आंतर–विद्याशाखेतील समाजशास्त्र संकुल विद्यापीठ परिसर, उपकेंद्र लातूर, उपकेंद्र परभणी येथे चालणारा पदव्युत्तर व संलग्नित महाविद्यालयात चालणारा पदवी विषयाचे अभ्यासक्रम शैक्षणिक वर्ष २०२२–२३ पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक १२.०४.२०२२ रोजीच्या आंतर–विद्याशाखेच्या बैठकीतील शिफारसी प्रमाणे व दिनांक २५ जुन २०२२ रोजी संपन्न झालेल्या ५४ व्या मा. विद्या परिषद बैठकीतील विषय क्र. ११/५४–२०२२ च्या ठरावानुसार आंतर –विद्याशाखेतील खालील प्रमाणे अभ्यासक्रम शैक्षणिक वर्ष २०२२–२३ पासून लागु करण्यास मान्यता देण्यात येत आहे.

1) M.S.W. – II year (III & IV Sem.) - University Campus, Sub-Campus Latur, Sub-Campus Parbhani. & Affiliated College.

2) B.S.W. – III year (V & VI Sem.) - Affiliated College.

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

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड – ४३१ ६०६.
जा.क्र.: शैक्षणिक–०१/परिपत्रक/बीएसडब्ल्यु/एमएसडब्ल्यु/
अभ्यासक्रम/२०२२–२३/४३८
दिनांक : २५.०७.२०२२.
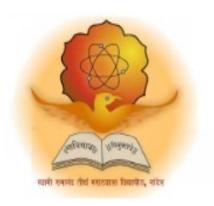
स्वाक्षरित/–
सहा.कुलसचिव
शैक्षणिक(१–अभ्यासमंडळ विभाग)

प्रत माहिती व पुढील कार्यवाहीस्तव :

१) मा. अधिष्ठाता, आंतर–विद्याशाखीय आभ्यास विद्याशाखा, प्रस्तुत विद्यापीठ.

२) मा. संचालक, परीक्षा व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.

४) अधिक्षक, आंतर–विद्याशाखीय आभ्यास विद्याशाखा,परिक्षा विभाग प्रस्तुत विद्यापीठ.

५) मा. प्राचार्य, सर्व संबंधित महाविद्यालये, प्रस्तुत विद्यापीठ.

६) मा. संचालक, समाजिकशास्त्रे संकुले, विद्यापीठ परिसर, उपपरिसर लातूर, उपपरिसर परभणी, प्रस्तुत विद्यापीठ.

७) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ यांना देवून कळविण्यात येते की,
सदरील परिपत्रक विद्यापीठाच्या संकेत स्थळावर प्रकाशित करावे.

Swami Ramanand Teerth Marathwada University, Nanded

(NAAC Re-accredited with 'B++' Grade)

Integrated Syllabus

For

M.S.W (Semester III & IV)

Under Faculty of Interdisciplinary Studies

[Choice Based Credit System (CBCS) Pattern]

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

School of Social Sciences Nanded Campus, Sub-center Latur, Sub-center Parbhani and all affiliated colleges of the SRTMU, Nanded

Academic Year 2022-2023

		Semester Third	
	Paper Code	**Course Title**	**Credit**
Core Course	CC-SW-301	Administration of Welfare and Development Services	04
	CC-SW-302	Counseling: Theory and Practice	04
Practical	CC-SW-305	Social Work Practicum *(Industries, CSR Agencies & NGO Visit)*	08
(Choose any One Specialization)	FCW-SW-303	Women and Child Welfare	04
	FCW-SW-304	Issues in Child Development	04
	RD-SW-303	Rural Development and Panchayati Raj	04
	RD-SW-304	Social Work and Community Health	04
	URTCD-SW-303	Urban, Rural, Tribal Community Development	04
	URTCD -SW-304	Social Policy and Planning	04
	LWPM-SW-303	Industrial Relations	04
	LWPM-SW-304	Labour Welfare and Personnel Management	04
	MPSW-SW-303	Medical and Psychiatric Social Work	04
	MPSW-SW-304	Social Work in the field of Health	04
		Total Credit	**24**

CC-SW-301

ADMINISTRATION OF WELFARE AND DEVELOPMENT SERVICES

(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 OUTCOMES:

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., 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.

4. French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. (2006); Organization Development (6th Edn.) Dorling Kindersley (India) Pvt. Ltd., New Delhi.

5. Goel. S. L & R. K. Jain (1998); Social Welfare Administration. Vol. I & II, Deep & Deep Publications, New Delhi.

6. Lalitha N. V (1981); Financial Assistance to Voluntary Organizations for Development. NIPCCD, New Delhi.

7. Sarita Sharma, Basotia G.R.Popalia A.K. (1997); Management, Function, Financial Planning and Policy, Kanishka Publishers, New Delhi.

8. Shankaran R & Rodrigues: A handbook to the Management of Voluntary Organisations. Madras: Alpha Publishers.

9. Skidmore, Rex and Miltons G. Thackeray (1976); Introduction to Social Work, Prentice-Hall International, London.

COUNSELING: THEORY AND PRACTICE

(CREDITS-4)

LEARNER OBJECTIVES:

1. To understand the meaning, characteristics of counseling.

2. To understand the process of counseling.

3. To acquire the knowledge about theoretical foundations of counseling.

LEARNING OUTCOMES:

1. To know the various counseling process.

2. Apply the theoretical framework for understand human behavior and problems.

3. Develop skills social work practitioners about counseling in various fields.

COURSE OUTLINE

Module-I: Counseling: Meaning, definition and Characteristics

Counseling: Meaning and Definition, Characteristics of Counseling, Elements of Counseling, Objectives of Counseling in social work practice, Principles of Counseling, Qualities of a good and effective counselor.

Module-II: Process of Counseling

Initiating Counseling, attending skills, verbal non- verbal, interaction with clients, Various phases: Attending, Exploration, understanding, problem analysis, action termination, Egan's SOLER formulation for Counseling process.

Module-III: Therapeutic Interventions of Counseling

Client central Therapy, Psycho-analysis, Psycho-social Management, Stress Management, Cognitive behaviour therapy, Gestalt Counseling.

Module-IV: Fields of Counseling

Counseling in the field of Education, Counseling with alcoholism and Drug addiction persons, Premarital and Marital Counseling, Carrier Counseling, Counseling in the field of psychological Health.

References:

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

2. Charles, Trauk, B, Charkhuff R. Robert, Towards Effective Counseling. Aldine Pub. Co.,Chicago.

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

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

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

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

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

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

9. Narhari G.Patil (2019): Skill and Techniques of Field Work Practice in Social Work, R. P. Publications, New Delhi.

10. Rao Narayana (2003); Counseling and Guidance, Open University Press, U.K.

11. Sanders (2002); First Steps in Counseling, Pccs Books Ltd., U.K.

WOMEN AND CHILD WELFARE

(CREDITS-4)

LEARNER OBJECTIVES:

1. *To sensitize the concept, definition, objectives & Scope of Women Welfare*
2. *To aware about the policies & Programme of Women Welfare*
3. *To Develop Proper awareness for Child Welfare issues*
4. *To aware about the policies & Programme of Child Welfare*

LEARNING OUTCOMES:

1. *Learner will develop ability to understand women Welfare.*
2. *Learner will develop ability to Utilize various polices & Programme of Women Welfare.*
3. *Learner will understand Child Welfare in Depth*
4. *Learner will explore and Utilize policies & Programme of Child Welfare.*

COURSE OUTLINE

Module-I: Issues of Women Welfare

Status of Women- Global & Indian Perspective, Demographic Characteristics of Women population in India, Problem of Women in India: Illiteracy, Domestic Violence, Female Feticides, Child Marriage, Gender Disparity, Dowry, Women trafficking, Women Empowerment: Concept, Definition, Objectives & Scope, Indicators & Process of Women Empowerment

Module-II: Policies and Programmes of Women Welfare

Policies of Women Welfare: Five Year Plans for Women Welfare, The 73rd and 74th Amendments for Women Welfare, National Policy for the Empowerment of Women-2005, Programmes of Women Welfare: Girl Child Protection Scheme (GCPS) UJJAWALA: (A Comprehensive Scheme for Prevention of trafficking and Rescue, Rehabilitation and Re-integration of Victims of Trafficking and Commercial Sexual Exploitation), Domestic Violence Act (2005), One Stop Centre Scheme

Module-III: Child Welfare

Child Welfare: Concept, Demographic characteristics of the child in India, Needs and problems of child, Stages of child development, Theories of child development: psychoanalytic theory, psychosocial theory, Cognitive-development theory, Role of social institutions and organizations in the development of children, Preparation of Child for different adult roles

Module-IV: Child Welfare Programmes and policy

Historical review of child welfare in India, Programmes for child welfare: Integrated Child Development Services (ICDS), Reproductive and Child Health Programme (RCH), Integrated programme for Street Children (IPSC), The Right of Children to Free and Compulsory Education (RTE), National policy for children, National action plan for children, Maharashtra state policy for children, Commissions for protection of child rights

References:

1. Suchitra S Dinkar (2010). Child Development and Psychology, New Delhi: Axis Publications

2. Rashmi Agrawal (2008). Education for Disabled Children, New Delhi: Shipra publications

3. Michele Henderson, (2009). How to Motivate Children to Learn, New York: Epitome Books

4. Maureen Jowitt (2005). Social work with children and families, UK : Learning Matters Ltd

5. Brotherton Graham (2010). Working with Children, young people and families, New York: Sage Publications.

6. Sharry, John (2005). Counselling Children, Adolescents and Families, New Delhi: Sage Publications

7. Anil Bhuimali (2009) : Rights of disabled women and children in India. Serials publications,

8. Mukhopadhyay Suresh & Mani MNG, Education of Children with special needs in India,

9. Education Report, Pp 98-108, 2002.

10. National Initiative for Child Protection Childline India Foundation, 2000

11. Middleton-Moz, Jane (1983). *Children of trauma: Rediscovering your discarded self. Deerfield Beach, Fl: Health Communication, Inc.*

12. Miller, A. (1983). *For your own good: Hidden cruelty in child-rearing and the roots of violence. New York: Farrar, Strauss, Giroux.*

13. Chaudhary, D. Paul Atma: *Child Welfare Development, Delhi, Ram & Sons.*

14. Pyles, M.S. (1947): *Institutions for Child Care & Treatment, New York: Child Welfare League of America.*

15. India (1964): Council for Child-Welfare: *A National Policy for Children, New Delhi,*

ISSUES IN CHILD DEVELOPMENT

(CREDITS-4)

LEARNER OBJECTIVES:

1. *To enable learner to understand concept understanding of Child development.*
2. *To enable the learner to study all domains of child development including cognitive, social and emotional aspect.*
3. *To highlight the issues and problems of child development.*
4. *To enable learner about child welfare policies and programmes.*

LEARNING OUTCOMES:

1. *Develop Conceptual understanding of a Learner about Child Development.*
2. *Award about various aspects of Child development ie. Cognitive, Social Emotional etc.*
3. *Describe and Analysis various current issues and problem of child development.*
4. *Relate child welfare policies and programmes in relation to child development.*

COURSE OUTLINE

Module-I: Introduction of child development

Concept of child development, History of child development, Principle of child development, Stages of child development, Theories of child development. Psychoanalytic theory, Psychosocial theory, Cognitive, developmental theory, Learning theory,

Module-II: Issues and problems of child development

Problems of children in India, child labour, child Abuse, child trafficking, children of sex workers, children suffering from incurable disease HIV / AIDS. Current issues in child development, the disadvantaged child in urban, slum and rural setting , Gender discrimination , violence within the family , multiple role stress of career woman .

Module-III: Children with special needs.

Mentally challenged, Learning disabilities, Emotionally disturbed, Visually impaired, Physically handicapped giftedness.

Module-IV: Child welfare programmes and policy

Concept of child welfare, Historical Review of child welfare in India, Programme for child welfare : Health, Nutrition , Education , Recreation and child rights, National policy for children, Commission of protection of child rights, Hindu Adoption and maintenance Act, Gaurdianship and ward Act, Child Labour Act 1986.

References:

1. Suchitra S Dinkar (2010). Child Development and Psychology, New Delhi: Axis Publications
2. Rashmi Agrawal (2008). Education for Disabled Children, New Delhi: Shipra publications
3. Michele Henderson, (2009). How to Motivate Children to Learn, New York: Epitome Books
4. Maureen Jowitt (2005). Social work with children and families, UK : Learning Matters Ltd
5. Brotherton Graham (2010). Working with Children, young people and families, New York: Sage Publications.
6. Sharry, John (2005). Counselling Children, Adolescents and Families, New Delhi: Sage Publications
7. Anil Bhuimali (2009) : Rights of disabled women and children in India. Serials publications,
8. Mukhopadhyay Suresh & Mani MNG, Education of Children with special needs in India,
9. Education Report, Pp 98-108, 2002.
10. National Initiative for Child Protection Childline India Foundation, 2000
11. Middleton-Moz, Jane (1983). Children of trauma: Rediscovering your discarded self. Deerfield Beach, Fl: Health Communication, Inc.
12. Miller, A. (1983). For your own good: Hidden cruelty in child-rearing and the roots of violence. New York: Farrar, Strauss, Giroux.
13. Chaudhary, D. Paul Atma: Child Welfare Development, Delhi, Ram & Sons.
14. Pyles, M.S. (1947): Institutions for Child Care & Treatment, New York: Child Welfare League of America.
15. India (1964): Council for Child-Welfare: A National Policy for Children, New Delhi, The Author.

RD-SW-303

RURAL DEVELOPMENT AND PANCHAYATI RAJ

(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 OUTCOMES:

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:

Panchayati Raj Institutions - Concept, Meaning, Definition, Democratic decentralization and its significance. Objectives of Panchayati Raj institutions. Panchayati 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 CBOs.

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.

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 OUTCOMES:

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. Suinn Richard, M. (1975) Fundamentals of Behavior Pathology. New York: John Wiley & Sons Inc.

URBAN, RURAL, TRIBAL COMMUNITY DEVELOPMENT
(CREDITS-4)

LEARNER OBJECTIVES:

1. To understand urban, rural, tribal and community development.

2. To understand Developmental Planning Techniques for urban, rural and tribal development

3. To develop Role NGO's and Voluntary Organizations

LEARNING OUTCOMES:

1. Student will learn about importance of study of urban and rural development

2. Student will understand the Skills and Techniques of Community Worker for Rural, Urban and Tribal Development

COURSE OUTLINE

Module I: Changing Characteristics of Rural Urban and Tribal Community

Communication, Business, Language, Socio-economic Culture

Module II: Developmental Planning Techniques

Planning for Industries- Village, Slum, and Tanda, PRA- Participatory Rural Appraisal, RRA- Rapid Rural Appraisal, Urban Micro-Planning

Module III: Skills and Techniques of Community Worker

Roles of Community Worker- Communicator, Enabler, Guide, Counselor, Innovator, Facilitator, Mediator, Educator, Skills - Conference, Committee, Training, Networking, Conflict Resolution, Recourse Mobilization, Strategic Design, Policy Making, Problem Analysis, Public Relation, Report Writing

Module IV: Role NGO's and Voluntary Organizations

Planning, Process, Implementation, Monitoring, Evaluation

Reference:

1. Bhowmik, Debesh (2007) Economics of Poverty, New Delhi : Deep & Deep Publications Pvt. Ltd.

2. Dutta, Rudar Sundharam, K.P.M. 1985 Indian Economy, New Delhi :.S. Chand & Company

3. Hajela, T.N. C Year cooperation Principles Problems and Practice (6th Edition), Delhi : Konark Publishers Pct. Ltd.

4. Higgott, Richard A. (1982) Political Development Theory : The Contemporary Debates Taylor & Francis Group.

5. Jhunjhunwala, Bharat.Globalization and Indian Economy, New Delhi : Gyan Book Pvt. Ltd.

6. Joshi, Deepali Pant (2006) Poverty and sustainable Development, New Delhi : Gyan Book Pvt; Ltd.

7. Mishra & Puri (1995) Indian Economy, Mumbai : Himalaya Publication House

8. Petras, James & Veltmeyer, Henry (2001) Globalization Unmasked- Imperialism in the 21st
Century, New Delhi: Madhyam Books

9. Pillai, G. M (Ed.) (1999) Challenges of Agriculture in the 21st Century, Pune : Maharashtra Council of Agricultural Education and Research

10. Simon David, Narman Anders (1999) Development as Theory and Practice – Current Perspectives on Development, Longman – UK.

11. Mathur, B.S. Cooperation in India, Agra : Sahitya Bhavan

12. Pathak, R. S. (1991) : Farmers Participation in Irrigation Water Management, New Delhi : GOI Min of Water Resources, Command Area Development Division

13. Petras, James & Veltmeyer, Henry (2001) Globalization Unmasked-Imperialism in the21st Century, New Delhi : Madhyam Books.

14. Singh, K.K. (Ed) (1991) : Farmers in the Management of Irrigation Systems, New Delhi : Sterling

15. Singh, Katar & Ballabh, Vishva (Ed.)(1996) : Cooperative Management of Natural Resources, New Delhi : Sage

16. Sundaram & Dutta, (1985) Indian Economy ,New Delhi,S.chand and co.

17. Verma, S.B., Sankaran, P.N., Shrivastwa, R.K. (2006) Rural Based Development Strategies, New Delhi : Deep & Deep Publications Pvt. Ltd.

18. Verma, S.B., Shah, G.P. Pathak, S.C. (2006) Rural Credit & Co-operative Development, New Delhi : Deep & Deep Publications Pvt. Ltd.

19. Verma, S.B., Singh, U.P., Jiloka, S.K. (2006) Rural development Reforms, New Delhi : Deep & Deep Publications Pvt. Ltd.

20. Verma, S.B., Singh, U.P., Kumar, R. (2006) Rural Development & Environment, New Delhi : Deep & Deep Publications Pvt. Ltd.

21. Community Organisation and Social Action (2006), Dr. A. J. Christopher and A. Thomas William, Himalaya Publishing House, New Delhi

URTCD-SW-304
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 OUTCOMES:
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 Globalization.

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, ST Services: 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.

5. Chaturvedi T. N. (1984); Planning and Its Implementation, Indian Institution of Public Administration, New Delhi.

6. Eyden Joan (1969); Social Policy in India, Broadway House, London

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LWPM-SW-303
INDUSTRIAL RELATIONS
(CREDITS-4)

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.

4. To know about the process of collective bargaining.

LEARNING OUTCOMES:

1. Student will learn the concept of industrial relations.

2. Student will acquaint with the knowledge of trade unionism in India.

3. Student will understand the concept of worker's participation in management.

4. Student will 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. History of Industrial Relations in India. Industrial Relations in present industrial scenario.

Module – II:

Meaning and definition of Trade Union. History and development of Trade Unionism / Trade Unionism 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:

Workers participation in management, Types and forms of workers participation – Suggestion System, Joint Councils, Grievance Committee, Works Committee, Joint Management Councils (JMC)

Module – IV:

Collective Bargaining - Meaning and definition of collective bargaining, Characteristics of collective bargaining, It's Merits and demerits. Collective bargaining as a process of industrial democracy and industrial jurisprudence.

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.

*** ***

LABOUR WELFARE AND PERSONNEL MANAGEMENT
(CREDITS-4)

LEARNER OBJECTIVES:

1. To acquire knowledge of labour welfare.

2. To understand the worker's education programme.

3. To gain knowledge of personnel management.

4. To know about the concept of manpower planning and ILO.

LEARNING OUTCOMES:

1. Student will understand the concept of labour welfare.

2. Student will acquaint the knowledge of worker's education programme.

3. Student will understand the concept of personnel management.

4. Student will develop the understanding about the manpower planning.

COURSE OUTLINE

Module-I:

Definition and meaning of labour welfare, Concept of labour welfare – social concept, total concept, relative concept, positive concept and negative concept, Principles of labour welfare, Theories of labour welfare.

Module-II:

Labour Welfare Officer – Qualification, appointment and service conditions, functions of labour welfare officer, Worker's Education Programme – CBWE, objectives and structure of worker's education programme in India.

Module-III:

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

Module-IV:

Manpower planning - Definitions and importance of manpower planning, functions of manpower planning, ILO – objectives, structure, functions, ILO and India.

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.

MEDICAL & PSYCHIATRIC SOCIAL WORK

(CREDITS-4)

Learner Objectives:

1. *To orient learners to fields of Medical & Psychiatric Social work*
2. *To able learners to understand concept of Medical & Psychiatric Social work*
3. *To orient learners about basic concepts of Medical & Psychiatric Social Work*
4. *To aware learners about current advances in the field of Psychiatric social Work*

Learning Outcomes:

1. *Learners will able to understand basic concept of Psychiatric Social Work*
2. *Learners will able to understand the concept of Medical & Psychiatric Social Work*
3. *Learner will know about current advances in the Fields of Psychiatric social Work*
4. *Learner will develop ability to deal with Psychiatric social Work*

COURSE OUTLINE

Module-I: Introduction to Medical & Psychiatric Work

Definition, Concept & Scope of Medical & Psychiatric Social Work, Principles of Medical & Psychiatric Social Work, Types of Medical & Psychiatric Social Work, Historical Development of Medical & Psychiatric Social Work in U.K, U.S.A & India, Role & Functions of Medical & Psychiatric Social Workers, Traditional & Modern Attitude towards Psychiatric illness, Mental Health & Wellbeing

Module-II: Social Work in Medical Field

Medical Case Manager, Clinical Program Manager, Critical Disease Manager, Community Health Centers, Blood Banks, Organ Donation Centers, Health Camps Manager, Physical & Mentally Challenged Residential Institutions

Module-III: Psychiatric Social Work in Special Setting

Mental Health Institutions, Psychiatric Departments in General Hospital, De-Addiction Centers, Social Work in Industry Worker Health (CSR), Child Guidance Clinic, Crisis Intervention Centers, Psychosocial Care in Disasters, Alcohol, Substance Abuse, Care & Intervention of Rape victims & PLHA (Peoples Living with HIV/ AIDS

Module-IV: Psychological Rehabilitation

Concept & definition of Psychological Rehabilitation, Principles of Psychological Rehabilitation, Components of Psychological Rehabilitation, Process of Psychological Rehabilitation, Programme of Psychological Rehabilitation, Role of Social Worker in Psychological Rehabilitation, Government & NGO Initiative for Mental Health Promotion

References:

1. Baron, A. Robert and Byrne, D. (2010). Social Psychology. New Delhi: Pearson Publications.

2. Morgan, C.T and King, R.A. (2007). Introduction to Psychology (7th Edition). New Delhi: Tata McGraw Hill.

3. Baron, A. Robert, (2001). Psychology. New Delhi: Pearson Publications.

4. Hayes, N. (1994). Foundations of Psychology: An Introductory Text. London: Routledge.

5. Hurlock, E.A. (1994). Developmental Psychology-Lifespan Approach. New Delhi: Tata McGraw Hill.

6. Baron, R.A. & Byrne, D. (1998). Social Psychology (8thEdition). New Delhi: Prentice Hall.

7. Park, K. (2010). Textbook of Preventive and Social Medicine, Jabalpur: Barnarsidass Bhanot Publishers.

8. Page, J.D. (2010). Abnormal Psychology. New Delhi: Tata McGraw Hill.

9. Beckett, C. (2002). Human Growth and Development. New Delhi: Sage Publication.

SOCIAL WORK IN THE FIELD OF HEALTH

(CREDITS-4)

Learner Objectives:

1. *To orient learners about basic concepts about health*
2. *To aware learners about the ill effects of disease in human being*
3. *To aware learners about understanding of mental Health*
4. *To develop ability for prevention of Disease in learners*
5. *To develop skill to deal with community health problems*

Learning Outcomes:

1. *Learners will able to understand basic concept of Health*
2. *Learners will able to understand the ill effect of Disease*
3. *Learner will work for Healthy Mental Health*
4. *Learner will understand how to fight for prevention of Disease*
5. *Learner will develop ability to deal with Community Health Problem*

COURSE OUTLINE

Module-I: Health

Definition of Health, Dimensions of Health-Physical, Mental, Social, Cultural Spiritual, Inter-Relationship of all Dimensions of Health, Changing Concept of Health, Basic Rules for Healthy Living, Factors affecting health, Social determinants of Health

Module-II: Disease

Definition & Concept of disease, Iceberg of disease, Classification of disease (Communicable & Non-Communicable), Disease:-control, elimination, eradication, Consequence of ill health on individual, family and community

Module-III: Prevention

Definition & Concept of preventive medicine, Levels of prevention of Disease, Health indicators, Type of Health indicators, Use of Health Indicators, Health Promotion & Disease prevention

Module-IV: Community Health

Definition & Concept of Community Health, Scope of Community Health, Concept & Definition of Public Health, Objectives & Areas of Public Health, Need for Social Work Intervention in Community Health Practice, Skills Need for Social Worker in Health Care, Role of Social worker in Community Health Care Services

References:

1. Park, K. (2010). Textbook of Preventive and Social Medicine, Jabalpur: Barnarsidass Bhanot Publishers.

2. Morgan, C.T and King, R.A. (2007). Introduction to Psychology (7th Edition). New Delhi: Tata McGraw Hill.

3. Baron, A. Robert, (2001). Psychology. New Delhi: Pearson Publications.

4. Hayes, N. (1994). Foundations of Psychology: An Introductory Text. London: Routledge.

5. Albrecht Gray L. & Fitzpatrick R. Quality of Life in Health Care: Advances in Medical Sociology, Jai Press Mumbai, 1994.

6. Charles Leslie (ed), Asian Medical Systems, Baijaindra Prakashan, New Delhi, 1998.

7. Basu S.C, Handbook of Preventive & Social Medicine, 2nd edition, Current Books International, Culcutta, !991.

8. National Health Policy, New Delhi: Ministry of Health & Family Welfare.

9. Duggal R & Ganguli L , Review of Health Care in India, Mumbai, CEHAT.2005

10. Baron, A. Robert and Byrne, D. (2010). Social Psychology. New Delhi: Pearson Publications.

11. Morgan, C.T and King, R.A. (2007). Introduction to Psychology (7th Edition). New Delhi: Tata McGraw Hill.

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13. Hayes, N. (1994). Foundations of Psychology: An Introductory Text. London: Routledge.

14. Hurlock, E.A. (1994). Developmental Psychology-Lifespan Approach. New Delhi: Tata McGraw Hill.

Social Work Practicum *(Industries, CSR Agencies & NGO Visit)*
(CREDITS-8)

CRITERIA FOR FIELD WORK EVALUATION

Sr. No.	Criteria	Marks
	Internal	
1	Orientation Visit (5) Related to group selected	**25**
2	Field work knowledge /Activity	**25**
3	IC/GC attendance	**25**
4	Report writing	**50**
5	Agency feedback	**25**
6	Viva - voce & evaluation	**50**
	Grand Total	**200**

The second year IIIrd Semester 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 Communities 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 Fourth	
	Paper Code	**Course Title**	**Credit**
Core Course	CC-SW-401	Dissertation (Research Project)	04
	CC-SW-402	Gender Studies for Social Work	04
Practical	CC-SW-405	Social Work Practicum	08
(Choose any One Specialization)	FCW-SW-403	Social Work with Families	04
	FCW-SW-404	Social Work with the Elderly	04
	RD-SW-403	Population, Environment and Disaster Management	04
	RD-SW-404	Social Development	04
	URTCD-SW-403	Government & Voluntary Agencies for Rural & Urban Development	04
	URTCD-SW-404	Tribal Community Development	04
	LWPM-SW-403	Human Resource Development	04
	LWPM-SW-404	Labour Legislations	04
	MPSW-SW-403	Counseling in the field of Medical & Psychiatric Social Work	04
	MPSW-SW-404	Health Disease, Disability & Social Work Intervention	04
		Total Credit	**24**

Dissertation (Research Project)

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 40 % 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	Individual and Group Discussion attendance	**10**
4	Report writing	**20**
	Total	**50**
	External	
5	Viva - voce & evaluation	**50**
	Grand Total	**100**

CC-SW-402

GENDER STUDIES FOR SOCIAL WORK

(CREDITS-4)

Learner Objectives:

1. To introduce the basic concepts of gender and gender inequality

2. To provide logical understanding of gender roles

3. To trace the states of women's in India

Learning Outcomes:

1. Understand the concept of gender and the social construction of Gender, feminity and masculinity

2. Develop sensitivity towards the existing practices leading to gender discrimination and marginalization in society.

3. Developing understanding Gender Sensitivity in social work practice

COURSE OUTLINE

Module-I: Understanding Gender
Gender, sex and sexuality, Lesbian, gay, bisexual and transgender, Social construction of gender, Gender socialization, Patriarchy system in India**,** Developing Gender Sensitivity in social work practice

Module-II: Status of Women:

Status of women in family and religion, Educational and health status of women.

Political, economic and legal status, Regional (State, Rural, Urban, Tribal) religion, caste, class variations in women' status in India.

Module-III: Social Construction of Masculinity and Femininity

Definition and Understanding of Masculinities, Social Organization of Masculinity and Privileged Position of Masculinity, Politics of Masculinity and Power, Media and Masculine Identities, Social Construction of Femininity- Sports, Arts, Entertainment and Fashion Industry

Module-VI: Women, Work and Livelihood

Invisible domestic work, Women's contribution in economy, Women, employment & problems of working women, Women and livelihoods: Feminization of poverty

References:

1. Govt. of India 1974: *Towards equality* – A Report of the Committee on Status of Women in India, Delhi: Author.

2. Uma Shankar Jha and Premalatha Pujari 1996 : *Indian Women Today*, Vol.I & II, New Delhi: Kanishaka Publications.

3. Seth, Mira,2001: *Women and Development The Indian Experience*, New Delhi: Sage Publication

4. Boserup, E. 1970: *Women.s Role in Economic Development*, London: George Allan and Unwin.

5. Longwe, S. 1991*: Gender Awareness: The Missing Element in the Third World Development Project*. *In* Changing Perceptions: Writings on Gender and Development. *Edited By* Wallace, T., and March, C. Oxford: Oxfam.

6. Parker, R. 1993: *Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers*, New York: UNIFEM.

7. Gonsalves, Lina, 2001: *Women & Human Rights*, New Delhi: A P H Publication.

8. Women's Rights 1995 : *Human Rights : International Feminist Perspective*, *Edited by* Julie Peters and andrea Wolper , London : Routledge,

9. BEACH, F.A, (ed) 1976: *Human Sexuality in Four Perspectives*, Baltimore: Johns Hopkins University Press.

SOCIAL WORK WITH FAMILIES

(CREDITS-4)

Learner Objectives:
1. *To equip learners with theoretical knowledge for social work with families.*
2. *To study the Multiplicity of Family Problems.*
3. *To develop competencies in learners to use the method in practice while working with families.*
4. *To equip learners with values and skills necessary for working with families*

Learning Outcomes:
1. *To know the role of social workers engaged in working with families*
2. *To understand the various types of interventions applicable for working with families*
3. *To learn the specific skill sets required for the application of suitable and relevant practices*

Course Content:
Module I : Theoretical & Conceptual Framework Family
a) Origin and Evolution of Family
b) Ideology of Family Rights and Responsibilities
c) Historical Background of Family Social Work
d) Underlying Principles Guiding Family Social Work

Module II : Normative Family Functions and Structure and Changes
a) Normative Family
b) Beyond joint and nuclear family
c) New development Implications for the Family and its members
d) Changing Nature of Family in Globalization

Module III : Alternate Family Patterns and Structure
a) Dual Earner Families
b) Single Parents Families
c) Female Headed Households
d) Childless Families
e) Homosexual Family
f) Live in Relationship (Modern Family)

Module IV : Role of Social Workers and Redressal Mechanisms with families
a) Public Awareness Programme and Policies for Empowering the Family
b) An overview of Family Laws
c) Redressal Mechanisms: Family Courts, Family Counselling Centres (FCC)
d) Role of Social Workers**:** Facilitator, Advisor or Guide, Mentor, Advocate, Counselor

References:

1. Desai, M. (ed.) 1994, Family and Intervention: A Course Compendium, Bombay: Tata Institute of Social Sciences.
2. Engles, F. 1944, Origin of the Family, Private Property and the State. Bombay: People's Publishing House.
3. Hartman, A. and Laird, J. 1983, Family Centered Social Work Practice, New York: The Free Press.
4. Horchschild, A. 1989, The Second Shift: Working Parents and the Revolution at Home, New York: Viking.
5. India: Ministry of Welfare. 1994, India's Commitment to Family Well Being, An Overview of the Report of the National Seminars on the International Year of the Family, 1994. Bombay: Tata Institute of Social Sciences.
6. Khasgiwala, A. 1993, Family Dynamics: Social Work Perspectives, New Delhi: Anmol.
7. Klein, D. M. and White, J. M. 1996, Family Theories: An Introduction, Thousand Oaks: Sage Publications.
8. LLM Monographs International. 1992-94, Monographs
9. Raju, M. L. and Krishna, G. R. (Eds.) 1996, Future of Indian Family Challenges for Social Work Education, Tirupati: Sri Padmavati Mahila Visvavidyalayam.
10. Tata Institute of Social Sciences. 1993, Special Issue of The Indian Journal of Social Work on "Family Development", 54 (1)., Mumbai: Tata Institute of Social Sciences.
11. Tata Institute of Social Sciences. 1995, Special Issue of the Indian Journal of Social Work on "The Family", (56(2). Mumbai: Tata Institute of Social Sciences.
12. Uberoi, P. 2000, the Family in India: Beyond the Nuclear Versus Joint Debate, Occasional Paper in Sociology, Delhi: Institute of Economic Growth.
13. Unit for Family Studies. 1994, Enhancing the Role of the Family as an Agency for Social and Economic Development, Bombay: Tata Institute of Social Sciences.

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 OUTCOMES:

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, counselling, 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 opportune Modules' 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 counselling

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

RD-SW-403

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 OUTCOMES:

1. Develop skills to participate in activities related to the two areas.

2. Develop skills to analyze factors contributing to disaster.

3. Develop an understanding of the process of disaster management.

4. Develop an understanding of the social worker's role in population, environmental issues and disaster management.

COURSE OUTLINE

Module-I:

Population and Environment – Concept and characteristics of Population, Concept of Environment, relationship between population and environment, Concept and Causes of Environmental Degradation, Current issues related to Environment - Acid Rain, Global Warming, Green House Effect and Climate change

Module-II:

Civil Society, Role of civil society and NGO's in Protection of Environment, Biodiversity and environmental changes, Role of social worker in environment protection, Environmental movements in India

Module-III:

Concept of Population Policy, Global Perspective of Population, Population and Gender – its relationship with components of population – fertility, mortality and migration.

Module-IV:

Concept of Disaster Management, Principles of Disaster Management, Kyoto Protocol, Natural Disaster: Drought, Floods, Tsunami, and Earthquakes, Manmade Disaster: Biological Warfare, Terrorism and Dam burst, Disaster Management Act 2005, 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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RD-SW-404

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. Factors of sustainable development, Imbalanced regional development – Definitions, causes and implications, Regional Development analysis with reference of Maharashtra. Social Movements.

REFERENCES :-

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

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

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GOVERNMENT & VOLUNTARY AGENCIES FOR RURAL & URBAN DEVELOPMENT

(CREDITS-4)

LEARNER OBJECTIVES:

1. To understand Government efforts for tribal, urban and rural community development.

2. To understand voluntary efforts and their approaches for urban, rural and tribal development

3. To develop perspectives for critical understanding of government and voluntary efforts in different sectors for community development government efforts

LEARNER OUTCOMES:

1. Student will learn about importance of study of urban and rural development

2. Student will understand the Government Programmes for Rural, Urban and Tribal Development

COURSE CONTENT

Module- I: A Brief overview of the Issues in urban and rural development

Environment related problem, Unemployment, Waste management, Transport, Governance

Economic problems, Problems related to agriculture, Infrastructure related problems, Social problem.

Module- II: Historical overview of rural community development in India:

(Health, Education, Livelihood, Habitat Environment, Water & Sanitation, Infrastructure), Pioneer experiments in rural reconstruction, Pre-launching pilot projects (Firka, Nilokheri and Etawah), Official community development programme its phases of development Balwantrai Mehta Committee Report – people's participation in programme, planning.

Module- III: Government administrative structure

Government administrative structure and Agencies for Tribal, Rural and Urban Development: National, State, District and local level agencies. Special Voluntary

Programmes in Development: State and National level, Land Development, Joint Forest Management, Water management, Health and sanitation, Education and Social Development, Employment, Housing

Module- IV: Government Programmes for Rural, Urban and Tribal Development

Past & Present- Integrated Rural Development Programme, Development of Women & Children in Rural Areas, Training of Rural Youth for Self Employment- Rural Drinking Water and Sanitation Programme- Suvarna Jayanti Grameen Rojgar Yojana, Maharashtra Employment Guarantee Scheme, National Rural Employment Guarantee Act - Wasteland Development Programme and Watershed Development Programme - Urban Community Development Programme under Municipal Corporation- Jawaharlal Nehru Urban Renewal Mission, Suvarna Jayanti Shahari Rojgar Yojana - Integrated Tribal Development Programme

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TRIBAL COMMUNITY DEVELOPMENT

(CREDITS-4)

Learner Objectives:

1. To understanding into the tribal communities and their social systems

2. To Gain information on the overall understanding about the socio-economic situation of the tribal communities in India

3. To Review the development programmes and their impact on the life of the tribal communities

Learning Outcomes:

1. Understand Tribal diversity, economic, political, social and natural realities

2. Develop sensitivity and understanding with regard to Tribal livelihoods, inequalities

3. Develop critical understanding of Tribal policies and programs

4. Develop critical understanding of Development issues of the tribal communities in India

5. To understand governance and administration of the tribal areas

COURSE CONTENT

Module I: Tribal Communities in India

Historical Perspective during Pre and Post-Independence Era, Concepts: tribal, adivasi, indigenous, aborigines; Tribal social systems and structures; world view, belief systems, culture; kinship, marriage, family, community, socialization, Distribution of Major Tribes in India and Maharashtra

Module II: Tribal communities and the process of change

Social, economic, cultural and political; globalization and the tribal communities; Role of the social worker

Module III: Development issues of the tribal communities in India:

Education, health, food security, land rights, land, alienation, development displacement and resettlement, migration, natural resource management and sustainable development, livelihood, markets. Forest laws and tribal development.

Module IV: Tribal Socio-political issues and development policy

sixth schedule, autonomy, self determination, governance and administration of the tribal areas – autonomous district councils; reservation; tribal sub-plan; social Movements, Socio-economic development programmes for the tribal areas and their impact; Government policy for tribal development. Future prospects and the role of the social worker.

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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 OUTCOMES:

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*

COURSE 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.

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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 OUTCOMES:

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.

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MPSW-SW-403

COUNSELING IN THE FIELD OF MEDICAL & PSYCHIATRIC SOCIAL WORK

(CREDITS-4)

Learner Objectives:

1. *To orient learners about concepts of counseling in MPSW Field*
2. *To aware learners about the types of counseling in MPSW Field*
3. *To aware learners about areas of counseling in MPSW Field*
4. *To aware learners about current advances in the field of Psychiatric social Work*
5. *To develop skills to practice Psychiatric Social Work*

Learning Outcomes:

1. *Learners will able to understand concept of counseling in MPSW Field*
2. *Learners will able to types of counseling in MPSW Field*
3. *Learner will know about areas of counseling in MPSW Field*
4. *Learner will know about current advances in the field of Psychiatric social Work*
5. *Learner will develop ability to deal with Psychiatric social Work*

COURSE OUTLINE

Module-I: Basic of Counseling

Definition, Concept, Scope, Goals, Principles of Counseling, Process & Stages of Counseling, Tools ,Techniques & Skills of Counseling, Difference between Counseling & Psychotherapy

Module-II: Types of Counseling

American Counseling Association's Types - Individual Counseling, Marriage Counseling, Family Counseling, Group Counseling,

Types of Counseling Based on Theory - Cognitive Behavior Therapy, Gestalt Therapy, Person Centered Therapy, Rational Emotive Behavioral Therapy

Module-III: Counseling In Different Area

Child Guidance & Counseling, Planned Parenthood (Parenting, Infertility, Adoption), De-addition Counseling, Terminal Illness Counseling, HIV-AIDS Counseling, Suicide Prevention Counseling, Organ Donation Counseling, Genetic Counseling, Crisis Intervention Counseling, Bereavement & Death Counseling

Module-IV: Professional Helper & Issues

Qualities of Counselor, Attitudes & Values of Counselor, Obstacles in Counseling, Ethical Issues in Counseling, Stress & Burn Out

References:

1. Butter C. and Joyce V. (1998); Counseling Couples in Relationship, An Introduction to the Relate Approach.

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HEALTH, DISEASE, DISABILITY & SOCIAL WORK INTERVENTION

(CREDITS-4)

Learner Objectives:

1. *To orient learners about basic concepts and dimensions Health*
2. *To aware learners about the concepts of Disease*
3. *To aware learners about Disability*
4. *To aware learners about social work Intervention Method in Different Medical Setting*

Learning Outcomes:

1. *Learners will able to understand basic concept & Dimensions of Health*
2. *Learners will able to understand the concept Disease*
3. *Learner will able to deal Disability*
4. *Learner will know about social work Intervention Method in Different Medical Setting*

COURSE OUTLINE

Module-I: Understanding Health

Definition of Health, Concept and dimensions: Physical, Mental and Community health, Health education - Environmental Health, Nutritional Health, Occupational Health, Mental Health, Indicators of health, Changing concepts in Public Health

Module-II: Disease

Definition of Disease, Disease: Causation, Impact of disease on individual and community, Types of diseases: communicable, non-communicable and life style diseases, Prevention and control of disease, Concept of impairment, handicap and differently able,

Module-III: Disability

Definition of Disability, Causes and coping methods of Disability, Models of Disability: Social, Medical, Institutional and Charity, Needs and problems of persons with disability, UN Conventions and declarations of Persons with Disabilities, National Policy on Persons with Disabilities, Major Types of Disability: **Visual Disability** – Concept and educational Problems, **Speech and Hearing disability** – concept, causes, and extent of the problem, **Orthopedic Disability** – Meaning, characteristics, causes and extent the Problem, **Mental Disability** – Concept; Characteristics and problems

Module-IV: Social Work Intervention

Structure and Functions of healthcare services: Primary, secondary and tertiary level, Approaches in practice of Medical & Psychiatric Social Work: Preventive, Curative, Rehabilitative, Developmental, Right Based, Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services National Health Policy, 2002, National Rural Health Mission, Public-private participation and collaboration in health care, Role of NGO and private sector in health care, Role of Social Worker in Health, Disease & Disability

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1. Park, K. (2010). Textbook of Preventive and Social Medicine, Jabalpur: Barnarsidass Bhanot Publishers.
2. Baru, R.V. 1998. Private Health Care in India: Social Characteristics and Trends. New Delhi: Sage Publications.
3. Dasgupta, M. and Lincoln, C. C. 1996. Health, Poverty and Development in India. New Delhi: Oxford University Press.
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SOCIAL WORK PRACTICUM

(CREDITS-4)

FIELD INSTRUCTIONS 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 / NGO, industry, CSR agency study 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:

• Observation visits

• Concurrent field work

• Block fieldwork

• Study tour / NGO, industry, CSR agency study

Students are to be involved in intervention during emergency situations like riots, cyclone and earthquake and specific time-bound, issue-based campaigns. 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/NGO, INDUSTRY, CSR AGENCY STUDY:

Study tour / NGO, industry, CSR agency study need to be arranged during the fourth semester. The purpose of study tour/ NGO, industry, CSR agency study 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/ NGO, industry, CSR agency study 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 / NGO, industry, CSR agency study viva-voce are conducted for the assessment of students.

In case of organizations failed to arrange study tour, students themselves in group of 5-10 students go for NGO, industry, CSR agency study on their own and present and submit the report as above.

The following are important aspects of the study tour/ NGO, industry, CSR agency study:

☐ Duration is 8 to 10 days and is compulsory for the M.S.W. course

☐ The study tour/ NGO, industry, CSR agency study 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*	**10**
3	IC/GC attendance	**20**
4	Report writing	**30**
5	Study tour/ NGO, industry, CSR agency study report submission	**30**
6	Agency feedback	**10**
	Total	**100**
	External	
7	Viva - voce & evaluation	**100**
	Grand Total	**200**