॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

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

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED

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

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

25
1994 - 2019
SILVER JUBILEE YEAR

ACADEMIC (1-BOARD OF STUDIES) SECTION

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

परिपत्रक

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.

स्वाक्षरित/—
उपकुलसचिव
शैक्षणिक (१–अभ्यासमंडळ विभाग)

प्रत माहिती व पुढील कार्यवाहीस्तव :

१) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
२) मा. संचालक, परीक्षा व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
३) 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.

Swami Ramanand Teerth Marathwada University, Nanded

Sub-Centre, Latur

(NAAC Re-accredited with 'A' Grade)

Revised Syllabus

For

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

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

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

(Numeric Code: 71-4-2-01)

School of Social Sciences,

S.R.T.M.U.N., Sub-Centre, Latur

Academic Year 2019-2020

Swami Ramanand Teerth Marathwada University, Nanded
Sub-Centre, Latur
School of Social Sciences

Revised Syllabus for Master of Social Work
[Choice Based Credit System (CBCS) under Cumulative Grade Point Average (CGPA) pattern]

Year of implementation:

Revised Syllabus implemented from *academic year 2019-20*.

School of Social Sciences:

The School of Social Sciences of Latur Sub-Centre of S.R.T.M.U. was established in the academic year 2009-10 with one teaching curriculum of M. A. Economics. The primary objective of this school is to uncover various aspects of human life (i.e. social, political, economical and ethical development etc.) through the teaching-learning process programmed with a University degree. At the present junction of the world, it is necessary to create learned social scientists to assist the planners, administrators and strategists of the world in reducing the social imbalance and maintaining a harmonious environmental order. The School is gradually expand its teaching-learning and research activities in this direction.

Programme Objectives:

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

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

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

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

5. Demonstrate an understanding and appreciation for human diversity, to engage in non-discriminatory culturally sensitive practice that seeks social and economic justice for clients,

without regard to age, class, caste, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.

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

Programme Outcome:

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

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

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

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

Master of Social Work:

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

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

The course will be a mixture of theory and assignments. By the end of this course, the students are expected to be familiar with theoretical and practical aspects of Economics and acquire analytical skills to address various prevalent problems of the society. The course curriculum is autonomous. The syllabus is structured in Choice Based Credit System (CBCS)

to make student learn from other interested areas to his/her credit. The result of the degree will be based on CGPA system of the University.

Course Description:

This Degree Course (96 credits) is spread over four semesters in two years including five papers of 100 marks each (4 credits) in each semester. For each paper, there will be internal evaluation for 50 marks. And one paper of 100 marks for field work in each semester. Special workshops, presentations, seminars and visits will be organized as part of the course. Each student is required to complete supervised research dissertation (with viva voce) as part of this course. Also one module carries one credit and 15 instructional hours for each module.

Features of the course:

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

Eligibility for Admission:

50% Seats reserved for BSW Bachelor's Degree in B.S.W with a minimum of 35% Mark and 50% for any graduation. The basis of selection shall be on the merit basis as per University norms. Reservation of seats and other concessions will be in line with the University rules and norms.

Medium of Instructions:

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

Scheme of Examination:

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

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

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

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

Final Evaluation System:

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

- Marks for each course would be converted to grades as shown in table 1.

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

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

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

- A student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course.

- For the final result of a student Cumulative Performance Index (CPI) based on total earned credits vis-à-vis total earned grade points shall be calculated as mentioned in table 1.

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

Credit Requirements	
Core papers (Theoretical & Practical Papers)	64
Discipline Specific Elective –Offered by the M.S.W. (Course semester I & II , III &IV)	16
Generic Elective Course offered by the M.S.W. Course Semester I and II) Or / & Open electives outside the discipline	08
AEC/SEC Course offered by the M.S.W. III &IV Semester	08
Total credits	**96**

M.S.W. Course Structure

	Semester First		
	Paper Code	**Course Title**	**Credit**
Core Course	CC-SW-101	History and Philosophy of Social Work	04
	CC-SW-102	Working with Individuals (Case work)	04
	CC-SW-103	Working with Groups (Group Work)	04
Practical	CC-SW-106	Social Work Practicum	04
Discipline Specific Elective (Choose any One)	DSE-SW 104(A)	Indian Society: Structure, Issues and Politics	04
	DSE-SW-104(B)	Personal & Professional Development for Social Work Practice	04
Generic Elective Course (Choose any one)	GEC-SW-105	Corporate Social Responsibility	04
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	04

	Semester Second		
	Paper Code	**Course Title**	**Credit**
Core Course	CC-SW-201	Social Work Research	04
	CC-SW-202	Social Welfare & Development Administration	04
	CC-SW-203	Community Organization and Social Action	04
Practical	CC-SW-206	Social Work Practicum	04
Discipline Specific Elective (Choose any One)	DSE-SW-204 (A)	Dynamics of Human Behavior	04
	DSE-SW-204 (B)	Project Planning Monitoring and Evaluation	04
Generic Elective Course (Choose any one)	GEC-SW-205	Social Entrepreneurship	04
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	04

Semester Third

	Paper Code	Course Title	Credit
Core Course	CC-SW-301	Social Work Practice in Health	04
	CC-SW-302	Counselling Theory and Practices	04
	CC-SW-303	Social Movements and Social Legislation in India	04
Practical	CC-SW-306	Social Work Practicum	04
Discipline Specific Elective (Choose any One)	DSE-SW304 (A)	Gender & Development	04
	DSE-SW-304 (B)	Rural Community Development	04
AEC/SEC	GEC-SW-305	Academic Reading & Writing Skills	04

Semester Fourth

	Paper Code	Course Title	Credit
Core Course	CC-SW-401	State, Society and Human Rights	04
	CC-SW-402	Social Policy and Planning	04
	CC-SW-405	Dissertation (Project Work)	04
Practical	CC-SW-406	Social Work Practicum	04
Discipline Specific Elective (Choose any One)	DSE-SW-403(A)	Social Work Practice With Families And Children	04
	DSE-SW-403(B)	Social Work with the Elderly	04
AEC/SEC	GEC-SW-404	Career Planning in the Humanities	**04**

CC-SW-101: HISTORY AND PHILOSOPHY OF SOCIAL WORK

(CREDITS: 04)

LEARNER OBJECTIVES:

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

LEARNING OUTCOME:

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

COURSE OUTLINE

Module-I: Social Work History, Concept and Philosophy 15
Development of social work education and profession in U.K., U.S.A and Asia, Social reform and social reconstruction, Social service traditions , Socio-Religious Reform Movements in India
Contribution of Gandhi, Ambedkar, Phule, Vinoba and Jay Prakash Narayan and significant others to social change, Evolution of Social Work Education in India; Current issues of Social Work Education in India

Module-II: Social Work Profession 15

Social work functions and roles of social workers, Competencies for social work practice
Code of ethics for social workers, social security, changing context for practice and emerging areas

Module-III: Social Work Practice in India 15
Basic requirements of a profession: Present state of social work as a profession in India
Changing philosophy and trends in social work and the role of social worker and the government in promoting social work profession in India

Module-IV: Fields of Social Work 15
Fields of Social Work: Family and child welfare, Youth development, Industrial social work, Correctional administration, Medical and psychiatric social work, Feminist social work and Community development

REFERENCES

1. Batra, Nitin (2004); Dynamics of Social Work in India, Raj Publishing House, Jaipur.
2. Bhattacharya, Sanjay (2006); Social Work an Integrated Approach. New Delhi: Deep & Deep
3. Bradford, W. Sheafor, & other (1997); Techniques and Guidelines for Social Work, Allyn and Bacon, A Viacom Company, London.
4. Chowdhry, D. P. (2001); Introduction to Social Work. New Delhi: Atma Ram.
5. Dasgupta, Sugata (1964); Towards a Philosophy of Social Work in India, Popular Book Services, New Delhi.
6. Gilbert, Neil. et. al. (2002); An Introduction to Social Work Practice, Prentice Hall, New Jersey.
7. Mathew, Grace. (1992); An Introduction to Social Case Work, Tata Institute of Social Sciences, Bombay.
8. Ross, M G (1955); Community Organization, Harper and Row, New York.
9. Skidmore A Rx and Milton G Thackeray (1976); Introduction to Social Work, Printice, New Jersey Hall.
10. Verma, Ratna (1991); Psychiatric Social Work in India, Sage Publications, New Delhi

LEARNER OBJECTIVES

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

LEARNING OUTCOME:

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

COURSE OUTLINE

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

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

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

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

REFERENCES

1. Bhattacharya, Sanjay (2006); Social Work an Integrated Approach. New Delhi: Deep & Deep
2. Biestek, Felix P. (1987); The casework relationship, London: Unwin University Press
3. Currie, Joe (1976) The Bare foot Counselor, Bangalore: Asian Trading Corporation
4. Fuster, J. M (1984); Personal Counseling. Bombay: St. Paul Publication
5. Hollis, Florence and Mary E. Woods (1981); Case Work – Psychosocial Therapy, Random House, NewYork.
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7. Narramore, M. Clyde (1978); The Psychology of Counseling, Zondervan Publishing House, Michigan.
8. Nelson – Jones, Richard (2008); Basic Counseling Skills, Sage Publications, London.
9. H.S. Perlman – Social Case Work Problem solving Process, Chicago University Press.

LEARNER OBJECTIVES

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

LEARNING OUTCOME:

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

COURSE OUTLINE

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

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

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

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

REFERENCES
1. Argyle, Michael (1969); Social Interaction, Tavistock Publications, London.
2. Bhattacharya, Sanjay (2006); Social Work an Integrated Approach, Deep & Deep, New Delhi.
3. Button, Leslie (1976); Development Group Work with Adolescents, Hodder and Stoughton Ltd, London

4. Cooper, Cary L (1976); Theories of Group Processes, John Wiley & Sons, London.

5. Day, Peter, R (1987); Sociology in Social Work Practice, Macmillan Education, London.

6. Douglas, Tom (1976); Group Work Practice, Tavistock Publications, London.

7. Douglas, Tom (1978); Basic Group Work, Tavistock Publications, London.

8. Ely, P.J. and M. K. Mc Cullough (1975); Social Work with Groups, Routtedge and Kegan Paul, London.

9. Finlay, Linda (1993); Group Work in Occupational Therapy, Chapman and Hll, London.

10. Gillbert, Neil, et al. (1980); An Introduction to Social Work Practice, Prentice Hall, Inc., Englewood Cliffs, New Jersy.

11. Heap Hen (1977); Group Theory for Social Workers, Pergamon Press, England.

12. Heap Hen (1979); Process and Action in work with Groups, Pergamon Press, England.

13. Heap Hen (1985); The Practice of Social Work Groups A Systematic Approach, George Allen Unwin, London.

DSE-SW-104 (A): INDIAN SOCIETY: STRUCTURE, ISSUES AND POLITICS

LEARNER OBJECTIVES

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

LEARNING OUTCOME:

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

COURSE OUTLINE

Module I: Understanding Society, Culture and Identity
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

Module II: 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

Module III: 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

Module IV: 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, India and the 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

REFERENCES

1. Cohn, B.S (1987); *An Anthropologist among Historians*, Oxford University Press, Delhi.
2. Bose, N. K (1975); *The Structure of Hindu Society*, Orient Longman, Delhi.
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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.
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DSE-SW-104 (B): PERSONAL & PROFESSIONAL DEVELOPMENT FOR SOCIAL WORK PRACTICE

LEARNER OBJECTIVES

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

LEARNING OUTCOME:

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

COURSE OUTLINE

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

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

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

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

REFERENCES

1. Beryl, Williams (1977); Communicating Effectively, Sterling Publications, New Delhi.
2. Joyce, Lishman (1994); Communication in Social Work, Palgrave, New York.
3. Khwaja, Ali (2000 Ed.); Booklets on Counseling, Bangalore : Banjara Academy
4. Patil, Jayant (2002); Mind, Body and Soul Management Handbook, 21st Century Life style, International Institute of Management Research and Applied Techniques, Pune.
5. Philip Priestley, Jasmes McGuire (1983); Learning to Help, Tavistock Publication Ltd, London.
6. Reamer & Fredric (2005); Social Work Values and Ethics, Rawat Publication, New Delhi.

GEC-SW-105: CORPORATE SOCIAL RESPONSIBILITY

LEARNER OBJECTIVES

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

LEARNING OUTCOMES:

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

COURSE CONTENT

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

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

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

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

REFERENCES

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.
3. Brummer, J.J. (1991); *Corporate Responsibility and Legitimacy: An interdisciplinary analysis.* Greenwood Press, Westport, CT.
4. Cannon, T. (1992); *Corporate responsibility* (1st ed.); Pitman Publishing, London.
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.

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

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

5) Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the particular situation of transport and communications in the region and the expenses involved, the field work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes.

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

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

		Semester Second	
	Paper Code	**Course Title**	**Credit**
Core Course	CC-SW-201	Social Work Research	04
	CC-SW-202	Social Welfare & Development Administration	04
	CC-SW-203	Community Organization and Social Action	04
Practical	CC-SW-206	Social Work Practicum	04
Discipline Specific Elective (Choose any One)	DSE-SW-204 (A)	Dynamics of Human Behavior	04
	DSE-SW-204 (B)	Project Planning Monitoring and Evaluation	04
Generic Elective Course (Choose any one)	GEC-SW-205	Social Entrepreneurship	04
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	04

CC-SW-201: SOCIAL WORK RESEARCH

LEARNER OBJECTIVES

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

LEARNING OUTCOME:

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

COURSE OUTLINE

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

Module-II: Social Research and Social Work Research
Meaning of social work research, goals, inferences, nature and scope of social work research. Types of Research - Experimental research, descriptive, exploratory, diagnostic, evaluative and action research, qualitative research.

Module-III: Social Work Research Process
Selection and formulation of a problem, formulation of hypothesis, formulation of research design, collection of data, analysis and interpretation of data, generalizations.

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

REFERENCES

1. Ahuja, Ram (2001); Research Methods, Rawat Publication, Jaipur.
2. Bailey, Kenneth D (1978); *Methods of Social Research*, The Free Press, London.
3. Dasgupta, Sugata (1977); "Social Work Research "in *Encyclopaedia of Social Work,* Govt. of India, New Delhi.
4. Epstein, I & Tripodi, T (1973); *Research Techniques for Program Planning, Monitoring and Evaluation*, Columbia University Program, New York.
5. Fansel, David (1980); "Services to and by the real people", *Social Work,* 34, 195-196.
6. House, E.R (1980); *Evaluating with Validity,* Beverly Hills, Sage, California.
7. Herlekar, A (1964); *Research in Social Work*, The IJSW, July, Bombay.
8. Jacob, K.K (1965); *Methods and Fields of Social Work in India*, Asia Publishing, Jacob, Bombay.
99. K. K. (1965); Methods & Fields of Social Work in India, Asia Publishing, Bombay.
10. Kothari, C. R (2004) Research Methodology: Methods & Techniques, New Age International, New Delhi.
11. Krishnaswamy, O. R. (1993); Methodology for Research in Social Science, Himalaya, Bombay.
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13. Lal Das, D. K (2000); *Practice of Social Research: Social Work Perspectives,* Rawat Publications, Jaipur.
14. Lal Das, D. K (2005); *Designs of Social Research,* Rawat Publications, Jaipur.

CC-SW- 202-: SOCIAL WELFARE & DEVELOPMENT ADMINISTRATION

LEARNER OBJECTIVES

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

LEARNING OUTCOME:

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

COURSE OUTLINE

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

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

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

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

REFERENCES
1. Banerjee, Shyamal (1981); Principles and Practice of Management, Oxford & IBH Publishing Co. Pvt.Ltd, New Delhi.
2. Bhattacharya, Sanjay (2006); Social Work Administration and Development, Rawat Publications, Jaipur.
3. Chowdhry, D.Paul. (1992); Social Welfare Administration, Atmaram and Sons, Encyclopaedia of Social Work. Vol I & III, New Delhi.
5. French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. (2006); Organization Development

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

6. Goel. S. L & R. K. Jain (1998); Social Welfare Administration. Vol. I & II, Deep & Deep Publications, New Delhi.
7. Lalitha N. V (1981); Financial Assistance to Voluntary Organisations for Development. NIPCCD, New Delhi.
8. Sarita Sharma, Basotia G.R.Popalia A.K. (1997); Management, Function, Financial Planning and Policy, Kanishka Publishers, New Delhi.
9. Shankaran R & Rodrigues: A handbook to the Management of Voluntary Organisations. Madras: Alpha Publishers.
10. Skidmore, Rex and Miltons G. Thackeray (1976); Introduction to Social Work, Prentice-Hall International, London.

CC-SW-203: COMMUNITY ORGANIZATION AND SOCIAL ACTION

LEARNER OBJECTIVES

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

LEARNING OUTCOME:

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

COURSE OUTLINE

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

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

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

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

REFERENCES

1. Bhattacharya, Sanjay (2006); Social Work an Integrated Approach, Deep & Deep, New Delhi.
2. Chowdhry, D.P (1976); Introduction to Social Work, Atma Ram, New Delhi.
3. Christopher, A.J., and Thomas William (2006); Community Organization and Social Action. Himalaya Publications, New Delhi.
4. Cox, F.M. et al. (1964); Strategies of Community Organisation, Peacock Publishers, Inc, Illinois.
5. Dunham, Arthur (1970); The New Community Organisation, Thomas, Y. Crowell Company, New York.
6. Freire, Paulo (1970); Education for the Oppressed, Seaburg Press, New York.
7. Freire, Paulo (1972); Cultural Action for Freedom, Penguin, Harmondo Worht
8. Gangrade, K.D (1971); Community Organisation in India, Popular Prakasam, Bombay.
9. Kramer, Ralph and Harry Specht (1975); Readings in Community Organisation, Practice. Prentice Hall International, London.
10. Kumar, Somesh. 2002. Methods for Community Participation – a Complete Guide for Practioners, Vistaar Publications, New Delhi.
11. Prasad, Ankit. 2005. Social Welfare and Social Action. New Delhi: Mittal Publications
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13. Siddiqui. H. Y. Ed. (1984); Social Work and Social Action, Harnam Publications, New Delhi.
14. Siddqui, H.Y (1997); Working with CommModuleies, Hira Publication, New Delhi.

DSE-SW-204 A: DYNAMICS OF HUMAN BEHAVIOR

LEARNER OBJECTIVES

1. *To understand the fundamental components of human behaviour*
2. *To Gain insight into factors contributing to development of personality*
3. *To understand growth and development of individual at various stages in the life span.*
4. *To acquire knowledge on Personality Patterns of the individuals*

LEARNING OUTCOME

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

COURSE OUTLINE

Module I: Introduction to Social Psychology
Brief introduction to growth and development, developmental stages, developmental tasks; personality: definition, theories of personality, types of personality, factors influencing personality; emotion: nature and characteristics, psychological and situational factors in emotion, learning and emotion

Module II: Perception: Concept and principles
Factors influencing perception, social perception; intelligence: concepts, levels of intelligence, influence of heredity and environment; measurement of intelligence; learning: principles and theories of heredity and environment; measurement of intelligence; learning: principles and theories of learning, learning and behavior modification

Module III: Attitude and motivation
Attitude: definition, formation of attitude, measurement of attitude; motivation: definition and concepts, theories of motivation, types of motivation

Module IV: Adjustment and conflict
Adjustment: concept of adjustment and maladjustment, defense mechanisms stress, frustration and conflict sources of frustration and conflict, types of conflicts. Concepts of normality and abnormality, causation of mental illness, neuroses, psychoses, psychosomatic disorders, measures to promote mental health

REFERENCES

1. Coleman, James (1980); Abnormal Psychology and modern life. Tata McGraw Hill
   Ltd., New Delhi.
2. Hill, Winfred (1970); Psychology: Principles and Problems, Lippincolt Company, New York.
3. Hielle, Larry. A and Ziegler Daniel (1981); Personality Theories, McGraw Hill Ltd, New Delhi.
4. Lerner, Richman et. al. (1986); Psychology, Macmillan Publishing Company, New York.
5. Lindzey Gardner and Aronjon Ellio. Ed. (1975); The Handbook of Social Psychology, Vols. I, II
   and III. Amarchand Publishing Co. Pvt. Ltd., New Delhi.
6. Sheridan, Charles (1978); Methods in Experimental Psychology, Holt Rinechart and
   Wisdom Ltd., New Delhi.
7. Snodgrass, Joan Gay. et. al. (1985); Human Experimental Psychology, Oxford University
   Press, New York.
8. Strange, Jack Roy (1996); Abnormal Psychology, Tata McGraw Hill Ltd, New Delhi.
9. Ullmknn, Leonard and Krasneg Leonard (1975); A Psychological Approach to Abnormal
Behaviour, Prentice Hall Ltd., New Jersey.
10. Verma, Ratna (1991); Psychiatric Social Work in India, Sage Publications, New Delhi.

DSE-SW-204 B: PROJECT PLANNING MONITORING AND EVALUATION

LEARNER OBJECTIVES

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

LEARNING OUTCOME

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

COURSE OUTLINE

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

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

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

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

REFERENCES

1. The World Bank (2006); *Managing the Implementation of Development Projects*, World Bank Institute, Washington.
2. Berkun, Scott (2005); *The Art of Project Management*, O'Reilly Media: Cambridge, MA
3. Nail, B. M. (1985); Project Management – Scheduling and Monitoring By PERT/CPM, VANI Educational Books, New Delhi.
4. Marsden, David, Oaklay, Peer (Ed) (1990); Evaluating Social Development Project, Oxfam, Oxford, UK.
5. Mukharjee, Amitava (2004); Participatory Rural Appraisal- Methods and Applications in Rural Planning, Concept Publishing Company, New Delhi.
6. Feuerstein, Marie (1986); Partners in Evaluation, Evaluating Development and Community Programmes with Partners, Macmillan Publishers.
7. Kendrick, Tom (2004); *The Project Management Toolkit: 100 Tips and Techniques for Getting the Job Done Right*, AMACOM Books: Boston, MA.
8. Lewis, James (2006); *Fundamentals of Project Management*, 3rd ed., AMACOM Books: Boston, MA.

GEC-SW 205: SOCIAL ENTREPRENEURSHIP

LEARNER OBJECTIVES

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

LEARNING OUTCOME

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

COURSE OUTLINE

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

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

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

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

REFERENCES

1. Alex Nicholls, (2006); *Social Entrepreneurship: New Models of Sustainable Social Change*, Oxford University Press, New York
2. David Bornstein, (2007); *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Oxford University Press, New York.
3. Fred Setterberg, Kary Schulman (1985); *Beyond Profit: Complete Guide to Managing the Non Profit Organizations*, Harper & Row, New York.
4. Gregory Dees, Jed Emerson, Peter Economy (2002); *Enterprising Non Profits – A Toolkit for Social Entrepreneurs*, John Wiley and Sons, New York.
5. Peter Drucker (1990); *Managing the Non Profits Organizations, Practices and Principles*, HarperCollins, New York.

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/PRA (6 days)	25
02	Concurrent Field Work (20 Visits)	40
03	Reports & Documentation	10
04	Attendance, IC & GC	15
05	Viva-Voce	10
		100