



ACADEMIC (1-BOARD OF STUDIES) SECTION

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आंतर-विद्याशाखीय अभ्यास विद्याशाखेतील
 विविध पदवी व पदव्युत्तर विषयांचे
 सी.बी.सी.एस. पॅटर्नचे अभ्यासक्रम शैक्षणिक
 वर्ष २०१९-२० पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक ०८ जून २०१९ रोजी संपन्न झालेल्या ४४ व्या मा. विद्या परिषद बैठकीतील ऐनवेळचा विषय क्र.१४/४४-२०१९ च्या ठरावानुसार प्रस्तुत विद्यापीठाच्या संलग्नित महाविद्यालयांतील आंतर-विद्याशाखीय अभ्यास विद्याशाखेतील पदवी व पदव्युत्तर स्तरावरील खालील विषयांचे **C.B.C.S. (Choice Based Credit System) Pattern** नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०१९-२० पासून लागू करण्यात येत आहेत.

1. M.A. (MUSIC),
2. M.S.W. Sub - Centre Latur.
3. M.S.W. Campus This University.
4. D.S.W. Sub- Centre Kinwat.,

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/पदवी व पदव्युत्तर-सीबीसीएस
 अभ्यासक्रम/२०१९-२०/९०

दिनांक : २०.०६.२०१९.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
- ३) प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

स्वाक्षरित / —

उपकुलसचिव

शैक्षणिक (१-अभ्यासमंडळ विभाग)

**Swami Ramanand Teerth Marathwada University,
Nanded (Maharashtra)
(A State University)**



**Two-years Master's of Social Work
(M.S.W.)
(CBCS) Curriculum
First Year – (Sem. I & II)
(Progressively effective from
June/July 2019)**

**School of Social Sciences
2019-20**

The curriculum for Master's of Social Work (MSW) has been broadly divided into five domains strategically spread across four semesters. These include:

- a) Core Domain of Social Work
- b) Inter-Disciplinary Domain
- c) Generic Areas of Social Work Practice
- d) Research
- e) Practice Domain through Fieldwork Training

The core domain of social work practice at the master's level provides advanced learning to the students with regard to the four methods of social work practice, namely casework, group work, community organisation and social welfare administration. Advocacy and social movements which is an extension of social action as a method has been included as an elective course due to limitations on the number of courses to be taught in each semester. At the master's level each of these methods courses aim at recapitulating the learning at bachelor's level in Unit 1 and then moving to advanced concepts in other four units. Also, a course on evolution of social work as a profession has been introduced so that students can contextually analyze and understand the history of social work profession.

On the one hand, the inter-disciplinary domain, at the master's level, focuses on imparting advanced knowledge of human behavior to the students so that they can sharpen their practice with individuals. In addition, a course on Law and social work is introduced to equip the students with an understanding of specific legislations that are relevant in social work practice.

The domain of research has been strengthened at the master's level furthering the basic understanding that students develop at the bachelor's level. A course on quantitative research is introduced so that students can develop an in-depth understanding of a structured research design along with the knowledge of Computer application I social work research

Reiterating the practice orientation of social work discipline, concurrent fieldwork training continues at the master's level across all the four semesters. However, at the master's level along with practicing social work methods in the field, the focus would on enhancing the students' ability integrate theory with practice and articulate the same through their fieldwork recordings.

Following are the broad objectives and semester-wise structure of the MSW programme:

Objectives

1. To contextually understand the evolution of social work profession and its methods.
2. To develop the ability to think critically and articulate the developmental issues, problems and debates encountered in social work practice.
3. To further the skills of the students in dealing with people and their problems.
4. To strengthen the ability of the students to integrate theory with practice.
5. To develop analytical ability of the students through in-depth learning of research process.

Semester-wise Structure of the MSW Programme

Semester-I

	Course Code	Course Name	Type	Credits
Core Course	CC-SW-101	History and Perspectives of Social Work	Core	4
	CC-SW-102	Working with Individuals (Case Work)	Core	4
	CC-SW-103	Dynamics of Human Behaviour	Core	4
	CC-SW-106	Fieldwork	Core	4
Discipline Specific Elective (Choose any one)	DSE-SW-104(A)	Sociology for Social Workers.	Elective	4
	DSE-SW-104(B)	Play Therapy: a Method for Working with Abused and Traumatized Children	Elective	4
	DSE-SW-104(c)	Social Work and Human Rights	Elective	4
Generic Elective Course (Choose any one)	GEC-SW-105(A)	Entrepreneurship Development.	Open Elective	4
	GEC-SW-105(B)	Life Style Education	Open Elective	4
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	Open Elective	4
				24

Detailed Courses

Course Title	History and Perspectives of Social Work
Course Code	CC-SW-101
Semester	I
Credits	4

Rationale

As a profession, social work in India has evolved quite distinctly from that in the West with much closer affiliations to the voluntary sector and orientation to issues of national development and social change. Social work practice in India is complex and fraught with several dilemmas and contradictions. Hence it is necessary to give a contextual grounding to the evolution of the practice perspectives; thereby enabling students to locate the profession of social work in India and become practitioners sensitive to this context. The course will examine the historical evolution of the profession as also the ideational and normative basis of the same. Moreover, the analytical and reflective processes that would be inculcated in this course will enable the student to understand the emergence and dynamics of a range of practice perspectives and their relevance to changing macro and micro contexts.

Objectives

- To enable to develop and understand the major philosophies that influences the social lives of people and perspectives underlying the practice of social work.
- To recognize the importance of internalizing values and ethics in practice by critically engaging in the debates, contradictions and concerns related to social work profession.
- To develop the ability to connect interventions to the theoretical perspectives of practice.
- To appreciate the challenges emerging from local and global influence on practice
- To foster an appropriate attitude and professional development by understanding the diversities.

Learning Outcome:

- To broaden the horizons of understanding the domain of social work practice.
- To Promote and aims at moulding the personalities to work for social Change.
- To inculcates values, ethics, skills and techniques required by a professional social workers for working with different settings.
- To strengthen the ability to work with integrated multilevel approaches for meeting the human needs.

Unit	Contents
1.	Introduction of Social Work as PROFESSION: Definitions, philosophical values and principles of social work.
2.	Ideologies and Social work: Historical and contemporary analysis: Characteristics of postmodernism and challenges post by it, Social Darwinism and its extension to social phenomena, Human Rights, Social Change, and development perspectives of social work profession in India and in west
3.	Contextualizing Interventions : Theoretical perspectives for social work practice; Taxonomy of Social Work Theories: Fixers, Seekers after Meaning, Raisers of Consciousness and Revolutionaries
4.	Ideas of social work profession: values and ethics of Social work Profession.
5.	Professionalization of Social work in India: Alternatives and possibilities. Challenge of diversity, tackling Human Rights violation and creating Just economic system.

Readings

- Bannerjee, G. R. (1967). Social Welfare in Ancient India. *The Indian Journal of Social Work*, 28 (2), 149–159.
- Barbour, R. S. (1984). Social Work Education: Tackling the Theory-Practice Dilemma. *British Journal of Social Work*, 14 (6), 557–577.
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- . (1980). *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.
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- Wadia, A. R. (1961). *History and Philosophy of Social Work in India*. Bombay: Allied Publishers.
- Woodroffe, K. (1962). *From Charity to Social Work*. London: Routledge and Kegan Paul.

Course Title	Working with Individuals
Course Code	CC-SW-102
Semester	I
Credits	4

Rationale

This is a basic method course of the curriculum. It is about the approaches, tools and techniques of work with individuals and families. It signifies the value base of social work with both individuals and families and the perspectives of this work. It will enable students to acquire knowledge of different intervention models and develop skills to utilize them selectively. It will also help students to develop self-awareness in the process of acquiring professional competence.

Objectives

- To understand the case work method and its application in practice
- To equip learners with theoretical knowledge for work with individuals and families
- To develop appropriate attitude and competencies in learners to use the method in practice while working with individual clients and families.
- To equip learners with values and skills necessary for working with individuals and families.

Learning outcome:

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

Unit	Contents
1.	Introduction to Social Casework: History and Development of Social Case work in U.K., U.S.A and India; Concept, Definition, Objectives and Values, Principles; Social case work in Indian context; Components of case work (Perlman's model)- Person- Problem-Place-Process.
2.	Casework Process: Study - Continuous assessment and analysis – Psycho-social diagnosis – Intervention – Follow up – Termination.
3.	Tools and Techniques of Casework: Intake, Case worker –Client relationship, Casework interview, Home visit, Observation; Listening, Recording and its types – narrative, process, problem oriented record keeping; Skills, Techniques and Qualities of the Case Worker.
4.	Theories and Approaches: Psycho-social approach, Functional approach, Problem solving approach, Crisis Theory, Family intervention, Behavioural modification, Transactional analysis and Holistic approach.
5.	Scope and Essentials of Working with Individuals: Case work in educational setting, medical and psychiatric setting, correctional setting, family and child welfare settings, marriage counselling centres and industrial setting; Social casework & counselling – similarities and differences.

Readings

- Aptekar, H. (1955). *The Dynamics of Casework and Counselling*. New York: Houghton Mifflin Co.
- Babara, J. G. (1991). *Beyond Case Work*. London.
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- Hamilton, G. (1970). *The New York School of Social Work: Theory and Practice of Social Case Work*. New York and London: Columbia University Press.
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- Kadushin, A. (1990). *The Social Work Interview*. New York: Columbia University Press.
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- Lishman, J. (1994). *Communication in Social Work*. New York: Palgrave MacMillan.
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- Nelson, J. R. (1984). *Practical Counselling and Helping Skills*. London: Harper and Row.
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- Richmond, M. (1917). *Social Diagnosis*. New York: Free Press.
- Sena, F. and Glass, P. H. (1966). *The First Helping Interview Engaging the Client & Building Trust*. New York: Sage Publications.
- Sheafor, B., Horejsi, C., and Horejsi, G. (1997). *Techniques and Guidelines for Social Work Practice*. London: Allyn and Bacon.
- Thompson, N. (2006). *People Skills* (2nd Ed.). New York: Palgrave Macmillan.
- Timms, N. (1966). *Social Casework*. London: Routledge & Kegan Paul.

Course Title	Dynamics of Human Behaviour
Course Code	CC-SW-103
Semester	I
Credits	4

Rationale

This course is designed to provide the students with the opportunity to understand the concepts of human mind and behaviour. The theoretical inputs will enhance the learners understanding on factors contributing to development of personality. It also provides an understanding of psychological disorders and its impact on society. This course will help the learner to aware with the concept of psychotherapy and counseling and its relevance to Social work practice. It will also assist students in developing counseling skills and its application in real life situation.

Objectives

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

Unit	Contents
1.	Understanding Human Mind and Behaviour: Brain and behaviour; Sensation and reality; Conditioning and learning; Memory; Cognition, Language and creativity; Motivation and emotion.
2.	Personality: Concept; traits; Psychodynamic theories; Behaviouristic theories and Humanistic theories of personality development.
3.	Psychological Disorders: Normality and abnormality; Concept of psychological disorder; Classification of disorders (DSM); Psychotic disorders; Mood disorders; Anxiety based disorders; Somatoform disorders; Dissociative disorders; Personality disorders; Sexual and gender identity disorders; Substance related disorders.
4.	Psychotherapy and Counselling: Psychoanalysis; Existential Therapy; Gestalt Therapy; Behaviour Therapy; Rational Emotive Behaviour Therapy; Cognitive Therapy; Family Therapy.
5.	Counselling: Process and stages (Preparatory stage, beginning stage, middle stage, termination stage); Counselling Relationship; Ethical issues in counselling; Techniques of Counselling (assessment of cognition, feelings, communication and actions, analysis and case conceptualization); Relevance and scope of counselling in Social Work Practice.

Readings

- Morgan and King. (1993). *Introduction to Psychology*. New Delhi: Tata McGraw Hill- Edition.
- Mangal, S. K. (2007). *General Psychology*. New Delhi. Prentice – Hall of India Private Limited.
- Colman, J. C. and William, B. E. (1972). *Abnormal Psychology and Modern life*. India: D. B. Taraporevala Sons and Co. Pvt. Ltd.
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- Street, E. (1994). *Counselling for Family Problems*. London: Sage Publications.
- Barnes, G. (2004). *Family Therapy in Changing Times*. New York: Palgrave Macmillan.
- Atkinson, J. (1966). *An Introduction to Motivation*. New York: D. Van Nostrand Co. Inc.
- Bee, H. L. and Mitchell, S. K. (1984). *The Developing Person: A Lifespan Approach*. New York: Harper and Row Publishers.
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- Bhattacharya, S. (1972). *Psychometrics and Behavioral Research*. New Delhi: Sterling (P) Ltd.
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- Norman, C. (1969). *Personality Development and Psychopathology*. Bombay: Vakils, Feffer and Simons Pvt. Ltd.

Course Title	Sociology for Social Worker
Course Code	DSE-SW-104 (A)
Semester	I
Credits	4

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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.*
- 5. Identify suitable alternatives for interventions as social work professionals.*

Course outline

Unit	Contents
1	Introducing Indian Society: A Historical Analysis; Persistence of caste, culture, identity, religion, gender and class differentiations, How to look at Society?, Individuals, family, kinship, groups, stratification, classes; Social processes and conflicts
2	Aspects of Politics and Society in Contemporary India Caste in Indian Society: Evolution and Expression, Current challenges; Caste in Indian Society: Movements for equality and justice, Understanding Tribes: Culture, context and change; Profile of Tribal Communities in India, including nomadic and de-notified tribes, Tribal movements
3	Conflict and Emerging Challenges in Indian society Modern Development and Marginalisation; Natural Resource Conflict and Emerging Challenges, Understanding gender; Multi-faceted origin, expressions of, and changes in gender inequality, Understanding religion; Socioeconomics and political context and complexities; Socioeconomic Profile of Communities in India
4	Understanding India's Political Structure The making of the idea of India; The birth of political nationalism; India as a nation of diversity, Federalism; The ideas of Gandhi, Nehru, Ambedkar, underlying the idea of state and nation,
5	Indian Constitution: A Brief History of the Constitution, and the Constituent, Assembly; The Constitution as a Social text, the uniqueness of India's case, and the philosophy of the Constitution examined around the larger Gandhi, Nehru and Ambedkar debates

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2. Bose, N. K (1975); *The Structure of Hindu Society*, Orient Longman, Delhi.
3. Beteille, A (1986); The Concept of Tribe with Special Reference to India, *European Journal of Sociology*. 27: 297-318.
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5. Mayer, A (1960); *Caste and Kinship in Central India*, Routledge and Kegan Paul, London.
6. Srinivas, M.N. (1987); *The Dominant Caste and Other Essays*, Oxford University Press, Delhi.
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8. Articles on Kinship and Marriage. 1975. *Contributions to Indian Sociology* (N. S.), 9(2).
9. Dumont, L (1957); *Hierarchy and Marriage Alliance in South Indian Kinship*, Royal Anthropological Institute, London.
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11. Ahmad, I (ed.). (1981); *Ritual and Religion among Muslims in India*, Manohar, Delhi.
12. Caplan, L (1987); *Class and Culture in Urban India: Fundamentalism in a Christian Community*, Clarendon Press, Oxford.
13. Mohanty, Manoranjan (2004); *Class, Caste, Gender – Readings in Indian Government and Politics*, Sage Publication, New Delhi.
14. Puniyani, Ram (2003); *Communal Politics: Facts Versus Myths*, Sage Publication, New Delhi.
15. Shah, Ghanshyam (2001); *Dalit Identity and Politics, Cultural Subordination and Dalit Challenge*, Sage Publication, New Delhi.

Course Title	Play Therapy: a Method for Working with Abused and Traumatized Children
Course Code	CC-SW-104(B)
Semester	I
Credits	4

Rationale:

This course will cover elements of play therapy, which consists of the systematic use of theoretical models to establish an interpersonal process wherein social workers use the therapeutic powers of play to help children prevent or resolve psychosocial challenges and achieve optimal growth and development. The course is grounded in knowledge about trauma and will consist of basic principles of intervention as well as guidelines for assessment and treatment of traumatized children. Expressive therapies such as art, play, and other nonverbal and symbolic techniques which enable children to externalize and process overwhelming experiences in a nonthreatening way will be covered.

Objectives-

- To teach students a broad context for understanding and practicing Play Therapy. Provide opportunities for students to enhance awareness of diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) while teaching the needed clinical skills to assess, diagnose and intervene with children and adolescents dealing with a variety of mental health related problems
- To demonstrate Play Therapy that integrates elements of several existing Evidenced Based theories and techniques. Provide the opportunity for students to utilize analytic skills to critically evaluate theories that pertain to child psychotherapy.
- To teach an enhanced knowledge base of developmental theory and its relationship to clinical practice with children, youth and their families. Expand students' knowledge and initial skills introduced in advanced practice courses in Mental Health and Children and Family concentrations
- Provide students with the opportunity to enhance clinical skills as they relate to children and adolescents presenting with a variety of issues such as loss, abandonment, abuse, anxiety, phobia, depression, trauma, neglect and behavioural difficulties. Present clinical skills and social work strategies for developing and implementing clinically relevant treatment plans
- Provide students with the opportunity to enhance clinical skills as they relate to children and adolescents presenting with a variety of issues such as loss, abandonment, abuse, anxiety, phobia, depression, trauma, neglect and behavioural difficulties. Present clinical skills and social work strategies for developing and implementing clinically relevant treatment plans
- Present clinical and leadership abilities while teaching students to combine theory and practice as a professional Social Worker who utilizes Play Therapy with children, adolescents, and their families
- To understand the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group and family).
- Identify elements of, and stages within the play therapy relationship, from intake to termination.
- To be familiar with the evolving body of qualitative and quantitative play therapy research.
- Identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling play room for the purposes of both assessment and treatment.
- To conceptualize a client's presenting clinical problem(s) developmentally and theoretically.

- To demonstrate an understanding of the role of the play therapist and the play therapy in the context of the client's broader clinical (medical/psychiatric treatment) and non-clinical system (family, school, community).
- To understand the person of the play therapist and how it impacts on the unfolding relationship with the client. This will include issues of transference and counter transference.
- To Appreciate the legal and ethical issues that are both unique to play therapy and shared with other modalities, i.e., documentation, competence, informed consent, confidentiality, boundaries and duty to warn and protect.

Learning outcome.

- To demonstrate Ethical and Professional Behaviour
- To engage in Diversity and Difference in Practice
- To engage in Practice-informed Research and Research-informed Practice
- To engage in Policy Practice
- To engage with Individuals, Families, Groups, Organizations, and Communities
- To assess Individuals, Families, Groups, Organizations, and Communities
- To intervene with Individuals, Families, Groups, Organizations, and Communities
- To evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Unit	Content
1	Introduction- Theoretical perspectives: Self-Determination; Trauma; Ecological; Culturally Competent and Psychodynamic Models, Adult centrism and obstacles to connecting with clients .Initial steps in therapeutic engagement
2	Child Welfare Context and Grief in Children: Identifying and understanding treatment implications of diverse forms of trauma (Complex trauma, neglect, single-episode),Complex trauma and its symptoms, Childhood grief and various types of bereavement &Considerations in supporting foster, adoptive, and birth parents
3	Carrying out the Treatment Plan- Goal-setting, goal attainment, and setting new goals together, Empathically understanding and responding to "resistance" and negative transference, Encouraging the child's trust and sharing, Using the treatment relationship to help children improve their self-regulation, What to do when you've made a mistake
4	Relating therapeutically with parents- Parent counselling: Parents who get help for themselves via helping their child, Helping parents who emotionally and /or physically abuse their children, Mandated child abuse reports and maximizing the therapeutic impact for the parents &Further applications of filial therapy (parent-child therapy)
5	Helping Children with Physical and mental Disabilities and their Families <ul style="list-style-type: none"> • Variations in psychological development of children with physical disabilities • The critical role of parent education and parent participation in goal-setting • Fostering disabled children's experience of their own competence The impact of diverse social supports on parents and disabled children (global and cross-cultural comparisons)

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Course Title	SOCIAL WORK AND HUMAN RIGHTS
Course Code	CC-SW-104(C)
Semester	I
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 human rights.
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

UNIT	CONTENT
1	Social work, Social Justice and relationship of social Work and Human rights
2	Concepts and Historical Background of Rights Civil Rights, Democratic Rights and Human Rights
3	Socially Disadvantaged and Human Rights a) Social Hierarchy: Racial, Class and Caste Prejudice and Discrimination b) Human Rights Issues of Weaker Section and Ethnic Minorities c) Gender: Gender Discrimination, Domestic Violence and Rape d) Human Rights of Mentally and Physically Challenged Person
4	Economically Disadvantaged and Human Rights a) Rural Poverty: Unemployment, Bonded Labour and Migrant workers b) Urban Poverty: Slums, Lack of basic Civil Services and Prostitution c) Environmental Degradation and Rights of Current and future Generations
5	Indian Constitution and Human Rights a) Fundamental Rights (Liberty, Freedom, Equality, Minority Rights) b) Directive Principles of State Policy (as Instructions for Governance) c) Constitutional Review: The Contemporary Debates d) Human Rights and Different Movements in India e) Rights and Globalisation

Readings:

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.
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9. John Rawls, *Law of the People*, Harvard University Press Cambridge, 2001.
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17. *World Development Report*, 1997.

CC-SW-105 Entrepreneurship Development

LEARNER OBJECTIVES

1. To introduce the students to the concept of Entrepreneurship Development
2. To introduce the students to the issues related to Entrepreneurship Development

LEARNING OUTCOME:

1. Develop a understanding of Entrepreneurship Development.
2. Develop a knowledge, attitude and skills required to start Enterprise.

COURSE OUTLINE

UNIT	CONTENT
1	Importance of Entrepreneurship Development: Concept, Definition, Importance qualities and traits of entrepreneurs, Characteristics of an entrepreneur, Dynamics of Entrepreneurship, Attitude and its impact on Entrepreneurship
2	Why self employment - Advantages over wage employment, Entrepreneurship Development Need and importance of embarking on self employment, Advantages of self employment vis-à-vis wage employment.
3	Process of Entrepreneurship Development and Ethics, Values and Morale at Workplace : Business Ethics, Managing Ethical Behaviour at Workplace, Professional Ethics, Values and Moral at Workplace
4	Dimensions of Entrepreneurship: Entrepreneurial Culture , Entrepreneurial Society Unit , Women Entrepreneurship and Rural Entrepreneurship
5	Organisations working for Entrepreneurship Development MCED, MITCON, DIC, KHADI AND VILLAGE INDUSTRIES

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Generic Elective Course – SW-105 Life Style Education

Course Title	Life Style Education
Course Code	DSC-SW-204(C)
Semester	II
Credits	4

Course description. ‘Lifestyle’ signifies a set of behavior patterns emerging out of the influence of personal interests, socialization, social network, cultural orientation and media exposure. Social constructs in terms of social statuses such as gender, race/ethnicity, class, marital status, income status, educational status, sexuality and other social categories are indicative of change in lifestyle. It is people who create and enact lifestyles based on their structural position in society, their cultural context, and their social relationships with one another. Therefore the exposure and influence that the students are encountered with result varied lifestyle patterns. The situation arising out of this needs proper orientation to the students for proper management of their lifestyle behavior through a well constructed pedagogy in the form of lifestyle education. This course will enable the students to conceptual framework of lifestyle, how lifestyle can be perceived and measured, and how people create lifestyles through interaction with other people. The course will also help the students to realize how lifestyles vary by social status and examine the implications of these variations for individuals’ income, psychological well-being, health, and even mortality.

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

Unit	Content
1	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
2	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
3	Environment, health& lifestyle relationship- Meaning of health, determinants of health, food habits and health, Lifestyle related diseases (stress, depression, hypertension, diabetes, obesity) and management.
4	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.
5	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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CC-SW-106: SOCIAL WORK PRACTICUM

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) The students get a close feel of the Agencies and the Agencies settings, understand the dynamics and issues in the Agencies and become aware of the sensitivities of people while working with them. They also get a firsthand experience of the programmes and projects implemented in the agencies to solve the problems of individuals and families.

4) A weekly Individual Conference of about 15 minutes, related to field work of every student, shall be conducted by the concerned Field Work Supervisor.

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.

5) 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.

Semester-II

	Course Code	Course Name	Type	Credits
Core Course	CC-SW-201	Working with Groups	Core	4
	CC-SW-202	Working with Communities and Social Action.	Core	4
	CC-SW-203	Social Research and Computer Application.	Core	4
	CC-SW-206	Fieldwork	Core	4
Discipline Specific Elective (Choose any one)	DSC-SW-204(A)	Law and Social work	Elective	4
	DSC-SW-205(B)	Persons in Difficult Circumstances	Elective	4
	DSC-SW-204(C)	Project Planning Monitoring and Evaluation	Elective	4
Generic Elective Course (Choose any one)	GEC-SW-205(A)	Corporate Social Responsibility	Open Elective	4
	GEC-SW-205(B)	Green Social Work	Elective	4
	GEC-SW-205(C)	Forensic Social Work	Elective	4
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	Open Elective	4
				24

Course Title	Working with Groups
Course Code	CC-SW-201
Semester	II
Credits	4

Rationale

This course aims at understanding of Group Work as a method and its contributions as a method of social work intervention. It will gain knowledge about various dimensions of group processes and dynamics, stages of development and models of interventions. It further helps in developing skills for interventions. It develops competencies for working with groups in diverse settings.

Objectives

- Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention,
- Gain knowledge about group formation and the use of a variety of group approaches.
- Develop understanding of concepts, dynamics, stages of development
- Identify the various situations and applications of different theories into social group work practice at different settings.

Unit	Contents
1.	Understanding Social Groups and Social Group Work: Definitions, characteristics, Classification of groups; History of Group Work; Characteristics of Social Group Work – Purpose of Social Group Work; Models of group work practice.
2.	Factors of Group Formation: Formulation of goals - Identification of problems for group work; Pre-group and Initial Phase: Characteristics of pre group phase; Group Processes and Group Dynamics: Importance of group processes - Bond, sub-groups, role, Leadership - Theories of leadership, roles and responsibilities of group leader - Isolation - Decision making - Conflict – Communication - Relationships.
3.	Middle Phase and Use of Programme: Characteristics of middle phase; Concept and principles of Program planning; Skills in program planning; Recordings in Group work: Importance of recording in social group work - Principles of recording - Recording structure.
4.	Evaluation in Groups and Termination Phase: Importance of evaluation - Types of evaluation - Methods of evaluation - Need for termination - Types of termination; Characteristics of termination phase - Worker's skills.
5.	Application of different theories of Group Work in different settings: Gestalt therapy, Transactional Analysis, T-group; Application in health settings, school settings, family welfare settings, industrial settings, women and child welfare settings.

Readings

- Alissi, A.S. (Ed.). (1980). *Perspectives on Group Work Practice*. New York: Macmillan.
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- Siddiqui, H. Y. (2008). *Group Work: Theories and Practices: India, Pakistan, Bangladesh & Sri Lanka*. Jaipur: Rawat Publications.
- Sundel, M., Glasser, Sarri, R., and Vinter, R. (1985). *Individual Change through Small Groups*. New York: The Free Press.
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- Wilson, G. and Ryland, G. (1949). *Social Group Work Practice*. Cambridge, MA: Houghton Mifflin.

Course Title	Working with Communities and Social Action
Course Code	CC-SW-202
Semester	II
Credits	4

Rationale

With the advent of modernization, the experience of community life and expressions of community relations have undergone change. However, the relevance of community in the larger discourses on nationalism, citizenship, democracy and development has assumed much significance in contemporary times. While the inclusive nature of communities has weakened, the frames of identities are securing marked prominence in defining experiences of the people. The course would include theoretical perspectives on the idea of the community and consequently emerging model of community organization and development. The attempt would be to deconstruct and critique conventional notions of community. In addition, the ideas of contemporary relevance in community work such as citizenship and civil society would be discussed in the course.

Objectives

- To recapitulate the concept of community and the concept of community organization as a method of social work practice.
- To understand the experience of communities and discuss the contours of tensions in contemporary communities at local, national and global level.
- To develop critical awareness of students' own experiences of communities, link them to experiences of CO processes in the field and to generate awareness of challenges and dilemmas of CO practice.
- To understand different strategies and models of community organization and development practice with a specific focus on rural and tribal communities.
- To holistically understand the role of a community worker.

Unit	Contents
1.	Community Organization: Definitions, Objectives, Skills, Principles Processes and Historical development of community organization in India.
2.	Problem solving processes in community organization. Preparation of Village Profile, Planning, Identification, Mobilization and Utilization of community resources, Implementation and Evaluation processes.
3.	Approaches, Strategies of Community Organization and Models of Community organisation, Public Interest Mobilization, Public Interest Litigation, Protest and Demonstration, Dealing with Authorities, Advocacy and Recording, Locality Development Model, Social Planning model, Social Action Model.
4.	Role of a Community Worker: Guide, enabler, therapist, researcher, analyst, project manager, organizer and activist; Recording in community work, current trends in community work.
5.	Social Action: Concept, principles, elements, means, forms and strategies.

Readings

- Andharia, J. (2009). Critical Explorations of Community Organization in India. *Community Development Journal*, 44 (3), 276–290.
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Course Title	Social Work Research and Computer Application
Course Code	CC-SW-203
Semester	II
Credits	4

Rationale

This course aims to impart necessary skills and knowledge of social work research and the application of statistical methods to research. It is designed to help the students to develop a scientific approach to the process of social enquiry. The course content includes social work research as a method, basic elements of social work research, tool construction, use of statistics in data analysis and interpretation and a brief introduction to SPSS. Thus, the course will help the students to develop a scientific rigor in applying research in social work practice.

Objectives

- Orient the students about Social Work Research.
- Enable the students to understand the process of Social Survey.
- Train the students in application of statistics in Social Work Research.
- Help the students to acquire Quantitative Research knowledge.
- Train the students to use SPSS.

Unit	Contents
1.	Social Work Research: Use of Research in Social work: Intervention research and Practice/Evidence Based Research – Difference between Social Science Research and Social Work Research – Type of SWR (Need Assessment, Situational Analysis, Monitoring and Evaluation, Impact Assessment, Policy Research) - Ethics in SWR
2.	Quantitative Research Methods: Scientific Social Survey - Research formulation, Literature review.
3.	Tools of data collection and Data processing: interpretation, Sources of data: Primary and Secondary, methods and Instruments of Data collection Observation methods, Interviews, group interviews, telephone interviews, interview schedule and questionnaires, life histories, case studies, Data Processing (coding, mastersheet, tabulation)
4.	Sampling Methods: Meaning, types Probability and Non Probability Determination of size of sample and different methods of sampling.
5.	Statistical Package for Social Sciences (SPSS): Define data, data entry, data transformation, data analysis, graphical presentation.

Readings

- Alston, M and Bowles, W. (2003). *Research for Social Workers: An Introduction to Methods*. NSW: Allen & Unwin.
- Campbell, A., Taylor, B. and McGlade, A. (2015). *Research Design in Social Work*. USA: Sage
- Corby, B. (2006). *Applying Research in Social Work Practice*. Berkshire: Open University Press.
- Engel, R. and Schutt R. K. (2014). *Fundamentals of Social Work Research*. USA: Sage
- Field, A. (2014). *Discovering Statistics Using IBM SPSS Statistics*. UK: Sage
- Gaur, A. S. and Gaur, S. S. (2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis using SPSS*. New Delhi: Sage-Response
- Goode, W.J. and Hatt, P.K. (1981). *Methods in Social Research*. Singapore: McGraw Hill.
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- Henn, M., Weinstein, M. and Foard N. (2013). *A Critical Introduction to Social Research*. New Delhi: Sage.
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Course Title	Law and Social Work
Course Code	DSC-SW-204(A)
Semester	II
Credits	4

Rationale

Some of the major roles of social workers are advocacy and referral services. Modern Social workers are supposed to work not only among in various developmental sectors, but also with a diverse clientele. For playing such role, social workers must have an understanding about major existing social legislations pertaining to various clienteles such as children, women, disabled, etc. This paper tries to make them understand few major social legislations. Moreover, based on the recent developments, the course tries to include recently enacted legislations.

Objectives

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

Unit	Contents
1.	Basic Concepts: Law, Social Justice and Social Change, Legislation, Customary Law, IPC, Cr.PC, Petitioner, Respondent, Cognizable Offence & Non- Cognizable Offence, Legal Aid Service.
2.	Social Legislations pertaining to Women: Indecent representation of Women (Prohibition) Act, 1986; Prevention of Immoral Trafficking in Women Act, 1986; Dowry Prohibition Act, 1961; Protection of Women against Domestic Violence Act 2005; The medical Termination of pregnancy act 1972; Section 198A and 304 B of IPC.
3.	Social Legislations pertaining to Children: Child Labour (Prohibition and Regulation) Act 1986; Juvenile Justice (Care and Protection) Act 2000 as amended in 2006; Hindu Adoption and Maintenance Act, 1956; COPSA.
4.	Social Legislations pertaining to Succession: Indian Succession Act; Hindu Succession Act, 1956; 1925, Hindu Minority and Guardianship Act.
5.	Personal Laws: Hindu Marriage Act, 1955; Special Marriage Act, 1954, Muslim Women (Protection of Rights on Divorce) Act, 1986; Indian Divorce Act, 1869.

Readings

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.

GOI. (1987). *Encyclopedia of Social Work in India* (Vol 1–4). New Delhi: Ministry of Information and Broadcasting.

Human Rights Watch. (2005). *Women Rights Project- 2000: The Human Rights Watch Global Report on women's Human Rights*. New York: Oxford University Press.

Indian Social Institute. (1992). *Legal Education Series (1–34)*. Delhi: Indian Social Institute.

Iyer, K. V. R. (1988). *Law and Urban Poor in India*. Delhi: B.R.Publishing Corporation.

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.

Course Title	Persons with Difficult Circumstances
Course Code	DSC-SW-204(B)
Semester	II
Credits	4

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.

Unit	Content
1	Introduction Marginalized population: children's, women, disabled , displaced people living with HIV/Aids, SC,&ST,OBC,&Monorites, Social Exclusion Inclusion.
2	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
3	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.
	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.
5	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.

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6. Govt. of India (2001) Report of commissioner for SCs & STs.
7. Gupta, M. (1998) International Encyclopedia of women's Development, Sage Publications: New Delhi.
8. Hichael, S.M. (1998) Dalits in modern India, Sage Publications: New Delhi.
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10. Papola, T.S., Sharma, A.N. (1999) Gender and employment in India. Vikas Publishing: New Delhi.

Course Title	PROJECT PLANNING MONITORING AND EVALUATION
Course Code	DSE-SW-204 (C)
Semester	II
Credits	4

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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

Unit	Contents
1	Projects and Programs Projects in development organizations, the project cycle, difference between project and program, purpose and benefits of planning, monitoring and evaluation
2	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
3	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
4	Project Evaluation Understanding concept of evaluation, monitoring and evaluation; types of evaluations: internal, external, mid- term, post evaluation, participatory evaluation
5	Project Termination 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.

Course Title	CORPORATE SOCIAL RESPONSIBILITY
Course Code	GEC-SW-105(A)
Semester	II
Credits	4

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

Unit	Contents
1	Meaning, definition and scope of CSR Social responsibility, corporate social responsibility, meaning, definition and scope of CSR, Historical development of CSR, a moral argument for CSR, a rational argument for CSR, an economic argument for CSR, strategic context of CSR.
2	Stakeholders and perspectives Interest groups related to CSR, tools of CSR, business benefits of CSR
3	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
4	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
5	NGO AND CSR: Relationship of NGO with CSR, Project proposal preparation under CSR for funding.

REFERENCES

1. Benn & Bolton, (2011); *Key concepts in corporate social responsibility*, Sage Publications Ltd., Australia.
2. Bradshaw, T. and D. Vogel. (1981); *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. McGraw Hill Book Company, New York.
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5. Crane, A. et al., (2008); *The Oxford handbook of corporate social responsibility*, Oxford University Press Inc., New York.
6. Ellington, J. (1998); *Cannibals with forks: The triple bottom line of 21st century business*, New Society Publishers.
7. Grace, D. and S. Cohen (2005); *Business ethics: Australian problems and cases*, Oxford University Press, Oxford.

Course Title	Green Social Work
Course Code	GEC-SW-105(B)
Semester	II
Credits	4

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
- Openness to different values and ways of being or doing

Unit	Content
1	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.
2	Developmental Processes and environment- Industrialization, Urbanization & Globalization and their impact on environment, Commercialization of agriculture, changing land use pattern & rural society, dams & its consequences ,Deforestation & ecological imbalance.
3	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. Environment education at primary and secondary level, environmental role of youth, communities, NGOS & professionals.
4	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.
5	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 Vandana shiva, Medha Patkar & Arundhaty Roy

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1. Gadgil Madhav, Ecology, Penguin Books, New Delhi.
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).
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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. Mrs 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 Campaign, Ooty, Econet, Pune, 1996.

Course Title	Forensic Social Work
Course Code	GEC-SW-105(C)
Semester	II
Credits	4

Course Description

Forensic social work is an area of specialty within social work that focuses on issues related to the law and legal systems. Forensic social workers are called upon to provide a variety of services including: recommendations on adult and child mental health status for court evaluation, testifying as an expert witness regarding child welfare and/or domestic violence cases, interfacing with juvenile courts, drug courts, and/or mental health courts, as well as child custody issues involving separation, divorce, neglect, and termination of parental rights, to name a few. The purpose of this course is to gain familiarity with the principles and practices of forensic social work. Class lectures and discussions will include the following: diverse methods for forensic risk assessment, relevant theories and models of offender behaviors, the role of the legal system as it pertains to forensic practices, treatment approaches with juvenile and adult offenders, intervening with incarcerated populations, including those with severe mental illness, and/or drug and alcohol addictions, and the fundamentals of expert witness testimony. Class discussions will be framed within the prism of broader contextual issues and will examine their impact on forensic populations. Lectures, class discussions, case examples, videos, and power point presentations will be utilized throughout the course.

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 outcome

- 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

Unit	Content
1	Introduction – Social work Ethics with forensic population’s social justice perspective, Forensic social work defined collaborative roles in ESW.
2	Mass Incarceration- Practice in prison with prisoners: mass incarceration, general population roles.
3	Mental Health & Substance Abuse, Programming & Prisons , Women in Prison,SMI, Immigrants & Refugees
4	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.
5	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 Decarceration :possibilities for FSW.

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- Barker, R. L., and D. M. Branson. 2000. *Forensic social work: Legal aspects of professional practice*. 2d ed. Binghamton, NY: Haworth.
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MSW-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 all 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	25
02	Concurrent Field Work (20 Visits)	40
03	Reports & Documentation	10
04	Attendance, IC & GC	15
05	Viva-Voce	10
		100

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