Credit Requirements for Fulfilment of the M.S.W Course

Credit Requirements	
Core papers (Theoretical & Practical Papers)	64
Discipline Specific Elective –Offered by the M.S.W. (Course semester I & II , III &IV)	16
Generic Elective Course offered by the M.S.W. Course Semester I and II) Or Open electives outside the discipline	08
AEC/SEC Course offered by the M.S.W. I & II Semester	08
Total Credits	**88**

M.S.W. Course Structure

	Paper Code	Course Title	Credit
	Paper Code	**Course Title**	**Credit**
Core Course	CC-SW-101	History and Philosophy of Social Work	04
	CC-SW-102	Working with Individuals (Case work)	04
	CC-SW-103	Dynamics of Human Behavior	04
Practical	CC-SW-106	Social Work Practicum	04
Discipline Specific Elective (Choose any One)	DSE-SW 104(A)	Sociology for social worker.	04
	DSE-SW-104(B)	Personal & Professional Development for Social Work Practice	04
	DSE-SW 104(C)	Forensic social Work	04
	DSE-SW-104(D)	Life Style Education	04
	DSE-SW-104(E)	Persons with Difficult Circumstances	04
Generic Elective Course (Choose any one)	GEC-SW-105	Corporate Social Responsibility	04
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	04
			24

The first table row "Semester First" spans the header.

	Paper Code	Course Title	Credit
	Semester Second		
Core Course	CC-SW-201	Working with Groups (Group Work)	04
	CC-SW-202	Community Organization and Social Action	04
	CC-SW-203	Social Work Research and Computer Application.	04
Practical	CC-SW-206	Social Work Practicum	04
Discipline Specific Elective (Choose any One)	DSE-SW-204 (A)	Academic Reading & Writing Skills	04
	DSE-SW-204 (B)	Project Planning Monitoring and Evaluation	04
	DSE-SW-204 (C)	Green Social Work	04
	DSE-SW-204 (D)	Law and Social work	04
	DSE-SW-204 (E)	Career Planning in the Humanities	04
Generic Elective Course (Choose any one)	GEC-SW-205	Social Entrepreneurship	04
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	04
			24

	Paper Code	**Semester Third**	
	Paper Code	**Course Title**	**Credit**
Core Course	CC-SW-301	Social Welfare & Development Administration.	04
	CC-SW-302	Social Work Personnel training and Development	04
Practical	CC-SW-307	Field work Practicum	04
Discipline Specific Elective (Choose any One group)	DSE-SW303 (A)	Rural Development and Panchayati Raj.	04
	DSE-SW-303 (B)	Social Work and Community Health.	04
	DSE-SW304 (A)	Industrial Relations.	04
	DSE-SW-304 (B)	Personnel Management.	04
	DSE-SW305 (A)	State, Society and Human Rights	04
	DSE-SW-305 (B)	Social Policy and Planning	04
			20

	Paper Code	**Semester Fourth**	Credit
	Paper Code	**Course Title**	**Credit**
Core Course Practical	CC-SW-401	Social Work Practicum	04
	CC-SW-402	Dissertation (Project Work)	04
Discipline Specific Elective (Choose any One group)	DSE-SW-403(A)	Social Work Practice With Families And Children	04
	DSE-SW-403(B)	Social Work with the Elderly	04
	DSE-SW-403(C)	Counselling Theory and Practices	04
	DSE-SW -404(A)	Population and Environment.	04
	DSE-SW -404(B)	Social Development.	04
	DSE-SW -404(C)	Women Development studies.	04
	DSE-SW-405(A)	Human Resource Development	04
	DSE-SW-405(B)	Labour Welfare.	04
	DSE-SW-405(C)	Labour Legislation	04
			20

CC-SW-101

HISTORY AND PHILOSOPHY OF SOCIAL WORK

(CREDITS: 04)

LEARNER OBJECTIVES:

1. To understand the concept, definition, objectives, functions and methods of social work
2. To develop knowledge of history and development of social work in India and abroad
3. To understand the current trends of social work practice in India
4. To develop understanding about the fields of social work

LEARNING OUTCOME:

1. To know the nature and development of professional social work in India and abroad.
2. To learn different social service traditions, reform movements and transition from welfare to Empowerment.
3. To appreciate values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.
4. To explore and develop the professional self and persona of a professional social work Practitioner.

COURSE OUTLINE

Module-I: Social Work History, Concept and Philosophy
Development of social work education and profession in U.K., U.S.A and Asia., Social reform and social reconstruction, Social service traditions , Socio-Religious Reform Movements in India
Contribution of Gandhi, Ambedkar, Phule, Vinoba and Jay Prakash Narayan and significant others to social change, Evolution of Social Work Education in India; Current issues of Social Work Education in India.

Module-II: Social Work Profession
Social work functions and roles of social workers, Competencies for social work practice
Code of ethics for social workers, social security, changing context for practice and emerging areas.

Module-III: Social Work Practice in India
Basic requirements of a profession: Present state of social work as a profession in India
Changing philosophy and trends in social work and the role of social worker and the government in promoting social work profession in India.

Module-IV: Fields of Social Work
Fields of Social Work: Family and child welfare, Youth development, Industrial social work, Correctional administration, Medical and psychiatric social work, Feminist social work and Community development.

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2. Bhattacharya, Sanjay (2006); Social Work an Integrated Approach. New Delhi: Deep & Deep

3. Bradford, W. Sheafor, & other (1997); Techniques and Guidelines for Social Work, Allyn and Bacon, A Viacom Company, London.

4. Chowdhry, D. P. (2001); Introduction to Social Work. New Delhi: Atma Ram.

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7. Mathew, Grace. (1992); An Introduction to Social Case Work, Tata Institute of Social Sciences, Bombay.

8. Ross, M G (1955); Community Organization, Harper and Row, New York.

9. Skidmore A Rx and Milton G Thackeray (1976); Introduction to Social Work, Printice, New Jersey Hall.

10. Verma, Ratna (1991); Psychiatric Social Work in India, Sage Publications, New Delhi.

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CC-SW-102
WORKING WITH INDIVIDUALS (CASE WORK)
(CREDITS: 04)

LEARNER OBJECTIVES

1. To understand the case work method and its application in social work practice
2. To equip learners with theoretical knowledge for work with individuals and families
3. To develop competencies in learners to use the method in practice while working with individual clients and families
4. To equip learners with values and skills necessary for working with individuals and families

LEARNING OUTCOME:

1. To develop understanding of working with individuals
2. To learn different approaches, processes and interventions of case work practice
3. To develop skills and techniques of working with individuals in different settings.
4. To explore and develop the professional self and skills of a practitioner

COURSE OUTLINE

Module I: Historical Development of Social Casework
Social Casework: Concept, definition, objectives, Principles, values; Basic theories and approaches of casework: Diagnostic school, Functional School, Behavior modification approach, crisis intervention approach; Historical development of social casework as a method of social work practice.

Module II: Components and Process of Casework
Major components of casework: Person, Problem, Place and Process (four Ps); Casework Process: study, intake, analysis and problem identification and assessment, intervention, termination, evaluation, Limitations of the Method.

Module III: Tools and Techniques of casework
supportive techniques, enhancing resources techniques**,** Client-worker relationship: characteristics of helping relationship, nurturing, authority, professional and fostering client growth; Resistance, transference and counter-transference in case work; Importance of communication in case work: verbal and non-verbal, enhancing the communication skills of the client and the social worker,

Module IV: Application of case work in various settings
Health, School, Correctional, Rehabilitation, Industry Settings Role social Worker in different settings. Casework in different settings: families, adoption agencies, correctional, and mental health settings (oppressed and marginalised groups)
Casework in crisis situations like Violence, abuse and rape, conflicts, disaster and other calamities

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2. Biestek, Felix P. (1987); The casework relationship, London: Unwin University Press

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4. Fuster, J. M (1984); Personal Counseling. Bombay: St. Paul Publication

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8. Nelson – Jones, Richard (2008); Basic Counseling Skills, Sage Publications, London.

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LEARNER OBJECTIVES

1   *To understand human mind and behaviour.*
2   *To gain insight in to the concept, traits and theoretical under-pinning's of personality.*
3   *To understand the perspective of abnormality and psychological disorder.*
4   *To develop holistic understanding of Psychotherapy and its relevance to Social Work practice.*
5   *To acquire knowledge of processes and techniques of counselling.*

LEARNING OUTCOME:

1. Develop knowledge base and understanding of the role of social environment in shaping the individual –growth, development and personality
2. Understand how social groups develop and maintain identity
3. Develop an understanding of the basic mental processes and their role in influencing behaviour
4. Develop sensitivity towards one's own biases, stereotypes, motivations in carrying out social work practice
5. Appreciate the measurement concerns of behaviour

COURSE OUTLINE

Module I: Definition and meaning of Psychology, definition and meaning of behavior. changing nature of psychology. Experimental psychology, clinical psychology, industrial psychology, social psychology, developmental. Psychology, educational psychology, psychology of Health.

Module II: Methods of studying human behavior – experimental method, observation method, correlation method, Interview, Questionnaire, case study method. Heredity and Environment :
Definition, concept, mechanism of heredity, structure of cell mechanism of genes and chromosomes. Illustrations of human beings and animals on heredity and environments.

Module III: Meaning and definition of endocrine glands. Pituitary glands, Thyroid gland, Adrenal gland, parathyroid gland, gonads, effect of endocrine glands on human behavior. Conflicts and emotions : Approach – approach conflict, Avoidance – approach conflict, Avoidance – avoidance conflict, Multiple approach avoidance conflict, Conflict coping devices –Rationalization, projection, compensation, Regression, Repression, displacement, Reaction formation, sublimation, Identification.

Module IV: Concept and stages of human development ,from conception to old age. Life spam perspective, pre-natal to child birth and Infancy, motor development in infancy, Factors of faulty and good parent – child relationship characteristics of Adulthood and characteristics of aging. Role of social worker in stages of human development. Abnormal behaviour : meaning and definition of abnormality adjustment and maladjustment. Abnormality in every day life. Illustrations on abnormal behaviour. Behaviour and social Work :Relationship between social work and behavior, need of knowledge of psychology for social workers. Sigmund Freud's psycho-analytical perspective.

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Sociology for social worker.
(CREDITS: 04)

LEARNER OBJECTIVES

1. To understand significance of Social Sciences for social workers
2. To understand the relationship between class, caste, gender, religion and ethnicity in India
3. To get knowledge of politics and society in contemporary India
4. To know the India's Political Structure and emerging challenges in Indian society

LEARNING OUTCOME:

1. Understand the basic concepts such social structure, social stratification and concerns related to social mobility, social system, norms, values culture and roles of social institution in socialization process.
2. Understand the relevant sociological theories and perspective and analyze social problems and issues through appropriate theoretical frame works
3. Understand the changing nature of social relationships and the complexity of various social issues.
4. Understand the contemporary social issues and required social work knowledge and competencies for interventions.

COURSE OUTLINE

Module I: Society and Culture
Meaning, scope and significance, Society as a system of relationship, Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and social work.

Module II: Social Control and Social Change
Meaning, Need, Purpose, Means and Functions, Social Change: Meaning, characteristics and factors inducing change with reference to India.

Module III: Social structure and Social Stratification in India
Meanings, Elements, Types and Social institutions. Social Stratification in India Meaning, Nature, Criteria, Functions, caste and class divisions, Demerits of Caste System.

Module IV: Social Groups and Social Institutions
Meaning, Characteristics, Difference between and types: primary and secondary groups, in-groups and out-groups, reference groups. Social Institutions Types of social institutions: Marriage, family, religion, state and law.

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PERSONAL & PROFESSIONAL DEVELOPMENT FOR SOCIAL WORK PRACTICE
(CREDITS: 04)

LEARNER OBJECTIVES

1. To understanding the process of self-awareness and relevance of self-awareness for personal and professional development.
2. To develop practice based skills and positive life skills for competence in personal life and professional practice.
3. To understand and uphold professional values and ethics.

LEARNING OUTCOME:

1. Develop knowledge base and understanding of the role of social environment in shaping the individual –growth, development and personality.
2. Understand how social groups develop and maintain identity.
3. Develop an understanding of the basic mental processes and their role in influencing behaviour.
4. Develop sensitivity towards one's own biases, stereotypes, motivations in carrying out social work practice.

COURSE OUTLINE

Module-I: Self and Self Awareness
Significance of understanding self, Meaning of self: self concept, self esteem, self image and self acceptance, self as "being" and "becoming", Factors affecting self: attitudes and values.

Module-II: Techniques of understanding self: (Intra and interpersonal)
Transactional analysis, SWOT analysis, Jo-Hari window, mirror reflection techniques, six thinking hats techniques

Module-III: Self Development
Concept and need for self development, difference in real self and ideal self, setting goals for self development, achievement orientation and striving behavior, use of yoga, meditation for self development, honesty, professional knowledge, lifelong learning, critical thinking, ethical decision making, self –understanding, acceptance of self and others, self control

Module-IV: Development of Professional Self/ Personality
Concept of professional personality, professional values and value conflict, professional ethics and ethical dilemmas, qualities & traits, values and attitudes, creativity, habits, skills

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Forensic Social Work
(CREDITS: 04)

Learning Objectives

- *to work within court systems, child and family agencies, hospitals, mental health agencies, substance abuse agencies, correctional facilities, prisons, and faith-based institutions.*
- *To provide consultation to law enforcement personnel, law makers, attorneys, paralegals, community members, correctional officers, doctors, and psychiatrists on interdisciplinary teams.*
- *Responsible for diagnosing criminal populations, making recommendations about mental status, serving as expert witnesses, training law enforcement personnel, referring defendants to community resources, and developing advocacy programs in the criminal justice system.*

Learning out come

- *To apply social work practice and laws to legal issues of both criminal & civil .*
- *It cover globally issues of Human Rights violations and social justice*
- *To Understand the complex issues of Mass Incarceration*
- *To build the capacities of individuals ,Families & communities*

COURSE CONTENT

Module-I
Introduction – Social work Ethics with forensic population's social justice perspective, Forensic social work defined collaborative roles in ESW. Mass Incarceration- Practice in prison with prisoners: mass incarceration, general population roles.

Module-II
Mental Health & Substance Abuse, Programming & Prisons , Women in Prison, SMI, Immigrants & Refugees.

Module-III
Path Incarceration- Policing, Juvenile Justice Schools as practice for prevention and re-entry of justice involved youth, child welfare & youth assisting families through forensic roles , special courts.

Module-IV
Release from detention and paths to Reform- Restorative justice: Human Rights issues, re-entry issues: planning & pre planning for success on the outside, Advocacy & smart Demarcations : possibilities for FSW.

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DSE-SW-104 (D)
Life Style Education
(CREDITS: 04)

Learning Objectives.

 * *To develop adequate understanding about lifestyle and its influence on the well-being of the students in particular and general population in totality.*

* *To develop appreciation of lifestyles as a product of social inequality and interaction.*

* *To examine the social and economic consequences of different lifestyles for individuals and society.*

* *To understand the proper management of consumerist lifestyle related risks. 55 Course contents*

Learning outcome

- *Effective understanding of the course so as to equip in terms of knowledge, attitude and skills required promoting lifestyle education among the students.*

- **COURSE CONTENT**

Module-I: Introduction of the concepts of basic of life skills. Definition – Social skills –self awareness thought SWOT Analysis , Johari window- Empathising with others , lifestyle, motivation , needs, negotiation skills. Life skills and Employability – Employability Attributes & skills –Initiative, self presentation ,personal responsibility, self management, sustaining motivation in work, ability to deal with pressure and team work

Module-II: Environment, health& lifestyle relationship- Meaning of health, determinants of health, food habits and health, Lifestyle related diseases (stress, depression, hypertension, diabetes, obesity) and management.

Module-III: Life style &Academic study habits –Quality of students and attitudes of students, participation of students in academic programs, Leadership in students life vision of leadership, making choices and taking decisions about course , career, marriage, family and life as a whole.

Module-IV: Life style Management – Yoga, meditation, Exercise, balanced food , ways and means of living fit, concept coping of social wellbeing, psychological, economic and market challenges and needs

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DSE-SW-104 (E)

Persons with Difficult Circumstances

(CREDITS: 04)

Learning Objectives.

- *To understand the social work interventions for people in difficult circumstances.*

- *To aware students with the Government schemes & Services*

- *To know the intervention strategies with which the needy can be benefitted.*

LEARNING OUTCOMES:

- *Students will equipped with the social work interventions methods for people in difficult circumstances.*

- *Students will enlarge the knowledge of the Government schemes & Services*

- **COURSE CONTENT**

Module-I: Introduction Marginalized population: children's, women, disabled , displaced people living with HIV/Aids, SC, & ST, OBC, & Minorities, Social Exclusion Inclusion.

Module-II Status of Elderly Women in India-Psychosocial problems of women, polices and programmes for the development of women & women in sexual exploitation & trafficking & impact of social problems on women

Module-III Problems of Children's in India-Child trafficking Child abuse, child prostitution, children's in conflict situation, children's need care &protection and child welfare services. People with Disability-Social models of disability, , Types of disability, persons with disability Act and right based approach & schemes and services for PWD. Problems living with AIDS, Government intervention , institutionalization and community home based care &support role of social worker.

Module-IV Elderly people: concept of old age, vulnerability of elderly, problems of elder people d social work intervention and Development & displacement including,SEZ, migration, refugees causes and problems of displacement rehabilitation programmes and response of NGOs.

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CORPORATE SOCIAL RESPONSIBILITY

(CREDITS: 04)

LEARNER OBJECTIVES

1. *To understand the scope and complexity of corporate social responsibility .(CSR)*
2. *To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues .*
3. *To acquire skills to frame CSR policies and practices appropriate to the Indian workplace*

LEARNING OUTCOMES:

1. Understand the functioning of CSR .
2. Appreciate the context of CSR Understand the strategies and processes of CSR.
3. Develop appropriate skills and competencies for managing socially responsible initiatives of the corporate.

COURSE CONTENT

Module-I: Meaning, definition and scope of CSR
Social responsibility, corporate social responsibility, meaning, definition and scope of CSR , evolution of CSR, a moral argument for CSR, a rational argument for CSR, an economic argument for CSR, strategic context of CSR, carroll's model of CSR (Pyramid of CSR), globalization and CSR

Module-II: Stakeholders and perspectives
 Interest groups related to CSR, tools of CSR, business benefits of CSR
Models and perspectives on CSR, Stakeholders in CSR

Module-III: Designing a CSR Policy
Factors influencing CSR policy, managing CSR in an organization, Role of HR professionals in CSR, global recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - Codes formulated by UN Global Compact, UNDP, global reporting Initiative

Module-IV: Implementing CSR
CSR in the marketplace, CSR in the workplace, CSR in the Community , CSR in the ecological environment, Case Studies, critique and best practices

REFERENCES

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CC-SW-106

SOCIAL WORK PRACTICUM

(CREDITS: 04)

SEMESTER- I

Sr. No	Component	Marks
01	**Orientation Visits (Minimum 5)**	25
02	**Concurrent Field Work (20 Visits)**	40
03	**Reports & Documentation**	10
04	**Attendance, IC & GC**	15
05	**Viva-Voce**	10
		100

The field work practice in the first semester would consist of orientation visits, lab sessions for skills training and placement.

1) In the first semester, the focus of the field work would be the Agencies. The students would be placed in social welfare agencies, service organizations and government agencies working with individuals and families in those settings where they can be exposed to the Individuals and group issues.

2) Field work in the first Semester shall consist of orientation visits to welfare institutions, Group conferences, seminars and Institutional placement for case work practice. The field work shall be of minimum 15 hours per week.

3) They also would interact with the agency personnel and the Community members to understand the tension between tradition and change that the Community in the region are likely to experience, and how it is handled.

4) They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of Community organization. The students are expected to be creative and innovative in assisting the agency and Community in whatever way possible.

5) Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the particular situation of transport and communications in the region and

the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes.

6) Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

7) A student failing in field work at any semester shall be declared as 'Fail' and shall have to repeat the entire Semester including theory courses. In any case, there shall be no revaluation or moderation of Field Work marks.

	Paper Code	**Semester Second** Course Title	Credit
Core Course	CC-SW-201	Working with Groups (Group Work)	04
	CC-SW-202	Community Organization and Social Action	04
	CC-SW-203	Social Work Research and Computer application.	04
Practical	CC-SW-206	Social Work Practicum	04
Discipline Specific Elective (Choose any One)	DSE-SW-204 (A)	Academic Reading & Writing Skills	04
	DSE-SW-204 (B)	Project Planning Monitoring and Evaluation	04
	DSE-SW-204 (C)	Green Social Work	04
	DSE-SW-204 (D)	Law and Social work	04
	DSE-SW-204 (E)	Career Planning in the Humanities	04
Generic Elective Course (Choose any one)	GEC-SW-205	Social Entrepreneurship	04
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	04
			24

Working with Groups (Group Work)
(CREDITS: 04)

LEARNER OBJECTIVES

1. To understand the place of group works in social work intervention.
2. To understand group work as an instrument of change/development in individual ingroups.
3. to understand use of programme as a tool for group development.
4. to develop skills to work with different stages and record the process.
5. to understand relevance of group in different set up.

LEARNING OUTCOME:

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

COURSE OUTLINE

Module I: Concept of Group
Social Groups: Definitions, group identity, cohesion, importance and classification
Cultural context and diversity in groups, Group behaviour and social attitudes
Group dynamics and sociometry

Module II: Social Group Work as a Method of Social Work
Social group work as a method of social work: definition, values, principles, characteristics and purpose of social group work; Historical evolution of social group work, Models of Group Work

Module III: Group work Process and Phases
Group work process and phases: Stages/Phases of Group formation, Pre-group, initial, treatment, and critical phase, evaluation and termination; process and factors of group formation; formulation of goals and identification of problems to work; Role of the group worker: enabler, stimulator, supporter, guide, educator, resource person, therapist and supervisor

Module IV: Social Group Work in Different Settings
Social Group Work in Different Settings: Concept and dynamics of Self Help Groups, group work in Community settings, in institutional settings like hospitals, rehabilitation centers, children's home, old age homes, welfare settings, educational and youth development settings.

REFERENCES

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COMMUNITY ORGANIZATION AND SOCIAL ACTION
(CREDITS: 04)

LEARNER OBJECTIVES

1. To be acquainted with the concept of the Community and its dynamics.
2. To understand Community organization as a method of social work.
3. To see the role of social action in social work and Community organization.

LEARNING OUTCOME:

1. Understand the diverse community contexts of practice.
2. Comprehend the range of practice perspectives related to community work in the contemporary context.
3. To apply theory and knowledge of social action and social movements as important to changing social realities.
4. To analyze social movements in terms of their organizational structure, decision-making processes, goals, underlying ideology, strategy and tactics.

COURSE OUTLINE

Module-I: Community and Community Organization
Understanding Community: definition, concept and structure. Community Organization: definition, scope, philosophy, principles: generic and specific, relevance in context; Community organization and Community development.

Module-II: Process of Community Organization
Process or phases of Community organization, study and survey, analysis, assessment, discussion, organization, action, reflection, modification continuation. models of Community organization: locality development, social planning model, social action model.

Module-III: Strategies and Skills in Social Action
Social action: concept, history, principles, objective and scope; social action as a method of social work; rights-based approach and social action; strategies and tactics in social action: negotiation, conflict resolution, pressure, individual contact, conscientization, legal action, demonstrations and protests, public relations, political organization, collaborative action, peace initiatives

Module-IV: Skills for Community Organization
Skills for Community organization. application of Community organization and social action in tackling developmental issues, concept of advocacy, recording- Community profiling, recording (administrative and process records; pork, soap, data banks, monitoring report, evaluation reports) and documentation of the Community organization processes, documentation of the best practices, case studies and success stories of CBOs.

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SOCIAL WORK RESEARCH AND COMPUTER APPLICATION
(CREDITS: 04)

LEARNER OBJECTIVES

1. *To develop an understanding about the scientific approach to human inquiry.*
2. *To develop an appreciation of the value and approach in social work research in addressing Problems in the field of professional practice.*
3. *To learn the skills and techniques of doing a qualitative as well as quantitative research study.*
4. *To develop skills for use of library and documentation in research work.*
5. *To acquire the skills for data analyses and research writings.*

LEARNING OUTCOME:

1. *Develop theoretical perspectives on methods of inquiry.*
2. *Develop competence to undertake social work research.*
3. *Have the requisite skills and competencies to analyze, interpret and present both quantitative and qualitative data.*
4. *Use social work research as a tool for social change.*

COURSE OUTLINE

Module-I: Introduction to Social Research:
Meaning of research and scientific research, conceptual foundations of scientific research; scientific method: objectivity, verifiability, replication and prediction, use of scientific method in social science, possibilities and limitations of use of scientific method in social sciences

Module-II: Social Research and Social Work Research Process
Meaning of social work research, goals, inferences, nature and scope of social work research. Types of Research - Experimental research, descriptive, exploratory, diagnostic, evaluative and action research, qualitative research. Selection and formulation of a problem, formulation of hypothesis, formulation of research design, collection of data, analysis and interpretation of data, generalizations.

Module-III: Identification/formulation of the research problem, review of literature, identifications of objectives of the study, formulation of hypothesis, operationalisation of concepts, preparation of research design, selection of sample, selection of method and tools of data collection, collection of data, processing and analysis of data, analysis and interpretation of the data, presentation of the research report, budget estimate and time estimate, Content of Report and Module creation.

Module-IV: Use of Computer in social work Research, Creation of Google form, Use of Internet, Statistical Package for Social Sciences (SPSS): Define data, data entry, data transformation, Tabulation , data analysis, graphical presentation.

REFERENCES

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3. Dasgupta, Sugata (1977); "Social Work Research "in *Encyclopaedia of Social Work,* Govt. of India, New Delhi.

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99. K. K. (1965); Methods & Fields of Social Work in India, Asia Publishing, Bombay.

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11. Krishnaswamy, O. R. (1993); Methodology for Research in Social Science, Himalaya, Bombay.

12. Khinduka, S.K (1965); *Social Work in India,* Kitab Mahal, Allahabad.

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14. Lal Das, D. K (2005); *Designs of Social Research,* Rawat Publications, Jaipur.

ACADEMIC READING & WRITING SKILLS
(CREDITS: 04)

LEARNER OBJECTIVES

1. *To understand basic reading strategies and skills.*
2. *To develop critical reading ability and improve textual awareness.*
3. *To acquire knowledge on academic reading and writing.*
4. *To develop writing effectively and avoid plagiarism.*

LEARNING OUTCOME:

1. Student will attempt new and different approaches to reading academic texts.

2.This courses helps students develop confidence in their academic reading abilities through an emphasis on the self-directed learning of reading skills.

3. Use a variety of strategies to improve both reading rate and comprehension.

4. Student will improve critical ability and Analytical Skills

COURSE OUTLINE

Module-I: Skills and Strategies
Reading for detail, benefits of reading, Prediction, Inferring Reading culture, language and diversity of language

Module-II: Textual Awareness
Dealing with unknown/unfamiliar words, using word structure, modality/uncertainty, complex sentences, cohesion, text organisation, digital skills and resources in reading,Writing research paper/Research Proposal

Module-III: Writing Effectively
publishers and librarians, Write in an impersonal style, understand the function of, and write effective, topic sentences, and develop a cohesive paragraph, use effective punctuation, write effective introductory and concluding paragraphs, use cohesive devices to link paragraphs/ideas throughout a piece of writing, become familiar with a range of essay structures, writing answers effectively in examination; the writing process: proofreading and publishing, how to ask questions, The death of language

Module-IV: Critical Reading & Writing
Make notes, writing response notes, paraphrase key points, critical analyses of text, select and summarise relevant information, summarise and synthesize materials from different sources, identify and assess argument, write explanations, edit their own writing, avoid plagiarism, listening and reading comprehension.

REFERENCES

1. 1) Bean, John C. (2001); *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical*

2. *Thinking and Active Learning in the Classroom*, Jossey-Bass, San Francisco.

3. 2) Elbow, Peter (1973); *Writing without Teachers*, Oxford University Press, New York.

4. 3) Elbow, Peter. (1986); *Embracing Contraries: Explorations in Learning and Teaching*, Oxford

5. University Press, New York.

6. 4) Stephen, Bailey (2003); Academic Writing A Handbook for International Students Second

7. edition, Routledge,New York.

8. 5) सतीशकाळसेकर, (2014): *'वाचणाऱ्याची रोजनिशी'*, लोकवाङमयगृह,मुंबई.

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10. 7) यास्मिन शेख (2007); *मराठी शब्दलेखनकोश* , पुणे.

Online Resources

11. 1) Center for Writing Studies at the University of Illinois at Urbana-Champaign (USA):

12. http://www.cws.illinois.edu/workshop/writers/

13. 2) Online Writing Lab (OWL) at Purdue University (USA):

14. http://owl.english.purdue.edu/

15. 3) Academic writing advice – University of Toronto (Canada):

16. http://www.writing.utoronto.ca/advice

17. 4) Language and Learning Online – Monash University (Australia): http://www.monash.edu.au/lls/llonline/index.xml

18. 5) Reference information about APA Style: http://apastyle.org

19. 6) Dr. Ganesh devy, Linguistic Survey of India

20. 7)Death of language

21. http://news.bbc.co.uk/today/hi/today/newsid_8311000/8311069.stm

22. 8) Writing research paper

23. https://writing.wisc.edu/handbook/assignments/planresearchpaper/

24. **9)** Dr. Ganesh Devy,

25. https://indiantribalheritage.org/?s=Ganesh+Devy

PROJECT PLANNING MONITORING AND EVALUATION
(CREDITS: 04)

LEARNER OBJECTIVES

1. *To understand different between project and program, purpose and benefits of planning, Monitoring and evaluation.*
2. *To understand process and components of project Planning and Implementation.*
3. *To develop application skills for effective organisational Monitoring and Evaluation.*

LEARNING OUTCOME

1. *Student will be understood differences between project, program and proposal.*
2. *Student will be understood project planning and roles of human resources.*
3. *Student will be understood Project Implementation strategy and Monitoring*
4. *Student will be understood the concept of evaluation and Termination.*

COURSE OUTLINE

Module-I: Projects and Programs
Projects in development organizations, the project cycle, difference between project and program, purpose and benefits of planning, monitoring and evaluation

Module-II: Project Planning
Problem identification and stakeholder analysis, making strategic intervention choices-operational strategy, use of logical framework approach for project planning; project plan document: planning the resources, budget, materials, human resources; roles and responsibilities

Module-III: Project Implementation and Monitoring:
Sequencing and scheduling project activities, MIS: creating data-collection tools for indicators performance measurement, reporting & feedback, key skills of effective project manager/ leader

Module-IV: Project Evaluation and Termination
Understanding concept of evaluation, monitoring and evaluation; types of evaluations: internal, external, mid- term, post evaluation, participatory evaluation process and techniques Planning termination / withdrawal, the varieties of project termination/ withdrawal, project audit, post-evaluation and post project follow-up, project outcome documentation and information dissemination

REFERENCES

1. The World Bank (2006); *Managing the Implementation of Development Projects*, World Bank Institute, Washington.

2. Berkun, Scott (2005); *The Art of Project Management*, O'Reilly Media: Cambridge, MA

3. Nail, B. M. (1985); Project Management – Scheduling and Monitoring By PERT/CPM, VANI Educational Books, New Delhi.

4. Marsden, David, Oaklay, Peer (Ed) (1990); Evaluating Social Development Project, Oxfam, Oxford, UK.

5. Mukharjee, Amitava (2004); Participatory Rural Appraisal- Methods and Applications in Rural Planning, Concept Publishing Company, New Delhi.

6. Feuerstein, Marie (1986); Partners in Evaluation, Evaluating Development and Community Programmes with Partners, Macmillan Publishers.

7. Kendrick, Tom (2004); *The Project Management Toolkit: 100 Tips and Techniques for Getting the Job Done Right*, AMACOM Books: Boston, MA.

8. Lewis, James (2006); *Fundamentals of Project Management*, 3rd ed., AMACOM Books: Boston, MA.

Learning Objectives

- *To learn the environment aspects of society and human beings.*
- *To understand the integration of social work with ecology and environment.*
- *To study social movements and the associations related to environment.*

Learning Outcome

- *To learn from Indigenous and Spiritual Culture.*
- *To Creatively apply skills to Environmental component*
- *Openesness to different values and ways of being or doing*

Module-I: Concept and perspectives of Human Relation to Ecology- History of man and environment, Indian thought &environmental traditions, Gandhi an & Marxist perspective on Environment & Concept of natural resources.

Module-II: Developmental Processes and environment- Industrialization, Urbanizatio &Globalization and their impact on environment, Commercialization of agriculture, changing land use pattern & rural society, dams & its consequences ,Deforestation & ecological imbalance.

Module-III: Pollution of natural resources –Air, soil, water, population energy crisis and rural poverty, environment consciousness, effect of environment on human culture, food habits livelihood and health.Envioronment education at primary and secondary level, environmental role of youth, communities, NGOS & professionals.

Module-IV: Environment education and Action – Environmental Legislation, national policy of environmental protection, Rio-summit and its implications, Government schemes & programmes, International & national Initiatives for environment protection. Ecological Movements- Bhudan movement, Chipko Movement, save forest movement,Mitti bachao Andolan, save Ganga movement, women's ecological movement , movement against big dams –Narmada & Tehri. Role of environmental activists Vandna shiva, Medha Patkar & Arundhaty Roy

REFERENCES

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2. Gadgil, Madhav and Ramchandra Guha, This fissured Land: An ecological History of India, Delhi, OUP, 1994.

3. Gadgil, Madhav and Ramchandra Guha, Ecology and Equity; the use and Abuse of Nature in Contemporary India, Penguin, Delhi, 1995.

4. Goldsmith, E. And Hildyard, N. (ed.) the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography), Wadebridge Ecological Centre U.K.

5. Guha Ramchandra, The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP, 1991.

6. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity (CBD).

7. Kothari, Ashish, Meera, People and Protected Areas;

8. Krishna, Sumi, Environmental Politics; Peoples lives and Developmental Choices, Delhi, Sage, 1996. 9. Mishra Anupam, Aaj bhi Khare hain Talab (in Hindi), Gandhi Peace foundation, New Delhi.

10. Mres Maria and Shiva Vandana, eco-feminism, Delhi, 1993. 59

11. Owen, D.F., What is Ecology, Oxford University Press Oxford, 1980. 12. Paranjape Vijay, Samaj Parvartana Samudaya Dharwad, Save Nilgiris Camaign, Ooty, Econet, Pune, 1996.

Learning Objectives:

1. *To orient the students about common issues and terms related to social legislations.*
2. *To acquire information about various legislations relevant to practice situations.*
3. *To develop a critical understanding of the role of a social worker in the area of social legislation.*

Learning Outcome:

1. *Students will equipped with understanding about major existing social legislations pertaining to various clienteles such as children, women.*
2. *Students will equip with legislations relevant to practice situations.*
3. *Students will develop a critical understanding of recently enacted legislations.*

Module-I: Definition of Law , need of law, authority of law History of social legislations in India. Role of Social Worker in promoting social legislations. Social legislations pertaining to marriage : Hindu Marriage Act 1955 – Definition, *Saptapadi*, conditions for valid and Invalid marriages, *sapinda* relationship *stridhana* , Divorce, conditions for divorce, judicial separation, Restitution of conjugal rights.

Module-II: Social laws pertaining to family and Marriage: Hindu adoption and maintenance Act 1956, essentials for valid adoption, male adopter female Adopter, maintenance of the wife, deceased Sons wife children, aged parents and dependents. Muslim personal law of marriage and divorce – civil contact, *'Nikah'* conditions for valid and invalid Muslim marriages, Talak and types of Talak, .The prohibition of dowry Act 1961, Definition, important provisions regarding dowry prohibition. Dowry as a social problem.

Module-III: Social laws pertaining to women : Domestic violence Act 2005, definition of domestic violence, types of violence, physical and mental violence. The medical Termination of pregnancy act 1972. Definitions, condition for valid termination and invalid termination, state boards. sexual harassment of women at work place

Module-IV: Right to information Act :Causes and background, procedure for application under the act, penalties for the officials not supplying information.Definition and concept of human Rights. The universal declaration of human Rights 1948. Rights of children, child abuse and child trafficking. Child Labour., eve-teas.

REFERENCES

Basu, D. D. (1997). *Criminal Procedure Code, 1973*. New Delhi: Prentice-Hall.

Diwan, P. (1985). *Modern Hindu Law*. Allahabad: Law Agency.

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Gangade, K.D. (1978) *Social Legislation in India* (Vol. 1–2). Delhi: Concept Publishing House.

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Madan, G. R. (1973). *Indian Social Problems* (Vol. 1&2). Bombay: Allied Publishers.

Velayutham, K. S. (1998). *Social Legislation and Social Change*. Chennai: Vazhgavalmudan Publishers.

DEC-SW 204 (E)
CAREER PLANNING IN THE HUMANITIES
(CREDITS: 04)

LEARNER OBJECTIVES

1. To understand key factors in career decision-making.
2. To know how to evaluate career routes within and outside of academia.
3. To understand the skills you have and how to market them to employers.
4. To understanding the important it is to assess and continually re-evaluate your skills and interests.
5. To understand how interests, abilities, personality style, and work values link to careers.
6. To evaluate education and career alternatives and set goals.

LEARNING OUTCOME:

1. Student will evaluate career routes within and outside of academia.
2. Student will understand how interests, abilities, personality style, and work values link to careers.
3. Student will improve their skills for Personal Management and Carriers.
4. Student will make their personal and professional plans.

COURSE CONTENT

Module I: Assess Yourself

Interests, Personality, Abilities, Work Values, SWOT/Self assessment Process, Target, Plan, Action.

Module II: Generate Possibilities

Brainstorming Ground Rules, Brainstorming Work Options, National Career website, Managing Your Possibilities List.

Module III: Career options and Plans

Narrow Possibilities, Using Search Engines, Career options, internships, and summer jobs, Preparing a research portfolio (including a CV), and creating a personal website

Module IV: Evaluate Alternatives, Set Goals

Evaluate personal, financial and professional goal statements that apply to further education and/or technical training

REFERENCES:

1. Herr, E.L., & Cramer, S. H. (1996); Career guidance and counselling through the lifespan: Systematic approaches, Harper Collins, New York.

2. Niles, S. G. & Harris-Bowlsbey, J (2002); Career Development Interventions in the 21st Century, OH: Merrill Prentice Hall, Columbus.

3. Pope, M. (2009); Jesse Buttrick Davis (1871-1955): Pioneer of vocational guidance in the schools, Career Development Quarterly, 57, 278-288.

4. National Career Development Association
   http://www.ncda.org/aws/NCDA/pt/sp/home_page

5. *http://www.careerguidanceindia.com/*

6. **List of public sector undertakings in India:**
   http://en.wikipedia.org/wiki/List_of_public_sector_undertakings_in_India
   http://en.wikipedia.org/wiki/Category:Government-owned_companies_of_India
7. **List of Indian IT Companies**:
   http://en.wikipedia.org/wiki/List_of_Indian_IT_companies

8. **Career Guidance Websites:**
   http://afterbtech.com/
   http://employmentnews.gov.in/Current_Prospects_Social_Work_India.asp

9. **JOB DESCRIPTIONS:**
    http://gradireland.com/careers-advice/job-descriptions

10. **JOB HUNTING – JOB Hunting Portals:**
    www.naukri.com
    http://engineering.monsterindia.com/
    http://www.timesjobs.com
    http://www.employmentnews.gov.in/Engineering.asp
    http://www.govtjobs.co.in/   (Government Jobs)

Careers in Social Work

For information about accredited **schools of social work**, contact the Council on Social

Work Education at www.cswe.org

For information about **state licensing of social work**, contact the Association of Social Work
Boards at www.aswb.org

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GEC-SW-205
SOCIAL ENTREPRENEURSHIP
(CREDITS: 04)

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LEARNER OBJECTIVES

1. To develop understanding about social entrepreneurship.
2. To get exposure to the social enterprises.
3. To strengthen the competence in social entrepreneurship.

LEARNING OUTCOME

1. Understand the importance's of social enterprises.
2. Appreciate the context of third sector in development.
3. Understand the strategies and types of social enterprises.
4. Develop appropriate skills and competencies for social enterprises.

COURSE OUTLINE

Module-I: Importance of social enterprises:
Concept, Definition, Importance of social entrepreneurship; Social entrepreneurship Vs business entrepreneurship: social entrepreneurs and social change: qualities and traits of social entrepreneurs; Select case studies of Indian Magsasay Award winners as social entrepreneurs: Ela Bhatt, M.S. Swaminathan, Varghease Kurien, Jockin Arputham, Aruna Roy, Rajender Singh and Santha Sinha

Module-II: Need and importance of Third Sector in development
Typologies of third sector: Voluntary, NGO, NPO, CBO, CSO, Growth of third sector in India, Performance and environment of third sector; Third sector relationship to state and civil society

Module-III: Types of social enterprises
Similarities and differences between social enterprises and non profits: types of social enterprises, concept of Triple Bottom Line, Bottom of the Pyramid, Sustainable enterprenship, Corporate Social Responsibility, Select case studies of Indian Social Enterprises

Module-IV: Global & National environment and social entrepreneurship
Global and National environment to promote social enterprises and social entrepreneurship. Financial Management of social enterprises, venture capital for social enterprises, Corporate, Community and government support for social enterprises

REFERENCES

1. Alex Nicholls, (2006); *Social Entrepreneurship: New Models of Sustainable Social Change*, Oxford University Press, New York

2. David Bornstein, (2007); *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Oxford University Press, New York.

3. Fred Setterberg, Kary Schulman (1985); *Beyond Profit: Complete Guide to Managing the Non Profit Organizations*, Harper & Row, New York.

4. Gregory Dees, Jed Emerson, Peter Economy (2002); *Enterprising Non Profits – A Toolkit for Social Entrepreneurs*, John Wiley and Sons, New York.

5. Peter Drucker (1990); *Managing the Non Profits Organizations, Practices and Principles*, HarperCollins, New York.

CC-SW-206
Social Work Practicum

The first year students during the second semester go for practice based social work for two days in a week and expected to spend a minimum of 15 hours per week in the field. The first year students are placed in villages or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organization for a semester.

During the placement they have to practice the primary methods of social work. One has to complete 5 cases in casework, one group following all the stages of group work practice with at least 10 sessions and in the Community conduct common programmes or solve an issue of the Community following the principles of Community organization and social action.

Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference regularly. At the end of the semester Viva- Voce is conducted by two examiners, one being an external examiner and the other would be the supervisor. (50 marks for viva voce and 50 marks for IA)

Sr. No	Component	Marks
01	**Rural Camp/PRA (6 days) Assignments village based will be given to individual student to be completed in his own village or urban centre.**	25
02	**Concurrent Field Work (20 Visits)**	40
03	**Reports & Documentation**	10
04	**Attendance, IC & GC**	15
05	**Viva-Voce**	10
		100

	Paper Code	**Semester Third**	
	Paper Code	**Course Title**	**Credit**
Core Course	CC-SW-301	Social Welfare & Development Administration.	04
	CC-SW-302	Social Work Personnel training and Development	04
Practical	CC-SW-306	Field work Practicum	04
Discipline Specific Elective (Choose any One group) Group-1	DSE-SW303 (A)	Rural Development and Panchayati Raj.	04
	DSE-SW-303 (B)	Social Work and Community Health.	04
Group-2	DSE-SW304 (A)	Industrial Relations.	04
	DSE-SW-304 (B)	Personnel Management.	04
Group-3	DSE-SW305 (A)	State, Society and Human Rights	04
	DSE-SW-305 (B)	Social Policy and Planning	04
			20

SOCIAL WELFARE & DEVELOPMENT ADMINISTRATION
(CREDITS-4)

LEARNER OBJECTIVES

1. To acquire knowledge of the basic process of administration.
2. To understand the procedures and policies involved in establishing and maintaining social welfare organizations.
3. To develop understanding the application of administrative & managing skills.

LEARNING OUTCOME:

1. Nature, history and scope of social welfare/development administration.
2. To acquaint with human service organisations and nuances of running a development organization.
3. To understand the components of administration and strategies of good governance.
4. To develop the required skills in the area of administration, programme planning and implementation.

COURSE OUTLINE

Module-I: Social Welfare Administration
Social welfare administration: concept, nature, history and scope, Types of administration: public, social welfare, social security, etc. and merging boundaries, Actors in administration: Nature, types and functions of various service providers (GO, NGO, Corporate, Cooperatives)

Module-II: Basic Administration Processes
Planning, organizing, staffing, decision-making, coordination, communication, monitoring, Reporting, Budgeting and evaluation.

Module-III: Social Welfare Organization
Social welfare organization; registration of societies and trusts; societies registration act xxi of 1860, Indian trust act 1882; foreign contribution and regulation act – 1976; laws related to income tax exemptions, receiving donations and grants; functions and responsibilities of governing board, committees and office bearers.

Module-IV: Personnel Administration
Manpower planning, induction, training, supervision, staff welfare, service condition and staff morale, problems faced by social work organization.

REFERENCES

1. Banerjee, Shyamal (1981); Principles and Practice of Management, Oxford & IBH Publishing Co.

   Pvt.Ltd, New Delhi.

2. Bhattacharya, Sanjay (2006); Social Work Administration and Development, Rawat

   Publications, Jaipur.

3. Chowdhry, D.Paul. (1992); Social Welfare Administration, Atmaram and Sons, Encyclopaedia of

   Social Work. Vol I & III, New Delhi.

5. French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. (2006); Organization Development

   (6th Edn.) Dorling Kindersley (India) Pvt. Ltd., New Delhi.

6. Goel. S. L & R. K. Jain (1998); Social Welfare Administration. Vol. I & II,

   Deep & Deep Publications, New Delhi.

7. Lalitha N. V (1981); Financial Assistance to Voluntary Organisations for Development.

   NIPCCD, New Delhi.

8. Sarita Sharma, Basotia G.R.Popalia A.K. (1997); Management, Function, Financial Planning

   and Policy, Kanishka Publishers, New Delhi.

9. Shankaran R & Rodrigues: A handbook to the Management of Voluntary Organisations.

   Madras: Alpha Publishers.

10. Skidmore, Rex and Miltons G. Thackeray (1976); Introduction to Social Work,

    Prentice-Hall International, London.

CC-SW-302
Social Work Personnel: Training and Development.
(CREDITS-4)

LEARNER OBJECTIVES

1. To acquire knowledge of the basic process of personnel training and development.
2. To understand the procedures and policies involved in training and development.
3. To develop understanding the application of field work practice.

LEARNING OUTCOME:

1. Student will understand the structure of social work curriculum.
2. To acquaint with learning & adult learning.
3. To understand the components of social work training.
4. To develop the understanding of organisation and administration of Field Work activities.

COURSE OUTLINE

Module-I: Need for training personnel for social work, structure of social work curriculum.

Module-II: Concept of learning & adult learning, principles of adult learning.
Nature and importance of learner – Instructor relatationship in social work training.

Module-III: Levels of social work training, motivations and training needs of learner at different levels.

Module-IV: Organization & administration of Field Work activities.

REFERENCES :-

Asian & Pacific Association   Social Work Profession: Reflection and Future Directions, Mumbai:For Social Work Education TISS.(APASWE 1994)

Baldwin, J. and Williams, Active Learning: A Trainer's Guide, England: Blackwell Education.H. 1988.

Barer-Stein T. , Draper, The Craft of Teaching Adults.J. 1988

Bertcher, H. 1988, Staff Development in Human Service Organizations New Jersey:
                                    PrenticeHall Inc.

DE-SW-303 (A)
Rural Development and Panchayat Raj Institutions
(CREDITS-4)

LEARNER OBJECTIVES

1. To acquire knowledge of the basic process of Rural Development.
2. To understand the process of democratic decentralisation at grass-root level.
3. To develop understanding of peoples participation.

LEARNING OUTCOME:

1. Students will learn concept of democratic decentralisation.
2. To acquaint with the knowledge of rural development.
3. To understand the strategies of rural development.
4. To develop the understanding of peoples participation.

COURSE OUTLINE

Module-I: Panchayat Raj Institutions Concept, Meaning, Definition, Democratic decentralization and its significance. Objectives of panchayat Raj institutions. Panchayat Raj after 73rd and 74th amendment.

Module-II: Rural Development: Concept, Objectives, Philosophy, Programmes under Five-year plans. Different approaches and Strategies of Rural development. Nature and problems of Rural community with reference to transformation of Rural Society.

Module-III: Rural Development Planning, and Administration.

Central Level, State Level and district Level.

Module-IV: Peoples Participation and Voluntary organization:

Concept of people's participation, Participatory Rural Appraisal (PRA) Joint-forest management. Voluntary organization and Rural Development: Role, Services, Problems; Civil Society movement and Rural Development, Models of CBO's.

REFERENCES :-

Batten, T.R. 1965   The Human Factor in community Work, London: Oxford University press.

Dandavate, M. 1977   Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.

Gangrade K. D 1971   Community Organization in India, Bombay: Popular Prakashan.

Mayo H., Jones D. 1974   Community Work, London: Routledge and Kegan paul.

Ross Murray G. 1955   Community Organization: Theory, Principles and Practice, New York: Harper and Row.

Warren, R.L. 1965   Studying your Community, New York: Free Press.

Weil, M. (Ed) 1996   Community Practice: Conceptual Models, New York: The Haworth Press. Inc.

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DE-SW-303 (B)
Social work and Community health.
(CREDITS-4)

LEARNER OBJECTIVES

1. To acquire knowledge of health and community health.
2. To understand the concept of health education.
3. To develop understanding of social work intervention at community level.

LEARNING OUTCOME:

1. Students come up with understanding the Concepts, Definition, Determinants, indicators, Policy and programmes.
2. To acquaint with the knowledge of Organizational structure and administration existed for health care in India.
3. To understand the need of health education.
4. To develop the legal understanding required for social work in heal sector.

COURSE OUTLINE

Module-I: Health, Concepts, Definition, Determinants, indicators, Policy and programmes.

Module-II: Community Health, Concept, Definition, Organizational structure, administration.

Module-III: Health Education , Concept, Definition, Principles, Contains, Need and importance.

Module-IV: Some Important Concepts, Legislation related to Health and Social Work Intervention: Gender and health, Reproductive health, sex education and personal hygiene, Maternity Termination of Pregnancy Act (MTP), NGOs Community Health and Social Work Intervention, Role , Functions and Problems, National and International organization working in the field of community health. (UNISEF, WHO, FAO, SAID, REDCROSS, CARE, FORD FONDATION). Role of Social Worker, Functions, Areas, Problems and Challenges.

REFERENCES :-

Caplan, Gerald (1964)   Principles of preventive psychiatry, New York: Basic Books
Inc.

Freedman, A.M. et al (ed.)   Modern synopsis of Comprehensive Textbook of Psychiatry.

(1976)   Baltimore : The Williams and Wilkins.

Kanner Leo (1957)   Child Psychiatry (Third Edition) illinois: Charles E. Thomas.

Kolb, L.C. (1970)   Noyes' Modern clinical Psychiatry (Seventh edition), Bombay:
                             Oxford and IBH Publishing Co.

Park, J.R. & Park, K. (1983) Textbook of Preventive and Social Medicine, Jabalpur : M/s
                             Banarsidas.

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                             & Sons Inc.

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DE-SW-304(A)
Industrial Relations.
(CREDITS-4)

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LEARNER OBJECTIVES

1. To acquire knowledge of industrial relations.
2. To understand the procedures and policies comes under in trade union.
3. To develop understanding of workers participation in industries.

LEARNING OUTCOME:

1. Student will learn concept of industrial relations.
2. To acquaint with the knowledge of trade unionism in India.
3. To understand the Settlement machinery for the prevention of industrial conflicts.
4. To develop the knowledge of Collective bargaining as a process of Industrial democracy.

COURSE OUTLINE

Module-I:

Definition and meaning of industrial relations. Concept and scope of industrial relations. Significance of Industrial Relations. I.R. in present Industrial scenario.

Module-II:

Meaning and definition of trade union. History and development of Trade Industrial conflicts Trade Unionism :unions in India (pre-independence and post independence), functions of Trade unions – intramural, extra mural, mutual, political functions Brief discussion on trade union a myth or reality.

Module-III: Meaning and definition of industrial disputes /conflicts. Major causes of industrial disputes. Settlement machinery for the prevention of industrial conflicts and smooth industrial relations.

Module-IV:
Workers participation as democratic participation. Decision making process. Types and forms of workers participation works committee, welfare committee, canteen committee, health committee, safely health committee, sports committee, factory day committee, PJRC permanent joint rating committee, Collective bargaining meaning and definition of collective bargaining. Characteristics of collective bargaining. Merits and demerits. Collective bargaining as a process of Industrial democracy and Industrial jurisprudence. Charter of demands and collective agreement.

REFERENCES :-

Dale S. Beach (1975)   Personnel: The Management of People at work.

Punekar, S.D. & others (1984)   Management – Tasks, responsibilities and practices.

Ghosh, P. (1975)   Personnel Administrations in India.

Stephen P. Robbins (1983)   Organizational Behavior : Concepts, controversies and applications, 6th edition.

Drucker, Peter F. (1989)   Management – Tasks, responsibilities and practices.

Flippo, E.B. (1980)   Principles of Personnel Management.

Pigors, P.& Myres C.A.(1961)   Personnel Administration.

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LEARNER OBJECTIVES

1. To acquire knowledge of the basic personnel management.
2. To understand the concept of manpower in industrial sector.
3. To develop understanding of the Grievances concerning employee's wages.

LEARNING OUTCOME:

1. Student will understand the concept and principals of personnel management.
2. To acquaint the knowledge of manpower planning Training and placement.
3. To understand the components involve in motivation.
4. To develop the required skills in the area of personnel management.

COURSE OUTLINE

Module-I:

Basic concepts, Meaning and scope of personnel management, Principles of personnel management, Functions of personnel department from recruitment to retirement, Role of personnel officer.

Module-II:

Manpower planning, Definitions and functions of manpower planning, Importance of manpower planning Training and placement, Career development

Module-III:

 Managing occupational stress, Concept of occupational stress, Job demands and stress, Impact of stress on employees and employers. ILO: Objectives, Functions, Structure, ILO and India.

Module-IV:

Motivation, Science of motivation, Motivation maintains goal, oriented behaviour, Edwin locks goal setting theory of motivation. Grievances, Grievances concerning employee's wages, hours and conditions of work. Employee's right to file grievances for appeal, Reflections of RTI Act and poor personnel policies.

REFERENCES :-

C.B. Mamoria   Personnel Management

C.N. Davar   Personnel Management in industry

Dale S. Beach (1975)   Personnel: The Management of People at work.

Punekar, S.D. & others (1984)   Management – Tasks, responsibilities and practices.

Ghosh, P. (1975)   Personnel Administrations in India.

Stephen P. Robbins (1983)   Organistional Behaviour : Concepts, controversies and applications, 6th edition.

Drucker, Peter F. (1989)   Management – Tasks, responsibilities and practices.

Flippo, E.B. (1980)   Principles of Personnel Management.

Pigors, P.& Myres C.A.(1961)   Personnel Administration.

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DSE-SW-305(A)
STATE, SOCIETY AND HUMAN RIGHTS
(CREDITS-4)

LEARNER OBJECTIVES

1. To introduce the students to the concept of human rights
2. To introduce the students to the theories and issues related to human rights

LEARNING OUTCOME:

1. Develop a theoretical understanding of different approaches towards social justice.
2. Apply human rights framework for understanding issues and understand empowering processes for the marginalized sections of the society
3. Develop knowledge, attitude and skills required for working with marginalized and vulnerable constituencies and to create just society
4. Develop critical understanding of institutional mechanisms and systems for attainment of social justice and protection of human rights

COURSE OUTLINE

Module I: Concepts and Historical Background of Rights
Civil Rights, Democratic Rights and Human Rights, Human Rights and Different
Movements in India

Module II: Socially Disadvantaged and Human Rights
Social Hierarchy: Racial, Class and Caste Prejudice and Discrimination
Human Rights Issues of Weaker Section and Ethnic Minorities
Gender: Gender Discrimination, Domestic Violence and Rape
Human Rights of Mentally and Physically Challenged Person

Module III: Economically Disadvantaged and Human Rights
Rural Poverty: Unemployment, Bonded Labour and Migrant workers
Urban Poverty: Slums, Lack of basic Civil Services and Prostitution
Environmental Degradation and Rights of Current and future Generations

Module IV: Indian Constitution and Human Rights
Fundamental Rights (Liberty, Freedom, Equality, Minority Rights)
Directive Principles of State Policy (as Instructions for Governance)
Constitutional Review: The Contemporary Debates
Rights and Globalisation

REFERENCES:

1. Amartya Sen, *The Idea Justice*, Penguin Books, New Delhi, 2009.

2. Bhargava G.S, *Human Rights of Dalits: Social Violation*, Gyan New Delhi, 2001.

3. David Beetham, *Politics and Human Rights*, Blackwell OUP, 1995.

4. Desai, A.R, *Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor*, Adivasis and Dalits, Bombay Popular Prakashan, 1990.

5. Desai, A.R, *Violation of Democratic Rights in India,* Vol. I, Popular Prakashan, Bombay 1986.

6. Devasia V.V, *Women, Social Justice and Human Rights*, APH, New Delhi, 2009.

7. G. Haragopal, ''*Political Economy of Human Rights''*, Gurpreet Mahajan Ed., Democracy, Difference and Social Justice, Oxford University Press New Delhi, 1998.

8. *Human Development Report*, 1997

9. John Rawls*, Law of the People*, Harvard University Press Cambridge, 2001.

10. Jhon K. Thomas, *Human Rights of Tribals*, ISha Books Delhi, 2005.

11. Kirti S. Parikh, *India Development Report*, 1997.

12. Kevin Boyle (ed.), *New Institutions for Human Rights Protection*, OUP, Clarendon, 2009.

13. Shinde, Prem K*, Dalits and Human Rights*, Isha Books Delhi, 2005.

14. Sri Krishna, S, *Dalit and Human Rights,* New Serial Pub. Delhi, 2007.

15. Thiagaraj, *Human Rights from the Dalit Perspective*, Gyan Publishing, New Delhi, 2007.

16. Oliver Menderlsohn and Upendra Baxi, *The Rights of the Subordinated People*, Oxford University Press, USA, 1997.

17. *World Development Report*, 1997.

SOCIAL POLICY AND PLANNING
(CREDITS-4)

LEARNER OBJECTIVES

1. To understand the issues in social development.
2. To gain knowledge of polices in India and planning process in India.
3. To develop understanding of social policy in the perspective of National goals as stated in the Constitution and well as human rights and Development Goals.
4. To gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies.

LEARNING OUTCOME:

1. Understand and locate social policy within the specific socio-political and economic contexts.
2. Understand policy formulation, stake holder participation, implementation mechanisms and justice concerns.
3. Understand various approaches in policy analysis.
4. Demonstrate skills in policy analysis.

COURSE CONTENT

Module I: Understanding Social Policy
Social Policy: Concept, Principles and Origin Differentiation from laws and other policies
Social Policy Contexts , Formulation and implementation mechanisms Social Policy inter-linkages with Welfare and Development.

Module II: Welfare state
Welfare: Concept; Principles; Welfare state and Ideologies: Historical perspective and contemporary challenges Key perspectives; Models of welfare and Comparative welfare analysis, Welfare State and Globalisation.

Module III: Social Planning
Social Planning: Concept and Levels, Social Planning: Process and Models. Welfare and Development Policies of Government of India(with reference to welfare of Particular groups like Children, Women, Youth, LGBTQ, Vendors, SC, STServices: Poverty, Health, Education, Housing, Employment, Environment.

Module IV: Policy Analysis and Practice Social policy analysis; Approaches and tools Monitoring and Policy Evaluation Policy Interventions : Research and Advocacy strategies, Good practices: Welfare and rights based policy practices.

REFERENCES

1. Ahmad Shamshad and Nafees Ansari (2005); "Planning commission : Fifty Five Years of Planned Development and Social Sector", Indian *Journal of Public Administration*, Vol LL 03, July-Sept 2005.
2. Arunachalam M (1982); Administration Politics and development in India, New Delhi
3. Bery Suman and Bosworth Barry (Ed) (2007); *India Policy Forum*, Sage Publication, New Delhi
4. Chalam K S (2007); *Caste Based Reservations and Human Development in India*, Sage Publications, New Delhi.
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7. Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India, GoI, Five-Year Plan – 1st to 10th, Planning Commission of India, New Delhi
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10. Inamdar N. R (1992); *Development Administration in India,* Rawat Publication, New Delhi.
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16. Kulkarni P.D. (1979); *Social Policy and Social Development in India*. Lalvani Publishing House, Mumbai.
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18. Patil P.B. (1989*);Panchayat Raj, District Planning and Rural Development*, Yashwantrao Chavan Partishtan, Mumbai (Marathi).
19. Ramchandran Padma (1994); *Some issues in Development Administration,* Sage Publications, New Delhi.
20. Rastogi P. N. (1992); *Policy Analysis and Problem-solving for Social Systems*, Sage Publications, New Delhi.
21. Sharma P. N. (1993); *Social Planning: Concepts and techniques,* Print house, Lucknow
22. Sovani N.V (1979); 'Whither Social Planners and Social Planning', *New Development of Policy and Planning,* Rawat Publications, Delhi.
23. Swaminathan Madhura (2000); Weakening Welfare: The Public Distribution of Food in India, Leftword Books, Delhi
24. Tata Institute of Social Sciences (1983); *Special Issue of The Indian Journal of Social Work on Social Work, Development and Policy.* Volume XLIII, Number 4.
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26. UNDP (2007); Human Development Report. Fighting climate change: Human Solidarity in a Divided World, UNDP, and New York.

CC-SW-306

SOCIAL WORK PRACTICUM

CRITERIA FOR FIELD WORK EVALUATION

Sr. No	Criteria	Marks
	Internal	
1	Orientation Visit (5) Related to group selected.	10
2	Field work knowledge /Activity	10
3	IC/GC attendance	10
4	Report writing	10
5	Agency feedback	10
	Total	50

	Paper Code	**Semester Fourth** Course Title	Credit
Core Course Practical	CC-SW-401	Social Work Practicum	04
	CC-SW-402	Dissertation (Project Work)	04
Discipline Specific Elective (Choose any One group) Group-1	DSE-SW-403(A)	Social Work Practice With Families And Children	04
	DSE-SW-403(B)	Social Work with the Elderly	04
	DSE-SW-403(C)	Counselling Theory and Practices	04
Group-2	DSE-SW -404(A)	Population, Environment and Disaster Managment	04
	DSE-SW -404(B)	Social Development.	04
	DSE-SW -404(C)	Women Development studies.	04
Group-3	DSE-SW-405(A)	Human Resource Development	04
	DSE-SW-405(B)	Labour Welfare.	04
	DSE-SW-405(C)	Labour Legislation	04
			20

CC-SW-401
Social work Filed Practicum
Credits:4

Plan of action shall be presented by the fieldwork student on completion of five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

Each student shall take up a mini project or organize a Programme or prepare a concept

Paper based on his fieldwork placement and interest

FIELDWORK RULES AND REGULATIONS

Concurrent Fieldwork is the core curricular activity of the M.S.W. course. Hence, 100% attendance of the student is mandatory. In case of absenteeism on any count, additional fieldwork needs to be planned and scheduled with the permission and consultation of concern guide. Work hours should be completed.

Working days: A student has to work on two days a week for concurrent fieldwork. The students shall be in their respective agencies every Wednesday and Thursday for 7.5 hours per fieldwork day. Every week 15 hours of concurrent fieldwork (7.5 hours + 7.5 hours) on the said two days is mandatory. **Compensation of fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the members of the faculty in a school meeting.**

Work Hours: Total work hours of concurrent fieldwork 15x10=150 hours in a semester. These work hours should be completed in about 20 to 25 visits. Work hours of 150 are mandatory for the assessment. In calculating the fieldwork hours the time spent by students in writing the fieldwork reports may also be taken into consideration. However time spent on travelling will not be included in the total time spent in the field. The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency is working on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays, working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

During I M.S.W. (Semester II) 100% work hours should be completed in the Agency s setting (Case work & Group Work). In case agency work is in Community setting 100% work hours may be completed in the agency itself. Ultimately institutional/agency and Community setting experiences are mandatory for students.

Fieldwork records: Students should document their fieldwork recording in fieldwork diary and fieldwork journal separately. Time, tasks and work hours should be maintained in the diary. Detailed work record should be given in journal. Separate special reports based on fieldwork experiences and activities of students may be generated.

Fieldwork conference: Fieldwork conference should be the part of time-table. Faculty needs to conduct fieldwork conference every week for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain fieldwork conference report and concurrent fieldwork attendance report of each trainee student separately.

Code of Conduct:

A student should be regular and punctual in fieldwork, attendance in fieldwork is compulsory.

No student should use alcohol, drugs, tobacco etc. in the fieldwork agency.

Students should behave in the agency in a way that will bring honor, dignity and credit to the school.

The students should wear formal dresses in the agency.

No courtesy visits to other agencies are permitted.

Students should be punctual in submitting their fieldwork journal to their respective fieldwork supervisor.

Students shall be punctual and regular for individual and group fieldwork conferences.

Rules, Regulations and syllabi of Fieldwork curriculum:

Three orientation visits to be arranged according to the subject offered to the students.

Group of students should not exceed two, maximum three per agency. Care should be taken that students are placed in an agency throughout the semester and the placement considers interest of the students.

Students shall make a thorough study on issue which they are dealing in the field. All the documents related to issue should be compiled and documented.

Students are expected to learn primary social work intervention method, during the placement, irrespective of their subject.

CRITERIA FOR FIELD WORK EVALUATION

Sr. No	Criteria	Marks
	Internal	
1	Field work knowledge /Activity	10
2	IC/GC attendance	10
3	Report writing	10
4	Study tour report submission (Sem IV)	10
5	Agency feedback	10
	Total	50
	External	
8	Viva - voce & evaluation	50
	Total	100

Course Title	Dissertation (Project Work)
Course Code	CC-SW-402
Semester	IV
Credits	4

The M.S.W. students admitted to the Third Semester need to practice the Social Work Research method practically. For that every student need to select a research topic in the beginning of the third semester for project work in consultation with the Research Guide. Sample for the project report should be selected as per the requirement of Research Topic, where the sampling Method is used.

Every student shall submit three typed and well bound / spiral copies of such project report 15 days before the commencement of the Fourth Semester examination. The project report shall carry a total of 04 credits and shall be treated as a separate head of passing. A candidate must obtain minimum 75% marks for passing under this head. The project report at MSW IV Semester Examination should be assessed internally and externally. External Examiner (Out of University) will assess desertion as well as research performance of the candidate by conducting the viva-voce. A candidate failing at this head shall submit a research report as prescribed by the University within a period of three months from the date of the results and shall pay applicable fees along with examination form.

Every faculty shall devote at least 4 Hours per week for research guidance to be given to the students assigned to him/her. The Research dissertation shall carry 04 credits and shall have external and internal Assessment as per the university norms.

Prescribed Standard for Research Dissertation:

1. The topic of research must be related to the area of social work.

2. The candidate must follow the scientific process and methods of social work research or social research.

3. The Report submitted to the University must be duly signed by the Director, School of Social Sciences and concerned research guide and shall also be certified by the guide as to originality of the short term research work.

4. The content of the Report shall not cause any dispute or defamation to any person or the Institution.

5. Any malpractice including any attempt at plagiarism exposed even at a later stage may invite withdrawal of the Degree of such a candidate.

The students are placed under a supervisor for the research project work. The students start the project work in the third semester itself. Each student identifies a research problem defines the problem, does review of literature, formulates objectives, prepare a proposal, formulates the research problem; constructs a tool for data collection. After the completion of the third semester and before starting the fourth semester, the students should collect the data. In the fourth semester the students complete the data processing and complete the writing part of research study and submit the final copy for evaluation. At the end of the semester IV, Viva- Voce is conducted by two examiners, one being an external examiner and the other would be the Research Supervisor.

CRITERIA FOR PROJECT WORK EVALUATION

Sr. No	Criteria	Marks
	Internal	
1	Plan of action*	10
2	Synopsis submission	10
3	I. G. D. attendance	10
4	Report writing	20
	Total	50
	External	
8	Viva - voce & evaluation	50
	Total	100

DSE-SW-403 (A)
SOCIAL WORK PRACTICE WITH FAMILIES AND CHILDREN
(CREDITS:4)

LEARNER OBJECTIVES
1. To strengthen the professional competence of Social work Practice with families and children
2. To gain understanding of type of practice settings working with families and children
3. To understand the role of the profession and the stakeholders in the welfare of families and children

LEARNING OUTCOME:

1. Understand the changing dynamics of family systems

2. Learn assessment of family relations and design suitable interventions for ensuring family well-being

3. Examine state of children in India, their vulnerabilities and efficacy of policies and programmes for the children

4. Comprehend the social work response in family setting and learn skills in working with couples, families and children

COURSE CONTENT

Module I: Social Work with Families and Children
Social work with families and children: working effectively with children and families, values and ethics in social work with children and families, family as a client system, strengthening family structure and communication

Module II: Process of Intervention: Social Worker-client relationship
Process of intervention: social worker-client relationship, social study, assessment, goal setting, contracting, intervention; development of practice skills: conceptual skills, interviewing skills, informational interview, diagnostic/assessment interview, therapeutic interview, recording skills, evaluation

Module III: Social Work Practice in different settings
Social work practice in different settings: social work interventions for children in different settings: school settings, correctional settings, institutionalized children, Community based interventions, children in care and protection, adoption centers, street children, children abusing substances, children in clinical settings, social work interventions for families in different settings: family counseling centers, short stay, respite care, destitute homes, clinical settings

Module IV: Role of the Social Worker while working with children and families
Role of the social worker while working with children and families: case worker, group facilitator, Community organizer, case manager, enabler, reformer, project manager, researcher, activist, advocacy and lobbying, sensitization, campaigning, social audits, trainer, monitoring and evaluation, documentation, fund raising, resource mobilization, policy planning, catalyst, change maker, role model, Community organizer, coordinator, enabler, reformer, facilitator, volunteer

REFERENCES

1. Butler, Ian and Roberts, Gwenda (2004); Social Work with Children and Families: Getting into Practice, second edition, Jessica Kingsley Publishers, Great Britian.
2. Chowdry, Premanand (2008); Child Survival, Health and Social Work Intervention, ABD Publishers, Jaipur.
3. Constable, Robert & Danniel B Lee (2004); Social Work with Families: Content and Process, Chicago, Lyceum Books Inc, USA.
4. Jowit, Maureen & Loughlin, Steve O (2007); Social Work with Children and Families, Learning Matters Ltd, Great Britain.
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SOCIAL WORK WITH THE ELDERLY
(CREDITS: 4)

LEARNER OBJECTIVES

1. To look at the world of the elderly from a holistic perspective
2. To learn the various aspects of care that social worker can bring for the elderly from their own environment and families and social groups
3. To understand roles, power and status of elderly

LEARNING OUTCOME:

1. Understand the diverse continuum of theories defining the characteristics of old age from disengagement to active ageing.
2. Develop a comprehensive understanding of the vulnerabilities and capabilities of older persons and examine the effectiveness of social security measures.
3. Explore the changes in the social systems and institutions affecting the role and relationship of aged people in the contemporary world.
4. Comprehend the role of social worker in gerontological setting and develop competence and skills in geriatric care.

COURSE CONTENT

Module I: Roles, Power and Status of Elderly
Historical norms in different cultural, urban/rural, economic contexts; age and gender contexts, emerging trends and issues in the context of the liberalized political economy, historical norms of practices related to death and bereavement and emerging trends

Module II: Review of Health Policies of the Elderly
Review of health policies of the elderly. Policies for the disabled and their implementation with references to elderly. Health of the elderly Health intervention: periodical check up, information and awareness about prevention of problems, recreation and creative art programmes, spiritual discourses, counseling, physical aids and access to geriatric treatment

Module III: Elderly and Livelihood
Elderly and livelihood. Work participation of elderly in the organized and unorganized sectors. Economic situation of the elderly. Age related policies and laws for education. Employment, Retirement, social security and pensions. Intervention needs: retirement planning, promoting savings, investments and making a will, training and opportModuleies for income generation, employment exchange and sponsorship programmes

Module IV: Elderly and Family
Elderly and family, interventions of elderly with parents, spouse, children, children; Children-in-Laws, grandchildren and others; care giving roles between elderly and the family; issues of division of property, housing and social security; issues of neglect, abuse, violence and abandonment. review of laws for inheritance and protection from abuse, intervention needs: raising family awareness; bereavement counseling

REFERENCES

1. Chowdhry, Paul. D (1992); Aging and the Aged. A Source Book, Inter India Publications, New Delhi.
2. Cox, Enid O and J Parson Ruth (1994); Empowerment Oriented Social Work Practice with the Elderly. California: Brooks Cole Publishing Company.
3. Dandekar, K (1996);The Elderly in India, Sage Publications, New Delhi.
4. Desai, M and Siva Raju (2000);The Elderly in India, Sage publications, New Delhi.
5. Irudaya Rajan et al. (1997); Indian Elderly: Asset or Liability, Sage Publications, New Delhi.
6. Kakula S, B (1978); Basic Readings in Medical Sociology, Tavistok Publishers, London.
7. Khan, M. Z (1997); Elderly in MetropolisInter India Publishers, New Delhi.
8. Krishnan, P and K. Mahadevan (eds.) (1992); The Elderly Population in the Developed World: Policies, Problems and Perspectives. B. R. Publishing, Delhi.

COUNSELLING THEORY AND PRACTICES
(CREDITS-4)

LEARNER OBJECTIVES

1. To gain knowledge on foundations of Counselling
2. To understand the process of Counselling
3. To acquire knowledge on theoretical approaches of Counselling

LEARNING OUTCOMES:

1. Develop theoretical understanding regarding different approaches of psychology
   and counselling
2. Apply theoretical framework for understanding human behavior, human sufferings and problems.
3. Develop Attitudes and commitment required to work with people in different settings
4. Develop skills and competencies required to deal with human beings in situation of need of help and assistance.

COURSE OUTLINE

Module-I: Counselling: Definitions, Elements and Characteristics
Counselling: definitions, elements, characteristics & goals, evolution of counselling, foundations of counselling: philosophical foundations; dignity of the human person sociological foundations; influence of social system; psychological foundations, concept of self, goal directed behaviour, learning principles, developmental needs at different stages, counselling skills

Module-II: Theoretical Foundations of Counselling
Theoretical foundations of counselling: psychoanalysis, adlerian, client centered, transactional, existential counselling, gestalt counselling, rational emotive therapy, behavioural counselling, reality therapy, counselling relationship, regard and respect, authenticity, empathy

Module-III: Counselling Process
Counselling process, initiating counselling, attending skills, nonverbal, interacting with clients, termination, counselling techniques, listening, responding, goal setting, exploration, action, counselling in special situations, family, alcoholism, drug, sex, career, crisis

Module-IV: Counselling as a Profession:
Counselling as a profession: counsellor as a professional, nature of the profession, ethical standards, research, personal growth and efficiency of the counsellor, concerns of self, attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self actualization, the portrait of the helper, the portrait of a trainee

REFERENCES

1. Asch.M., (2000); Principles of Guidance and Counselling, Sarup & Sons, New Delhi.

2. Charles, Trauk, B, Carkhuff R. Robert, Towards Effective Counselling, Aldine Pub.Co., Chicago.

3. Bark, B.C. and Mukhopadhyay (1989); Guidance and Counselling: A Manual, New Sterling Publishers Pvt. Ltd, New Delhi.

4. Bhatnagar, Asha and Gupta, Nirmala (1999); Guidance and Counselling: A Theoretical perspectives Vol. I, Vikas, New Delhi.

5. Hough and Margaret (2006); Counselling Skills and Theory, Hodder Arnold Publishers, U.K.

6. Lapworth Phil (2001); Integration in Counselling and Psychotherapy; Developing a Personal Approach, Sage Publications, New Delhi.

7. Mclend and John (2003); Introduction Lo Counselling, Open University Press, U.K.

8. Nayak, A.K. (2000); Guidance and Counselling APA Publishing Corporation, New Delhi.

9. Rao Narayana (2003); Counselling and Guidance, Open University Press, U.K.

10. Sanders (2002); First Steps in Counselling, Pccs Books Ltd., U.K.

11. Shrivastava, K.K. (2000); Principles of Guidance and Counselling, Kanishka Pub., New Delhi

12. Windy Dryden (2002); Hand Book of Individual Therapy, Sage Publications, New Delhi.

DSE-SW-404-(A)

POPULATION, ENVIRONMENT, AND DISASTER MANAGEMENT.

(CREDITS:4)

LEARNER OBJECTIVES
1. *Understand characteristics, determinants of population growth.*
2. *Examine population policy, plan and initiatives.*
3. *Understand inter-relatedness of human life, living organisms and environment.*
4. *Understand key concepts, theories and approaches of disaster management with specific reference to Indian context.*
5. *Understand the disaster preparedness, monitoring and issues in emergency management.*

LEARNING OUTCOME:
1. *Develop skills to participate in activities related to the two areas.*
2. *Develop skills to analyse factors contributing to disaster.*
3. *Develop an understanding of the process of disaster management.*
4. *Develop an understanding of the social worker's role population, environmental issues and disaster management.*

Module-I
Characteristics of Population, Population Policy and Concepts, Global Perspective of Population, Population and Gender issue

Module-II
Population And Environment, Interrelatedness of Human Life and Other Living Organisms, Causes of Environmental Degradation, Current issues related to Environment-Acid Rain, Global Warming, Green House Effect and Climate change

Module-III
Civil Society, Role of civil society and NGO's in Protection of Environment, Biodiversity and environmental changes, Sustainable Development

Module-IV
Environmental Prospection Laws and Treaties, Rio Declaration on Environment. Kyoto Protocol, Biological Diversity treaty called peace policy for 21st Century. Disaster And Development, Natural Disaster : Drought, Floods, Tsunami, and Earthquakes, Manmade Disaster: Militancy, Insurgency, Biological Warfare, Sez, Dams, Disaster Management Act 2005, Vulnerability and Disaster PreparednessDisaster Management in India, Strategies and means of Social Work Intervention for Positive environmental Actions for Rehabilitation, and Community Participation and Role of Voluntary organization in Rehabilitation.

REFERENCES

1   Encyclopedia of Disaster Management by Goel .S. L .

        Deep and Deep publications

2.   Disaster Management: Through the New Millennium

        By Ayaz Ahmad Anmol Publication

3.   Disaster Management; Future Challenges and Opportunities   By Dr. Jagbir singh
        I.K. international

4   population, Health and Development in India: Changing   Perspective by T.K. Roy
        2004 Rawat Publication

5   Demography and Population Problems by Rajendra K. Shrama Atlantic Publication

6.   What Makes Environmental Treaties Work
        Conservation Magazine

7.   Strategy of environmental treaty by Scott Barret Oxford Press

8   Environmental policy is social policy by Walliman

9   Anthen series of environmental treaties.

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SOCIAL DEVELOPMENT.

(CREDITS:4)

LEARNER OBJECTIVES

1.To gain knowledge on issues related to social development.
2..To understand the various approaches, indicators, discourses, dimensions and direction of social development.
3. To acquire theoretical knowledge on Human Development and civil society role as social worker.

LEARNING OUTCOMES:

1. Develop theoretical understanding regarding different approaches of social development.
2. Apply theoretical framework for understanding human and social problems.
3. Develop Attitudes and commitment required to work with people social settings
4. Develop skills and competencies required to deal with Social Movements. Demographic transition and development.

COURSE OUTLINE

Module-I: Definition, concept, philosophy and transition of Social development.
The historical and social context of development, before and after independence,
Development under five year plans.

Module-Ii: Approaches and indicators of Development, Development discourse, dimensions and direction.

Module-III: Concept of Human Development, Definitions. Human Development in Indian Scenario. Civil Society, State and development, political economy of Social Structure and Social change.

Module-IV: Definition and concept of sustainable development. Sustainable development issues and considerations, Regional Development. Imbalanced regional development. Regional Development analysis with reference of Maharashtra. Social Movements. Demographic transition and development.

REFERENCES :-

Bagchi, A.K. 1982   Political Economy of Underdevelopment, Cambridge: Cambridge University Press.

Desai, V. 1998   Rural Development (Vol. I), Mumbai: Himalaya Publishing House.

Government of India   Five Year Plan Documents (Latest5) New Delhi.

Jacob, K.K. 1992   Social Development Perspectives.

Joshi, P.C. 1976   Land Reform in India.

Meadows, D.H. 1972   The Limits to Growth, New York: University Broks.

Rao, D.B.(Ed.) 1998   World Summit for Social Development.

Sachs, W. 1997   Development Dictionary .

Singh, R.R.(Ed.) 1995   Whither Social Development?' New Delhi: ASSWI.

Singh, Y. 1972   Modernization of Indian Tradition, Delhi: Thomas Press.

World Bank   World Development Reports (Annual). Oxford University press.

                           Encyclopedia of Social Sciences.

Encyclopedia of Social Work.

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WOMEN DEVELOPMENT STUDIES.

(CREDITS:4)

LEARNER OBJECTIVES
1. To introduce basic concepts relating to gender and to provide logical understanding of Gender roles.
2. To present various perspective of body and discourse on power relationship
3. To consceintise the students on cultural construction of masculinity and femininity.
4. To trace the states of women's in India

LEARNING OUTCOMES
1. Understand the concept of gender and the social construction of Gender, felinity and masculinity
2. Develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.
3. Develop ability to identify social, economic and political systems that adversely affect the well being and functioning of women.
4. Suggest affirmative action in planning to promote gender equity, equality and safety for women

COURSE OUTLINE

Module-I: Sex, Gender and Gender Development Issues ,Concept, Meaning, Definition, Difference, Role .Stereotyping, Gender System and its impact , Gender and caste, Gender and class, Work and Livelihood, Gender Audit, Globalization and Women.

Module-II: Patriarchy and Feminism , Concept, Meaning, Definition, Values, Theories of patriarchy, Ideology and Practice **Feminism**, Concept, Meaning, Definition, Different types of Feminisms Liberal, Radical, Marxist, Post- Modern and Socialist.

Module-III: Women Development Concept, Meaning, Definition, Women in development (WID), Women and Development(WAD) Gender in Development (GID),

Module-IV: Organizations and Programmes for Working for Women Development,National Commission for Women (NCW), Rastriy Mahila Kosh (RMK), Central Social Welfare Board (CSWB), Mahila Arthik Vikas Mahamandal Ltd (MAVIM) , Integrated Child Development rogramme (ICDS) , SGSY, Women and Child Welfare Department

REFERENCES :-

V. Geetha :   Gender

V. Geetha :   Patriarchy

Sylvia Walby :   Theorising Patriarchy

Rosemarie Tong: Feminist Thought : A Comprehersine Introduction

Rada Kumar :   History of Doing : An Illustrated Account of Movement for Women's
Rights.

Ratna Kapur: Subversive Sites: Feminist Engagement with law in India.

Kalpna Kannabiran: Violence of Normal Times

Flavia Agnes: Feminist Legal Jurisprudence

Niredita Menon   Recovering Subversion.

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Human Resource Development.

(CREDITS:4)

LEARNER OBJECTIVES

1. To understanding of the concepts and functions of human resource development and personal management.
2. To get acquainted with the mechanism and its functions for human resource development.
3. To get information about need for human resource development, capacity building of Managers.

LEARNING OUTCOME:

1. Develop managerial skills in different functional areas of management with practical focus on HRD.
2. Develop interpersonal skills/ competence and leadership qualities to work in a group with team building approach.
3. Develop sound theoretical base in various concepts and theories to enable the student to develop a broad perspective of the management field.
4. Distinguish the strategic approach to Human Resources from the traditional functional approach.
5. Understand the relationship of HR strategy with overall corporate strategy

*C*OURSE OUTLINE

Module-I: Human Recourse Development, Concept, Meaning, Definition, Objective, Principles, function of HR Department and.HRD Practice in India.

Module-II: Needs assessment in HRD, Introduction, identification of HRD Needs, Strategies, Steps and benefits.

Module-III: Strategic HRD, Concept, Meaning, Definition, Objectives, Significance, Process, Role, Types, Levels and integration. SWOT Analysis, Concept, Meaning, Objectives, benefits and process.

Module-IV: Executive Development in HRD ,Concept, Objectives, Principles, Importance and process.

REFERENCES :-

Abraham R. (ed.); Davar, R.S., 1980: Alternative Approaches and Strategies of
                 Personnel Management and Industrial Relations,
                 New Delhi, Vikas Publishing House.

Parikh, Udal and Rao, T.V., 1981: Resource System. New Delhi. Oxford and IBH
                 Publishing Company.

Dwived, R.S., 1980 : Manpower Management.

Dyer, W.G., 1987: Team building(2nd ed.), London, Addison
Wisley.

Hay Gopal R., 1990 : Human Resource Development Conceptual
                 Atavisms and Strategies, New Delhi, Sterling
                 publishers (Pvt.) Ltd.

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LEARNER OBJECTIVES
1. *To understanding of the concept and philosophy of labour welfare.*
2. *To get acquainted with the mechanism and functions of labour welfare officer.*
3. *Getting information of workers participation in management.*
4. *To Understanding the concept of workers education.*

LEARNING OUTCOME:

1. *The student will develop understanding and capacity for social work interventions and action measures for labor welfare.*
2. *The student will develop the understanding of labour welfare mechanisum.*
3. *The student will come with the understanding of workers participation in management and workers education.*

COURSE OUTLINE

Module-I: Basic concepts ,Definition and meaning and labour welfare. concept of labour welfare social concept total concept, relative concept, positive and negative concept. Principles of labour welfare, wages cannot be a substitute to labour welfare and labour welfare cannot be substitute to wages, Re-personalization of the workers and other principles.

Module-II: Philosophy of labour welfare religious, philanthropic, police, placating functional paternalistic, trusteeship public relations.

Module-III: Labour welfare measures , Statutory employee welfare, health measures, safely meanings and welfare measures non-statutory employee welfare compulsory welfare measures voluntary welfare measure mutual welfare measure, family welfare of worker, family welfare centre at work place. Community welfare centre, canteen, crèche, music in industry, transportation, recreation.

Module-IV: Labour welfare officer, Qualification, appointment and service conditions. Role, functions, duties and responsibilities of labour welfare officer. His present position, Social Work practice in the work place. Workers education, programme workers education, scheme. Central Board for workers education programmer of workers education in India national, regional and unit level. Objectives and structure of of workers education in India.

REFERENCES :-

S.N. Misra (1990)   An Introduction to Labour and Indusrial Laws.

Jois, P.V. (1981)   Labour Welfare: New out look of Industry and Labour in Modern Society.

Govt. of India (Ministry of Labour) (1969):   Report of the National Commission on Labour.

Balachandani (1980)   Labour Welfare.

Malik P.L. (1977)   Industrial Law.

Dale S. Beach (1975)   Personnel: The Management of People at work.

Punekar, S.D. & others (1984)   Management – Tasks, responsibilities and practices.

Ghosh, P. (1975)   Personnel Administrations in India.

Stephen P. Robbins (1983)   Organistional Behaviour : Concepts, controversies and applications, 6th edition.

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LABOUR LEGISLATIONS.
(CREDITS:4)

LEARNER OBJECTIVES

1.To understanding of the concept labour legislations.

2.To understanding of the various labour laws.

3.To get acquainted with the mechanism under varios laws.

4.To get information of labor disputes. Dispute Resolution Process and Mechanisms.

LEARNING OUTCOME:

1. *To develop understanding and capacity for social work interventions and action measures for labor welfare.*

2. *To developed knowledge of labor related laws within students.*

3. *To developed the ability to coordinate between the organization and the workers.*

COURSE OUTLINE

Module-I: Protective Labour Legislation, Scope and Applicability of Factories Act 1948, Health, Safety and Welfare measures, Working hours and other provisions

Module-II: Industrial dispute Act 1947, Definitions of Appropriate Government, Average pay, award and public utility services under industrial dispute Act 1947, Definition of Strike, lock outs, lay off and retrenchment, Machinery for settling industrial disputes works committee, conciliation, board of conciliation, court of inquiry, labour court, tribunal and National Tribunal.

Module-III: Trade union act 1947, Procedure for registration of Trade union, Advantages of registered trade union, Rights and privileges of a registered trade union.

Module-IV: Social security and welfare legislation ,Concept and philosophy of welfare, Duties and functions of Labour welfare officer, Payment of gratuity act 1922. Wage Legislation, Industrial employment standing order act 1946,The payment of wages Act 1936, The minimum wage act, 1948.

REFERENCES :

1   Factories Act 1948 Dr. J. P. Sharma , 2nd edition 2009

         Bharat law house.

2.   P.L.Malik Edition 2000

3.   K.D. Srivastava 5th edition 2001

 4.   Commentaries on Industrial Dispute Act 1947 Joy Joseph

         D.C.book series

5.   Laws of Industrial Dispute- E.M. Rao and O.P. Malhotra 6th   Edition

6.   Workmen's Compensation (Amendment) Act 2000 Monograph

7.   Workmen's Compensation Act 1923 Law Commission of India Report

8.   Forbes India Magazine.

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CC-SW-401
SOCIAL WORK PRACTICUM
FIELD INSTRUCTION IN SOCIAL WORK

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the two years of study through various programmes such as orientation Programme, observation visits, concurrent field work, block placement training, study tour and mini research.

General Objectives of fieldwork:
1. To gain an understanding of social realities and problems as they play out in society and the civil society's response to it.
2. To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.
3. To acquire skills of systematic observation, critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions
5. To develop skills of recording
6. To imbue values and ethics of social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
a) Relevant and factual information about the client system and the problem/concern
b) The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
c) The role of the social worker and the relevance of social work intervention for the client, needs and the problem.
d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention
e) To integrate theory and practice while recording
f) To develop 'self' as an agent effecting change and transformation in the society.

Field work comprises of the following:
• Social Work skill labs/ workshop
• Observation visits
• Concurrent field work
• Block fieldwork
• Rural camp/study tour
Students are to be involved in intervention during emergency situations like riots, cyclone and earthquake and specific time-bound, issue-based campaigns
SEMESTER I
Fieldwork in Semester I shall comprise of:

MSW Syllabus CBCS, 2020-21

Orientation Programme
2. Observation visits
3. Skill labs/workshops for fieldwork supportive
4. Rural Camp

Mandatory Field Orientation

MSW I students will be oriented to the social work profession soon after their admission.

Duration of the Programme shall be of five days. Attendance in the orientation Programme is

compulsory. This Programme shall comprise of speakers drawn from practitioners,

Professional social workers from the field and from academia.

The MSW Programme includes concurrent and block fieldwork, rural camp, study tour, extension work as part of the curriculum which is compulsory for all the students. The students have to bear the expenses of the above mentioned field activities.

Observation Visits

Five observation visits for the MSW-I students is mandatory. For the M. S.W. I (semester I) agency visits related to all the fields of social work will be conducted.

Soon after the completion of orientation/observation visits, a student workshop on "Orientation to fields of social work" will be conducted to share the orientation visit experiences and learning. Students should submit observation visit report to the concerned faculty supervisor.

Orientation to Social Work theory:
- Theoretical code, norms, ethics and expectations of this teaching-learning opportModuley.
- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of curriculum.
- Requirements of working like days, hours, agency timings and other such details of practice learning.
- Nature and tasks of initial phase and involvement of learner and instructor.
- Learner's responsibility towards setting agency and the institution of learning.
- Details regarding records and their submission should be maintained.
- Practice learning instruction: individual conferences—one hour per week, group conferences once a fortnight.

Orientation to social work setting/agency of placement on:
- Nature of setting/agency—its objectives, services, programmes, structure, and general environment.
- Contact person in the setting/agency, management, staff and ongoing activities.
- General introduction setting/agency its programmes and beneficiaries. Information of other similar services.
- Policies supporting the service agency both local, national.

- Learners may make a local directory to include emergency numbers of hospitals/ primary health centres, police, ward of Panchayat office, and network agencies, along with reference to other developmental and welfare services in the location.

Skill Labs/Workshops
The Department faculty members shall decide on appropriate, need based skill labs/workshops for the students. The theme, duration, external experts and budget shall be decided by the faculty members in the Department meeting and executed accordingly.

Rural Camp
In the beginning of the semester students should attend 07 days rural camp. Expected learning during rural camp should be with the following aspects:
- Rural camp for 7 days is compulsory for the I M.S.W. in a village.
- Micro-planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp.
- Students should prepare a social work camp report and submit it to their respective faculty supervisor.

Objectives of the Rural Camp:
a) Understand the social system with the dynamics within.

b) Analysis of the regional social system, the approaches, and the strategies of intervention used by the government and non-government organisations.

c) Understand the nature of government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.

d) Develop the capacity to critique the interventions of both the voluntary organisations and the government agencies in relation to the specific group.

e) Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and taking on responsibility.

f) Acquire skills in planning, organising, implementing through the camp for example: conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.

g) Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.

h) The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.

i) Learners should integrate classroom learning with their interventions in the rural camp.

Preliminary Pre-Camp Visit
For finalizing the rural campsite, a preliminary visit shall be undertaken to villages or other suitable rural areas in and around Latur etc. The team visiting shall consist of at least two faculty members and two student representatives of I MSW. The team shall undertake at least

one such visit to (i) understand the learning objectives (ii) find out the feasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support systems, resources (people and material resources) and scope for effective social work intervention. A convenient vehicle can be hired for this purpose and incidental expenses shall be reimbursed.

SEMESTER II

Fieldwork curriculum in Semester II shall consist of:
1. Concurrent fieldwork placement of two days a week
2. Skill labs/workshops as fieldwork supportive

The Placement of students during Semester II should be purely in agency setting for case work and group work. The guidelines for fieldwork practice are as follows:

OBJECTIVES	TASKS
To understand the agency, its philosophy and goals. To analyze the agency's structure, functioning and it's networking strategies at the international and national level.	To prepare a complete document on the agency, covering specific details on - The agency profile - Its objectives - Area of work - Administrative hierarchy - Staffing pattern - Funding pattern - National / International networking pattern - Activities implementation strategy - Monitoring / Evaluation pattern
To identify the agency's geographical areas of intervention. To draw up a agency profile To analyses the problems of Community through "Need Based Assessment Strategies"	To develop a agency profile with specific details on - Socio-Demographic characteristics - Administrative structure - Funds & Resources - Service delivery pattern - Intervention pattern
	- Groups in existence (Women's Group, Children's Group etc.) - Health status - Problems of Groups & individuals etc.
To study the families and their problems.	- Family study report needs to be submitted. - Visiting ten families and identifying at least two families for detailed family analysis
To study the groups in existence and initiate steps to identify and form one or two	To form at least one group (Youth Group, Women Group, Children Group, Men Group etc.)

groups.	
To understand and apply different models of working with individuals in different settings and develop an eclectic approach to working with individuals. To integrate theory into practice.	To handle Social Work Practice with at least five clients.
To understand the significance of the group on individuals. To understand the integration of Group Work with other methods of Social Work	To work with two Treatment and Task groups using adequate Group Intervention strategies
To develop necessary skills to apply Group Work as a method of intervention. To gain knowledge and understand of the scope of this method in various settings.	Nature of Groups: - Educational Group - Growth Group - Remedial Group - Socialization Group - Committees Focus Group - Women, Youth, Adolescent Girls, Children, Men, Potential Leaders, Youth Leaders etc.

SEMESTER III

CRITERIA FOR FIELD WORK EVALUATION

Sr. No	Criteria	Marks
	Internal	
1	Plan of action*	05
2	Report submission	05
3	IC/GC attendance	10
4	Report writing	10
5	Field work knowledge /Activity	10
6	Agency feedback	10
	Total	**50**
	External	
8	Viva - voce & evaluation	50
	Total	**100**

The second year MSW field work is related to the chosen fields of Community organization of the students. The field work will fulfill the following objectives:

1. To be exposed to social realities related to the fields of various Community and organizations

2. To develop a critical understanding of the needs of people and their concerns in their field work setting

3. To understand and critique structural and systemic factors that influence service users

4. To undertake social work interventions of Communities

5. To imbue ethics and values of the Social Work profession in their fields.

The guidelines for fieldwork practice as follows:

FIELD WORK GUIDELINES

1. History and administrative set up of the organization

2. Project area visit

3. Project activities

4. Discuss interests, goals, and potential fieldwork placements

5. Practicing the Community organization method

6. Project formulation

7. Project Execution, monitoring and evaluation

8. Rapport with the target group

9. HR practices in human service organization

10. Resource mobilization

11. Social auditing

12. PRA

13. Networking and advocacy

14. Designing and implementing Community interventions

15. Social action, lobbying and awareness generation

16. Designing and implementing income generation or livelihood programs

17. Revitalizing and conserving local traditions

18. Manpower planning, Recruitment and Selection Process, Induction &Orientation.

19. in service Training and Development programmes of the organization

20. Role of Community Social Workers

SEMESTER IV:

Activities need to be carried out during semester IV, should be in accordance with semester III. The students' professional development has to be sharpened during this semester.

STUDY TOUR

Study tour need to be arranged during the third / fourth semester. The purpose of study tour is to expose the students to a wide range of organizations across specializations in different parts of the country. This enable those to acquire information about new strategies and trends practiced in various organizations in relation to different issues. Study tour also aims at providing information about employment community and conditions in various places. A theme will be identified by students and faculty and relevant organizations and location will be chosen by the faculty and students. It is arranged and planned by the students with support from the faculty members. The tour can be completed within/outside the state. Students should prepare educational tour report and submit to the faculty supervisor within a week of return from the tour. The presentation and study tour viva-voce are conducted for the assessment of students.

The following are important aspects of the study tour:

☐ Duration is 8 to 10 days and is compulsory for the M.S.W. (semester III/IV)

☐ The study tour shall be planned in urban/rural/tribal areas

☐ Visits to organizations appropriate to subject offered by the school in the academic year

EVALUATION:

External examiners (both from the academia as well as practitioners from the field) should be the members of the viva-voce board along with the internal examiners. Agency supervisor's suggestions need to be used for fieldwork evaluation process.

Self evaluation is compulsory before final fieldwork evaluation. Students are expected to make their own assessment and their expected percentage of marks. In the second step of evaluation supervisor shall make detail assessment and award marks/grades. Field work viva-voce should be conducted at the end of semester in presence of external expert academician / practitioner. Given below are the criteria for fieldwork evaluation:

CRITERIA FOR FIELD WORK EVALUATION

Sr. No	Criteria	Marks
	Internal	
1	Plan of action*	**05**
2	Report submission	**05**
3	IC/GC attendance	**10**
4	Report writing	**10**
5	Study tour report submission (Sem IV)	**10**
6	Agency feedback	10
	Total	**50**
	External	
8	Viva - voce & evaluation	**50**
	Total	**100**