



**SNDT Women's University, Mumbai**

**Master of Social Work  
(M.S.W.)**

*As per NEP-2020*

**Syllabus**

**(2023-24)**

|   |  |
|---|--|
| <b>Programme</b>                          | <b>Master of Social Work (M.S.W.)</b>  |
| <b>Preamble</b>                           | The Master of Social Work (MSW) course typically outlines the foundational principles and objectives of the program. It may emphasize the importance of promoting social justice, diversity, and the well-being of individuals and communities. Additionally, it often highlights the development of advanced clinical and analytical skills to address various social issues. The preamble serves as an introduction to the program's values and goals, setting the tone for the curriculum and the professional values expected of MSW graduates.  |
| <b>Programme Outcomes (POs)</b>           | <p>After completing this programme, Learner will be able to</p> <ul style="list-style-type: none"> <li>• Provide trained professional Social Workers to the society</li> <li>• Develop key skills related to general management, resource development, social entrepreneurship, and partnership management which are crucial for the success of Non-Profit Organizations.</li> <li>• Produce skilled human resources which are employable in social sector.</li> <li>• Focus on the intersections of gender, race, class, sexuality, and nationality in all areas of intervention in the field or in research.</li> </ul> <p>Develop an understanding about the concepts of human rights and duties, and its evolution in the global and Indian context.</p>   |
| <b>Programme Specific Outcomes (PSOs)</b> | <p>After completing this programme, Learner will be able to</p> <ul style="list-style-type: none"> <li>• Develop perspective on human and child rights, social development, health, legal literacy, social welfare administration, skills and techniques in counseling.</li> <li>• Lead to capacity building of women from all sections of society to become change agents for constructive development at the level of individuals and larger society.</li> <li>• Create a cadre of professionally qualified social workers to work at all levels of the society.</li> <li>• Provide educational opportunities leading to self-development of women as well as gaining professional expertise in social work such that they contribute to constructive social change and development. equipped to start their professional career in various social sectors:</li> </ul> |
| Eligibility Criteria for Programme        | Graduate from any discipline   |
| Intake                                    | 44   |
| Duration                                  | 4 semesters (2 years)  |

**S.N.D.T.WOMEN'S UNIVERSITY, MUMBAI 400 020**  
**Academic Year 2023-24**  
**Structure with Course Titles**  
**Postgraduate Programme of 2 years:**

| SN     | Courses   | Type of Course    | Credits   | Marks      | Int        | Ext        |
|--------|---|-------------------|-----------|------------|------------|------------|
|        | <b>Semester I</b>                                     |                   |           |            |            |            |
| 113011 | Historical and Contemporary Ideologies of social work | Major (Core)      | 4         | 100        | 50         | 50         |
| 113012 | Working with Individuals, Families and Groups         | Major (Core)      | 4         | 100        | 50         | 50         |
| 113014 | Basics in Sociology                                   | Major (Core)      | 2         | 50         | 50         | 0          |
| 123011 | Contemporary Issues in Social Work                    | Major (Elective)  | 4         | 100        | 50         | 50         |
| 123012 | Or Gerontology: Interdisciplinary Perspective         |                   | 4         | 100        | 50         | 50         |
| 133011 | Social Work Research                                  | Minor Stream (RM) | 4         | 100        | 50         | 50         |
| 113013 | Fieldwork -I  | OJT               | 4         | 100        | 50         | 50         |
|        |   |                   | <b>22</b> | <b>550</b> | <b>300</b> | <b>250</b> |
|        |   |                   |           |            |            |            |
|        | <b>Semester II</b>                                    |                   |           |            |            |            |
| 213011 | Working with Communities and Social Action            | Major (Core)      | 4         | 100        | 50         | 50         |
| 213012 | Community Health: A Social Work Perspective           | Major (Core)      | 4         | 100        | 50         | 50         |
| 213013 | Program Planning and Integrated Social Work Practice  | Major (Core)      | 4         | 100        | 50         | 50         |
| 213014 | Basics in Psychology                                  | Major (Core)      | 2         | 50         | 0          | 50         |
| 223011 | Social Work Entrepreneurship                          | Major (Elective)  | 4         | 100        | 50         | 50         |
| 223012 | Or Social Work Intervention in Unorganised Sector     |                   | 4         | 100        | 50         | 50         |
| 243041 | Field Work – II and Study Tour                        | OJT               | 4         | 100        | 50         | 50         |
|        |   |                   | <b>22</b> | <b>550</b> | <b>250</b> | <b>300</b> |

**Exit option: (44 credit) after Three-Year UG Degree**

**MSW Year II**

| SN     | Courses  | Type of Course   | Credits   | Marks      | Int        | Ext        |
|--------|--|------------------|-----------|------------|------------|------------|
|        | <b>Semester III</b>  |                  |           |            |            |            |
| 313011 | Social Development, Policy and Planning  | Major (Core)     | 4         | 100        | 50         | 50         |
| 313012 | Management of Developmental and Welfare Org. and Corporate Social Responsibility | Major (Core)     | 4         | 100        | 50         | 50         |
| 313013 | Basics in Economics  | Major (Core)     | 2         | 50         | 0          | 50         |
| 323011 | Population Dynamics Or   | Major (Elective) | 4         | 100        | 50         | 50         |
| 323012 | Human Rights and Social Work   |                  | 4         | 100        | 50         | 50         |
| 353031 | Research Component (Writing Research Proposal & Review of Literature)            | RP               | 4         | 100        | 50         | 50         |
| 343041 | Fieldwork –III and Rural Camp  | OJT              | 4         | 100        | 50         | 50         |
|        |  |                  | <b>22</b> | <b>550</b> | <b>250</b> | <b>300</b> |
|        | <b>Semester IV</b>   |                  |           |            |            |            |
| 413011 | Women and Gender Development   | Major (Core)     | 4         | 100        | 50         | 50         |
| 413012 | Management & Administration of NGOs  | Major (Core)     | 4         | 100        | 50         | 50         |
| 423011 | Child Rights Law and Social Work   | Major (Elective) | 4         | 100        | 50         | 50         |
| 423012 | Or Counselling   |                  | 4         | 100        | 50         | 50         |
| 453031 | Research Project (Dissertation and Viva Voce)                                    | RP               | 4         | 100        | 50         | 50         |
| 443041 | Internship   | OJT              | 6         | 150        | 100        | 50         |
|        |  |                  | <b>22</b> | <b>550</b> | <b>300</b> | <b>250</b> |

**Exit option: (44 credit) after Three-Year UG Degree**

## MSW Semester I

|                            |  |          |
|----------------------------|--|----------|
|                            | <b>Semester I</b>  |          |
| <b>113011</b>              | <b>HISTORICAL AND CONTEMPORARY IDEOLOGIES OF SOCIAL WORK -Major (Core)</b>   | <b>4</b> |
| <b>Course Credit/Marks</b> | <b>Credit 4 Marks 100</b>  |          |
| <b>Course Objectives</b>   | <ul style="list-style-type: none"> <li>• Understand the history of evolution of Social Work Profession, both in India and the west.</li> <li>• Gain information about contemporary ideologies of social work and social work.</li> <li>• Develop insights into the origin and development of ideologies/ approaches to social change.</li> <li>• Understand rationale, goals, ideals and ethics for social change and develop skills for the same.</li> <li>• Develop skills to understand contemporary reality in its historical context.</li> <li>• Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization vulnerable groups.</li> <li>• Understand the values of social work, and consciously apply those in practice.</li> </ul>     |          |
| <b>Course Outcomes</b>     | <ul style="list-style-type: none"> <li>• Understood the history of evolution of Social Work Profession, both in India and the west.</li> <li>• Gain information about contemporary ideologies of social work and social work.</li> <li>• Developed insights into the origin and development of ideologies/ approaches to social change.</li> <li>• Understand rationale, goals, ideals and ethics for social change and develop skills for the same.</li> <li>• Developed skills to understand contemporary reality in its historical context.</li> <li>• Understood self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization vulnerable groups.</li> <li>• Understood the values of social work, and consciously apply those in practice.</li> </ul> |          |
| <b>Module 1</b>            | <b>Introduction to History of Social Work Profession</b>   | <b>1</b> |
| <b>Learning Outcomes</b>   | <p>After learning the module, learners will be able</p> <ul style="list-style-type: none"> <li>• Understand the Indian History of Social Work Profession.</li> <li>• Understand the Western History of Social Work Profession.</li> </ul>  |          |

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|  | <ul style="list-style-type: none"> <li>• Differentiate between Indian &amp; Western History of Social Work Profession.</li> </ul>   |   |
| <b>Content Outlines</b>                      | <p><b>Indian History</b></p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Beginning of social work education.</li> <li>▪ Welfare versus developmental orientation in social work.</li> <li>▪ Professionalization of social work values, education, knowledge and professional associations</li> <li>▪ Goals, values, functions/roles and process of social work.</li> <li>▪ Interface between professional and voluntary social work.</li> </ul> <p><b>Western History:</b></p> <ul style="list-style-type: none"> <li>• Medieval Period: Judeo-Christian ideologies. Secular Humanism and Protestantism</li> <li>• Modern Period: Rationalism and Welfarism. Liberalism and Democracy. Utilitarianism and Social Darwinism.</li> </ul> |   |
| <b>Module 2</b> Ideologies for Social Change |   | 1 |
| <b>Learning Outcomes</b>                     | After learning the module, learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>• Understand the Indian perspectives in the ideologies for social change.</li> <li>• Understand the Western perspectives in the ideologies for social change.</li> <li>• Compare between Indian &amp; Western perspectives in the ideologies for social change.</li> </ul>   |   |

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| <b>Content Outlines</b>  | <p><b>Indian Perspectives:</b></p> <ul style="list-style-type: none"> <li>• Ancient Period: Vedic, Vedantic and Non-Vedic ideologies and spirituality.</li> <li>• Medieval period: Zoroastrianism and Islam in India. Mysticism of Bhakti and Sufi Movements, Sikhism.</li> <li>• Modern Period: Christianity in India.</li> <li>• Hindu reform movements and Dalit movements. Gandhian ideology and Sarvodaya movement. Nationalism. Ideology of the voluntary organizations and voluntary action.</li> </ul> <p><b>Western Perspectives:</b></p> <ul style="list-style-type: none"> <li>• Organized and scientific charity.</li> <li>• Beginning of social work education</li> <li>• Clinical social work</li> <li>• Ecological social work</li> <li>• Attributes of a profession</li> <li>• Professionalization of social work education, knowledge and professional associations</li> <li>• Goals, values, functions / roles and process of social work.</li> </ul> |   |
| <b>Module 3</b>          | Contribution of Professional Associations and Organisations   | 1 |
| <b>Learning Outcomes</b> | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand contemporary Ideologies for Social Change</li> <li>• Understand contemporary Ideologies for Social Work Profession</li> <li>• Correlate contemporary Ideologies for Social Change and Social Work Profession.</li> </ul>   |   |

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| <b>Content Outlines</b>                    | <b>Module Contents:</b><br><b>Contemporary Ideologies for Social Change</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Neo- liberalism and globalization</li> <li>• Postmodernism</li> <li>• Feminism</li> <li>• Resurgence of the civil society</li> <li>• Multiculturalism</li> <li>• Ideology of sustainable and people- centred development</li> <li>• Ideology of action groups and social movements</li> <li>• Ideology of Non- Government organizations</li> </ul> <b>Contemporary Ideologies for Social Work Profession</b> <ul style="list-style-type: none"> <li>• Marginalization of vulnerable groups and limitations of professional social work.</li> <li>• Emerging ideologies of professional social work</li> <li>• Social work values</li> <li>• Spirituality and social work.</li> <li>• Contemporary social work ideologies in different countries</li> <li>• Goals, values, functions/ roles and process of social work</li> <li>• Personal attributes of a social worker</li> </ul> |   |
| <b>Module 4</b>                            | Laws and Policies: Role of Libraries  | 1 |
| <b>Learning Outcomes</b>                   | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand and practice Social Work ethics</li> <li>• Evaluate role of social worker in society</li> <li>• Discuss responsibilities of Social Worker in the Society</li> <li>• Analysis opportunities of Social Worker in the Society</li> </ul>  |   |
| <b>Content Outlines</b>                    | <ul style="list-style-type: none"> <li>• Concept and Philosophy Ethics</li> <li>• Ethical Responsibilities in Social Work</li> <li>• Ethical Decision Making and Dilemmas in Micro and Macro Social Work practice</li> <li>• Roles &amp; Responsibilities of Social worker</li> <li>• Scope &amp; Opportunities in Social Work</li> </ul>   |   |
| <b>Assignments/ Activities towards CCE</b> |   |   |
|  | <b>1. 50 Marks for Internal Examination</b> <ul style="list-style-type: none"> <li>– 25 Marks for Assignment</li> <li>– 25 Marks for PPT Presentation</li> </ul> <b>2. 50 Marks for written Examination</b>   |   |



**REFERENCES:**

- Agarwal, M.M. 1998 Ethics and Spirituality, Shimla: Institute of Advanced Study
- Chatterjee, P. 1996 Approaches to the welfare State, Washington. DC. National Association of Social Workers.
- Desai, M. 2002 History of Ideologies for Social Change and Social Work. Jaipur, Rawat Publishers.
- Diwakar, V.D. (Ed.) 1991 Social Reform Movements in India: A Historical Perspective, Bombay: Popular Prakashan.
- Feibleman, J.K. 1986 Understanding Philosophy: A Popular History of Ideas, New York: Souvenir Press.

## MSW Semester I

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|  | <b>Semester I</b>  |          |
| <b>113012</b>  | <b>WORKING WITH INDIVIDUALS, FAMILIES AND GROUPS</b><br><b>Major (Core)</b>  | <b>4</b> |
| Course<br>Credit/Marks   | <b>Credit 4    Marks 100</b>   |          |
| <b>Course Outcomes</b>   | <ul style="list-style-type: none"> <li>• Understand case work and group work as methods of social work and appreciate their place in social work practice.</li> <li>• Understand the Values and Principles of working with individuals, families and groups</li> <li>• Develop appropriate skills and attitudes to critically analyze problems of individuals, families and groups and factors which affect them.</li> <li>• Enhance the understanding of the basic concepts, tools and techniques in working with individuals, families and groups, in problem solving and in developmental work.</li> <li>• Develop understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups.</li> <li>• Develop knowledge of the skills and techniques to be used by social worker in various work-settings involving individuals, families and groups.</li> <li>• Begin and develop in the students the value of democratic processes in individuals, families and group life.</li> <li>• Develop ability to reflect on "self" as a person and grow as a professional social worker.</li> </ul> |          |
| <b>Module 1</b><br>Philosophy, Principles & Process of Case Work |  | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |          |
|  | <ul style="list-style-type: none"> <li>• Understand the Case Work as a method of Social Work</li> <li>• Discuss the Philosophy of Case Work method</li> <li>• Discuss the principles of Case Work method</li> <li>• Apply or practice the Case Work Process</li> <li>• Critically evaluate self as professional</li> </ul>   |          |
| <b>Content Outlines</b>  | <ul style="list-style-type: none"> <li>• Introduction of case work as a method of social work</li> <li>• Philosophical assumption and case work values.</li> <li>• Principles of case work</li> </ul>  |          |

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|  | <ul style="list-style-type: none"> <li>Case work Process: Study, assessment, intervention, termination and evaluation.</li> <li>Self as a Professional: conflicts and dilemmas in working with individual and families</li> </ul>   |   |
| <b>Module 2</b><br>Tools & Techniques of Case Work             |   | 1 |
| <b>Learning Outcomes</b>                                       | After learning the module, learners will be able to <ul style="list-style-type: none"> <li>practice tools of Case Work</li> <li>practice Techniques of Case Work</li> <li>analysis and apply recording and evaluation in Case Work</li> </ul>   |   |
| <b>Content Outlines</b>  | <b>Tools of Case Work</b> <ul style="list-style-type: none"> <li>Interview, Home visit, observation listening, communication skills, rapport building.</li> <li>Video &amp; Audio Recording</li> </ul> <b>Techniques of Case Work</b> <ul style="list-style-type: none"> <li>Supportive resource enhancement and counselling.</li> </ul> <b>Recording and Evaluation in Case Work</b><br>Significance, Types, Principles, Structure |   |
| <b>Module 3</b><br>History and Theories of group work          |   | 1 |
| <b>Learning Outcomes</b>                                       | After learning the module, learners will be able to <ul style="list-style-type: none"> <li>Understand and define of groups, its types, characteristics and significance of groups</li> <li>Define of social group work and its characteristics</li> <li>Practice and apply theories of group work</li> <li>Evaluate models in group work practice</li> </ul>  |   |
| <b>Content Outlines</b>  | <ul style="list-style-type: none"> <li>Understanding of groups and Its types</li> <li>Characteristics and significance of groups</li> <li>Definition of social group work</li> <li>Characteristics of social group work</li> <li>Theories applicable to group work practice</li> <li>Models in group work Practice</li> </ul>   |   |
| <b>Module 4</b><br>Principles, Skills and Phases of Group Work |   | 1 |
| <b>Learning Outcomes</b>                                       | After learning the module, learners will be able to <ul style="list-style-type: none"> <li>Understand and apply principles and skills of group work</li> <li>Critically evaluate and practices phases of group work</li> </ul>  |   |
| <b>Content Outlines</b>  | <ul style="list-style-type: none"> <li>Principles and Skills in Group Work</li> <li>Facilitation: Knowledge of skills and techniques for effective work with groups/ problem solving.</li> </ul>  |   |

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|  | <ul style="list-style-type: none"> <li>• Initiation Phase</li> <li>• Termination Phase</li> <li>• Middle Phase</li> <li>• Recording and Evaluation in Group Work: Significance, Types, Principles, Structure</li> </ul> |  |
| <b>Assignments/ Activities towards CCE</b> |   |  |
|  | <b>1. 50 Marks for Internal Examination</b> <ul style="list-style-type: none"> <li>• 25 Marks for Assignment</li> <li>• 25 Marks for PPT Presentation</li> </ul> <b>2. 50 Marks for written Examination</b>             |  |

## REFERENCES:

### Case Work

- Bannerji G.R. 1967 Concept in the Being and Becoming in the practice of Social Work, Indian
- Journal of Social work, Indian Journal of social work, Mumbai: Tata Institute of social sciences.
- Bergh M.V. 1955 Feminist Practice in the 21st Century, Washington: National Association of Social Workers
- Joel Fisher, 1978 Effective Case Work Practice – An Eclectic approach, New York: McGraw Hill.
- Nursten, Jean. 1974 Process of Case Work, G.B.: Pitman Publishing.
- Timms. 1964 Social Case Work: Principles and Practice, London: Routledge and Kegan Paul

### Group Work

- Alissi, A.S. 1980 Perspectives on Social Group Work Practice: A Book of headings, New York: The free Press.
- Brandler S, Roman CP, 1991 Group work skills and Strategies for Effective Interventions, New York: The Haworth Press.
- Garland, J.A. (Ed) 1992 Group work Reaching out: People, Places and Power, New York: The Haworth Press.
- Garwin C, 1987 Contemporary Group Work, New York: Prentice- Hall Inc
- Kemp, C.G. 1970 Perspectives of the Group Process, Boston: Houghton Millin C.
- Klien A.F. 1970 Social Work through Group Process: School of Social Welfare- Albany: State University of New York.
- Konopka.G. 1963 Social Group Work: A helping process; Englewood Cliff. NG Practice Hall, Inc.
- Kurland, R and Salmon, R. 198 Teaching a methods Course in Social Work with Groups, Alexandria: Council on Social Work Education.
- Pepell, C.P. and Rothman. B Social Work with Groups, New York: The Haworth Press.
- Wilson, G. Ryland, G. 1949 Group Work Practice, Boston: Houghton Millin, Co.

## MSW Semester I

|  |   |          |
|--|---|----------|
|  | <b>Semester I</b>   |          |
| <b>113014</b>  | <b>BASICS IN SOCIOLOGY -Major (Core)</b>  | <b>2</b> |
| Course<br>Credits/Marks                                    | <b>Credit 2    Marks 50</b>   |          |
| <b>Course Outcomes</b>                                     | <ul style="list-style-type: none"> <li>• Understand important concepts of sociology.</li> <li>• Understanding of concepts to examine social phenomenon</li> <li>• Develop skills to analyze Indian society and change.</li> <li>• Understand change and conflict.</li> </ul>  |          |
| <b>Module 1</b><br>Sociology and Culture of Indian Society |   | <b>1</b> |
| <b>Learning Outcomes</b>                                   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>• Understand and develop the knowledge of Sociology</li> <li>• Understand and correlates sociology's relation with other discipline</li> <li>• Understand and critically evaluate culture of Indian Society</li> </ul>   |          |
| <b>Course Outcomes</b>                                     | <p><b>Sociology and its relationship to other disciplines</b></p> <ul style="list-style-type: none"> <li>• Meaning scope and significance</li> <li>• Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and social work</li> </ul> <p><b>Culture of Indian Society</b></p> <ul style="list-style-type: none"> <li>• Society as a system or relationship</li> <li>• Social structure: meaning, status and roles</li> <li>• Culture: meaning and contents-Tradition, customs, values, norms, folk and mores</li> <li>• Socialization: Meaning processes and agents</li> <li>• Social classification in India: Tribal, rural and urban divisions</li> <li>• Social stratification in India: Meaning, caste, class divisions</li> <li>• Contestation over religion in India: Fundamentalism, Communalism, secularism and proselytism</li> <li>• Region as a cultural construct in historical and content</li> </ul> |          |

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| <b>Module 2</b><br>Social Groups, Theories of Society and Social Change    |   | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>• Discuss and evaluate of social groups, Social Institution and Social Control</li> <li>• Understand and compare theories of Society</li> <li>• Understand and critically evaluate Social Change Social Movements in India</li> </ul>  |   |
| <b>Content Outlines</b>  | <p><b>Social Groups, Social Institution and Social Control</b></p> <ul style="list-style-type: none"> <li>• Meaning and types: Primary and secondary groups, in groups and out-groups, reference groups</li> <li>• Types of social institution: Marriage, family, religion, state and law</li> <li>• Social control exercised through the social institutions</li> </ul> <p><b>Theories of Society:</b></p> <ul style="list-style-type: none"> <li>• Significance of a theoretical understanding of society</li> <li>• Evolutionary, cyclical, conflict and systems theories</li> </ul> <p><b>Social Change Social Movements in India: Meaning, factors essential for a movement.</b></p> <ul style="list-style-type: none"> <li>• meaning characteristics and factors inducing change with reference to India</li> <li>• Dominant social movements in India</li> <li>• Social reform movement and contributions of social reformers</li> <li>• Peasant movement</li> <li>• Trade union movement</li> <li>• Social movement and social change in India</li> </ul> |   |
| <b>Assignments/ Activities towards Comprehensive Continuous Evaluation</b> |   |   |
|  | <p><b>Internal examination for 50 Marks</b></p> <p>25 marks for Assignment</p> <p>25 Marks for PPT Presentation</p>   |   |

## REFERENCES

- Bert N. Adams. 1975 A Sociological Interpretation, Chicago: Rand McNally College.
- Bharadwaj A.N. 1979 Problems of SC/St in India, New Delhi: Light and Lite Publication
- Broom, Leonard, Sociology, Wadsworth Publication Co. Belmont. Charles M. Bonjean, Dorothy. H. Broom. 1990

- Deshpande. Society Economy of Policy in India, Mumbai: ShrinivasanNarin, 1978 University of Mumbai
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- Srinivas, M.N. 1996 Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.

## MSW Semester I

|   |   |          |
|---|---|----------|
|   | <b>Semester I</b>   |          |
| <b>123011</b>   | <b>CONTEMPORARY ISSUES IN SOCIAL WORK<br/>Major (Elective)</b>  | <b>4</b> |
| <b>Course Credits/Marks</b>   | <b>Credit 4 Marks 100</b>   |          |
| <b>Course Outcomes</b>  | <ul style="list-style-type: none"> <li>To Understand Contemporary issues in Indian Society</li> <li>To Develop skills to understand contemporary reality</li> <li>To Develop ability for intervention strategies for contemporary issue</li> </ul>  |          |
| <b>Module 1</b><br>Indian Society and Social Problems                               |   | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>Discuss and evaluate Indian Society</li> <li>Understand and classify the social problems of Indian Society</li> <li>Find and list the solutions on social problems of Indian Society</li> </ul>  |          |
| <b>Content Outlines</b>   | <p><b>Indian Society</b></p> <ul style="list-style-type: none"> <li>Introduction to Society</li> <li>Concept, Definition, Characteristics</li> <li>Social Problems in India (Historical Perspective)</li> <li>Pre Independence Era and Post-Independence Era</li> </ul> <p><b>Rural, Urban and Tribal Issues</b></p> <ul style="list-style-type: none"> <li>Rural Community and their challenges</li> <li><i>Panchyat Raj</i> System In India</li> <li>73rd and 74th Amendment in Constitution of India</li> <li>Urban Community and Challenges</li> <li>Migration, Slums</li> <li>Make In India, Skill India Concept</li> <li>Tribal Community and Challenges</li> <li>PESA Act</li> <li>Schemes for Tribal Development</li> </ul> |          |
| <b>Module 2</b><br>Organ & Tissue Donation and Transgender Community and Challenges |   | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>Discuss and understand the concept of organ and tissue donation</li> </ul>   |          |



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|   | <ul style="list-style-type: none"> <li>Understand and evaluate transgender community and its challenges</li> </ul>  |   |
| <b>Content Outlines</b>                                     | <p><b>Organ &amp; Tissue Donation</b></p> <ul style="list-style-type: none"> <li>Concept of Organ and Tissue Donation.</li> <li>HOTA 1994(Human Organ Transplant Act)</li> <li>Role of Organ Transplant Coordinator</li> <li>Grief Counselling</li> <li>Autonomous Bodies of Organ Donation in India (NOTTO, ROTTO, SOTTO, ZTCC)</li> </ul> <p><b>Transgender Community and Challenges</b></p> <ul style="list-style-type: none"> <li>Concept of LGBTQA</li> <li>LGBTQA Movement in West and India</li> <li>Transgender Community in India</li> <li>History</li> <li>Challenges of Transgender Community</li> <li>(Social, Health, Exclusion, Education, Social)</li> </ul> |   |
| <b>Module 3</b><br>Criminology and Police Administration    |   | 1 |
| <b>Learning Outcomes</b>                                    | After learning the module, learners will be able to   |   |
|   | <ul style="list-style-type: none"> <li>Discuss the Criminology and Correctional Administration and Rehabilitation</li> <li>Understand and discuss of Police Administration</li> </ul>   |   |
| <b>Content Outlines</b>                                     | <p><b>Criminology and Correctional Administration and Rehabilitation</b></p> <ul style="list-style-type: none"> <li>Criminology Concept</li> <li>Criminology in Indian Perspective</li> <li>Correctional Administration Concept</li> <li>Challenges faced by Prisoners in India</li> <li>Rehabilitation and Role of Social Worker</li> </ul> <p><b>Police Administration</b></p> <ul style="list-style-type: none"> <li>Police Administration in India</li> <li>Historical Perspective</li> <li>Challenges faced by Police Personnel</li> <li>Role of Social Worker in working with Police Administration</li> </ul>  |   |
| <b>Module 4</b><br>Farmers in India and Disaster Management |   | 1 |
| <b>Learning Outcomes</b>                                    | After learning the module, learners will be able to   |   |
|   | <ul style="list-style-type: none"> <li>Understand and discuss Farmers in India</li> <li>Discuss and evaluate disaster management</li> </ul>   |   |

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| <b>Content Outlines</b>                    | <b>Farmers in India:</b> <ul style="list-style-type: none"> <li>• Peasant Movement in India</li> <li>• Agriculture in India</li> <li>• Government Initiatives for Agriculture Development</li> <li>• Farmer Suicide</li> <li>• Role of Social Worker in the Agriculture</li> </ul> <b>Disaster Management:</b> <ul style="list-style-type: none"> <li>• Concept of Disaster</li> <li>• Types of Disasters</li> <li>• Disaster Management Authority in India(NDMA, SDMA, Civil Defence, Home Guard)</li> <li>• Role of Social Worker in Disaster Management(Prevention and Preparedness)</li> </ul> |  |
| <b>Assignments/ Activities towards CCE</b> |  |  |
|  | <b>50 Marks for Internal Examination</b> <ul style="list-style-type: none"> <li>• 25 Marks for Assignment</li> <li>• 25 Marks for PPT Presentation</li> </ul> <b>50 Marks for written Examination</b>  |  |

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- Srinivas, M.N. 1996 Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.

## MSW Semester I

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|  | <b>Semester I</b>   |          |
| <b>123012</b>  | <b>GERONTOLOGY: INTERDISCIPLINARY PERSPECTIVE - Major (Elective)</b>  | <b>4</b> |
| <b>Course Credits/Marks</b>  | <b>Credit 4 Marks 100</b>   |          |
| <b>Course Objectives</b>   | To understand issues of the elderly & examine its various aspects & Learners will also gain knowledge about government schemes, Programmes and services available for the elderly.  |          |
| <b>Course Outcomes</b>   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>Learners will understand inter disciplinary nature of gerontology as a study of elderly.</li> <li>Learner will examine the policies, Programmes and services available for the elderly.</li> </ul>   |          |
| <b>Module 1</b><br>Introduction to Gerontology                           |   | 1        |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>Understand the Meaning, Concept, Definition, Demographics of elderly.</li> </ul>   |          |
| <b>Content Outlines</b>  | <ul style="list-style-type: none"> <li>Meaning, Concept, Definition, Demographics of elderly.</li> </ul>  |          |
| <b>Module 2</b><br>Issues, Policies, Programmes and Services for elderly |   | 1        |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>Understand Issues, Policies, Programmes and Services for elderly</li> </ul>  |          |
| <b>Content Outlines</b>  | <ul style="list-style-type: none"> <li>Family, Health, Adjustment, Social, Economic, Psychological.</li> <li>Critical exploration of policies for elderly.</li> <li>Institutions for elderly</li> <li>Welfare programmes for elderly such as day camp centres, half -way, home, old age homes etc.</li> </ul> |          |
| <b>Module 3</b><br>Role of Social work in Caring of elderly              |   | 1        |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |          |

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|  | <ul style="list-style-type: none"> <li>Understand Role of Social work in Caring of elderly</li> </ul>  |   |
| <b>Content Outlines</b>                    | <ul style="list-style-type: none"> <li>Understand about Health care needs.</li> <li>Care givers (family, Paid) and their issues</li> <li>Violence against elderly (neglect, abuse, crime), dealing with grief &amp; Palliative care and Safety for elderly</li> <li>Recreation &amp; constructive use of time</li> <li>Legal help (will)</li> <li>Building positive relationship with family &amp; youngsters</li> </ul>                                       |   |
| <b>Module 4</b>                            | Research & Development   | 1 |
| <b>Learning Outcomes</b>                   | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>Understand about Friends of research on gerontology</li> <li>Need for interventional &amp; policy research</li> </ul>  |   |
| <b>Content Outlines</b>                    | <ul style="list-style-type: none"> <li>Friends of research on gerontology</li> <li>Need for interventional &amp; policy research</li> </ul>  |   |
| <b>Assignments/ Activities towards CCE</b> |  |   |
|  | <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Case study of two elderly persons (one from old age home and one from day care centre)</li> <li>Organizing five recreational activities for elderly persons.</li> <li>Assisting in organizing health check-up camps for elderly</li> <li>Organize awareness programmes on schemes for elderly people.</li> </ul> <p>50 Marks for Internal Examination<br/>50 Marks for written Examination</p> |   |

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- S. Siva Raju, (2014), Studies on Ageing in India: A Review, Cambridge University Press
- Lena A, Ashok K, Padma M, Kamath V, Kamath A. (2009), Health and social problems of the elderly: a cross-sectional study in Udupi taluk, Karnataka, Indian J Community Med. 2009 Apr; 34(2):131-4. doi: 10.4103/0970-0218.51236.
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## MSW Semester I

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|  | <b>Semester I</b>   |          |
| <b>133011</b>                                  | <b>SOCIAL WORK RESEARCH<br/>Major (Core) (RM)</b>   | <b>4</b> |
| <b>Course<br/>Credits/Marks</b>                | <b>Credit 4    Marks 100</b>  |          |
|  | <b>Course Outcomes:<br/>Learners will be able to:</b> <ul style="list-style-type: none"> <li>• To introduce the students to the basics of scientific social research.</li> <li>• Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in virus aspects and its process.</li> <li>• Understand major research strategies meaning scope and importance of social work research.</li> <li>• Understand methods of research, techniques of sampling, data collection, analysis, interpretation and presentation of data.</li> <li>• Develop an ability to see the linkages between practice research theory and their role in enriching one another.</li> <li>• Develop attitudes consonant with the scientific approach—concern for accuracy specifically and authenticity, awareness of one's own prejudices or biases, honestly being open to correction.</li> <li>• Develop ability to conceptualize, formulate, and conduct simple research projects / exercises (This would include a broad range of basic research skill such as conceptualization of a research strategy and problem writing a research proposal ; developing tools for collecting data for collecting data, use of sampling strategies; strategies; data collection, processing presentation analysis and interpretation and writing research report etc.)</li> <li>• Make informed assessment and judicious use of research studies and findings.</li> <li>• Develop skills for use of library and documentation services for research.</li> </ul> |          |
| <b>Module 1</b><br>History of Public Libraries |   | <b>1</b> |
|  | After learning the module, learners will be able to   |          |

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| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>Understand and discuss the concept of Social Work Research</li> <li>Understand and Analysis the research design</li> </ul>   |   |
| <b>Content Outlines</b>  | <p><b>Social Work Research</b></p> <ul style="list-style-type: none"> <li>Meaning and purposes of social work research process</li> <li>Social work research and theory linkages with intervention and practice.</li> <li>Steps in social research.</li> <li>Ethical issues in social research: Debate on subjectivity and objectivity.</li> <li>Selection and formulation of a research problem.</li> <li>Hypotheses: Types, Sources and characteristics.</li> </ul> <p><b>Research designs: Merits, Demerits and limitations</b></p> <ul style="list-style-type: none"> <li>Exploratory</li> <li>Descriptive</li> <li>Diagnostic</li> <li>Experimental</li> </ul> |   |
| <b>Module 2</b><br>Methods of Research and Sampling                                    |   | 1 |
| <b>Learning Outcomes</b>   | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>Understand and Compare methods of research</li> <li>Understand and analysis concept of sampling and its types</li> </ul>  |   |
| <b>Content Outlines</b>  | <p><b>Methods of Research</b></p> <ul style="list-style-type: none"> <li>Social Survey method</li> <li>Case study method</li> <li>Historical method</li> <li>Experimental method: Types, Planning of experiment and social experiment.</li> <li>Comparative method</li> <li>Action research</li> </ul> <p><b>Sampling:</b></p> <ul style="list-style-type: none"> <li>Sampling frames and samples</li> <li>Probability samples - simple random, systematic, stratified, multistage, cluster.</li> <li>Non- Probability samples – convenience, purposive, quota and snow ball</li> </ul>   |   |
| <b>Module 3</b><br>Techniques of data collection and Analysis & Interpretation of Data |   | 1 |
|  | After learning the module, learners will be able to   |   |

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| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>Understand and discuss techniques of data collection</li> <li>Understand the concept of analysis and interpretation of data in research</li> </ul>  |   |
| <b>Content Outlines</b>  | <p><b>Techniques of data collection</b></p> <ul style="list-style-type: none"> <li>Primary/ conventional techniques: observation, interview, questionnaire, schedule.</li> <li>Secondary techniques: Public documents, Private papers, Office records, Census, NSS, Newspapers, literary sources, Archival material.</li> <li>Projective techniques</li> </ul> <p><b>Analysis &amp; Interpretation of Data</b></p> <ul style="list-style-type: none"> <li>Quantitative and qualitative</li> <li>Classification.</li> <li>Coding.</li> <li>Tabulation.</li> <li>Inferences.</li> <li>Interpretation.</li> <li>Computer Application in Social Research and data analysis.</li> </ul> |   |
| <b>Module 4</b><br>Elementary Statistics & Report Writing for Social work Research |  | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to <ul style="list-style-type: none"> <li>Understand and discuss elementary statistics used in social work research</li> <li>Understand report writing process in social work research</li> </ul>   |   |
| <b>Content Outlines</b>  | <p><b>Elementary Statistics</b></p> <ul style="list-style-type: none"> <li>Measures of central tendency (Mean, Median, Mode)</li> <li>Measures of variations (Standard Deviation, Range)</li> </ul> <p><b>Report Writing</b></p> <ul style="list-style-type: none"> <li>Scientific report.</li> <li>Short report for planners.</li> <li>Articles from the study.</li> <li>Graphic presentations and other techniques.</li> </ul> Reference citation, footnotes, bibliography   |   |
| <b>Assignments/ Activities towards CCE</b>   |  |   |
|  | <p><b>50 Marks for Internal Examination</b></p> <ul style="list-style-type: none"> <li>25 Marks for Assignment</li> <li>25 Marks for PPT Presentation</li> </ul> <p><b>50 Marks for written Examination</b></p>  |   |

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- Alston M. and Bowles W. (2003). Research for Social Workers: An Introduction to methods, Rawat Publication: Jaipur and New Delhi,
- Bailey, K.D. (1987). Methods of Social Research, Collier MacMillan Publishers: London.
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## MSW Semester I

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|   | <b>Semester I</b>  |          |
| <b>113013</b>   | <b>FIELD WORK I- OJT</b>   | <b>4</b> |
| <b>Course Credits/Marks</b>   | <b>Credit 4 Marks 100</b>  |          |
| <b>Course Outcomes</b>  | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Develop knowledge of the socio – economic and cultural realities and their impact on the client system with specific focus on marginalized groups.</li> <li>• Develop beginning skills to analyze the impact of the wider social system on individual, families, groups, communities and organizations.</li> <li>• Understand the agency as a system – its philosophy, thrust, objectives, structure and management of services / programs.</li> <li>• Develop the ability to involve the client system in the problem solving process. Utilizing skills of social work interventions, including research</li> <li>• Develop skills in documenting practice.</li> <li>• Develop skills in identifying and utilizing community resources both government and non – governmental / voluntary.</li> <li>• Develop ability to work as a member of a team.</li> <li>• Reinforce belief in the inherent strength of the people to meet their needs and resolve problems.</li> <li>• Make conscious use of professional values and ethics.</li> </ul> |          |
| <b>Module 1</b><br>Understand the Organisation / Community and Develop Administrative procedure |  | 1        |
| <b>Learning Outcomes</b>  | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand and evaluate the organization / community</li> <li>• develop Knowledge of Administrative procedure and Programme Management</li> </ul>  |          |
| <b>Content Outlines</b>   | <b>Social Work in the Organisation / Community</b> <ul style="list-style-type: none"> <li>• Regularity and punctuality at work and appointments.</li> </ul>  |          |

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|  | <ul style="list-style-type: none"> <li>• Recognition of the need for an ongoing assessment of own capacity to assume and manage responsibility.</li> <li>• Not giving false assurance.</li> <li>• Preparation of self and client system for termination.</li> <li>• Makes efforts to fulfil responsibilities assigned within the stipulated time and gives importance to tasks.</li> <li>• Gradual identification with the agency and the profession</li> </ul> <p><b>Developing Knowledge of Administrative procedure and Programme Management.</b></p> <ul style="list-style-type: none"> <li>• Develop a commitment to the profession, its ethics and for social change.</li> <li>• Work towards enhancing the status of the profession.</li> <li>• Disseminate information of the profession.</li> <li>• Assume conscious responsibility for actions.</li> <li>• Value efforts as more important than success and failure.</li> <li>• Dress appropriately and consciously develop behaviour as a disciplined self</li> </ul> |   |
| <b>Module 2</b><br>Problem Solving Process and Practice Based Research |  | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |   |
|  | <ul style="list-style-type: none"> <li>• Understand and evaluate the problem-solving process</li> <li>• develop Knowledge of practice-based research and practice it</li> <li>• Take responsibility for learning by planning conferences and participating in them through discussions.</li> </ul>   |   |
| <b>Content Outlines</b>  | <ul style="list-style-type: none"> <li>• The learner and the instructor use field instruction as a tool for mutual professional growth.</li> <li>• Understand the importance of recording and their regular submission.</li> <li>• Integration of theory and practice should be reflected in records and be discussed at conferences.</li> <li>• Show willingness to accept strengths and limitations and uses guidance for professional development.</li> <li>• Demonstrate self-discipline in practicing social work ethics and values and in norms to be observed in behaviour and dress</li> </ul>   |   |

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|  | <ul style="list-style-type: none"> <li>• Take responsibility for learning by planning conferences and participating in them through discussions.</li> <li>• Receive guidance for practice-based research.</li> </ul>  |   |
| <b>Module 3</b><br>Develop Skills for Communication                              |   | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>• Understand, practice and develop skills for communication as a social worker</li> <li>• Identify focuses of work together with client, groups / communities.</li> <li>• Identify and utilize resources – human, material and financial</li> </ul>  |   |
| <b>Content Outlines</b>  | <ul style="list-style-type: none"> <li>• Identify problems and analyse them.</li> <li>• Analyse the causative factors and dynamics in the problem situations.</li> <li>• Select appropriate strategy, methods and techniques of problems solving.</li> <li>• Establish and maintain relationships.</li> <li>• Identify focuses of work together with client, groups / communities.</li> <li>• Involve the client system in the problem-solving process.</li> <li>• Identify and utilize resources – human, material and financial.</li> <li>• Select and utilize appropriate tools for problem – solving, such as interviews – individual/ groups, home visits program media, research.</li> <li>• Integrated theory and practice and utilize the integrated approach in social work practice.</li> <li>• Conduct small practice-based research.</li> </ul> |   |
| <b>Module 4</b><br>Learners Practice to Manifest and Responsibility Towards Self |   | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>• Understand and evaluate Learners practice to manifest</li> <li>• Understand and develop responsibility towards self</li> <li>• Develop and maintain records of the work</li> </ul>   |   |
| <b>Content Outlines</b>  | <ul style="list-style-type: none"> <li>• Records to indicate:             <ul style="list-style-type: none"> <li>• Selection of material for recording.</li> <li>• Sequential arrangement.</li> <li>• Clarity and consistency.</li> <li>• Feeling and attitudes.</li> <li>• Perception of dynamics of interaction.</li> </ul> </li> </ul>   |   |

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|  | <ul style="list-style-type: none"> <li>• Beginning ability to operationalize theoretical inputs infield practice.</li> <li>• Growth as a professional practitioner.</li> <li>• Ability to write different types of records like memos, letters, referral letters, minutes, reports, document practice.</li> <li>• Use appropriate media when presenting reports.</li> </ul> |  |
| <b>Assignments/ Activities towards CCE</b> |   |  |
|  | 1. 50 Marks for Internal Examination<br>2. 50 Marks for External Examination  |  |

## MSW Semester II

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|   | <b>Semester II</b>   |          |
| <b>213011</b>   | <b>WORKING WITH COMMUNITIES AND SOCIAL ACTION- Major (Core)</b>  | <b>4</b> |
| <b>Course Credits/Marks</b>   | <b>Credit 4 Marks 100</b>  |          |
| <b>Course Outcomes</b>  | <ul style="list-style-type: none"> <li>• Community Organization Practice</li> <li>• Models and Strategies of Community Organization practice</li> <li>• Empowerment</li> <li>• Social Action</li> <li>• Social Action Strategies</li> <li>• Community Organization as a method</li> <li>• Social Action Movements and Programs</li> </ul>  |          |
| <b>Module 1</b><br>Models and Strategies of Community Organization practice |  | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>• Understand Models and Strategies of Community Organization practice</li> </ul>  |          |
| <b>Content Outline</b>  | Community work within social work <ul style="list-style-type: none"> <li>• Principles of community organization practice</li> <li>• Stake holder analysis</li> <li>• Locality Development Model</li> <li>• Social Planning Model</li> <li>• Social Action Model</li> <li>• Saul Alinsky Model</li> <li>• Women –Centered Model</li> <li>• Understanding the Community through Participatory Appraisal</li> </ul> |          |
| <b>Module 2</b><br>Power and Empowerment                                    |  | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>• Understand the concept of Power and Empowerment</li> </ul>  |          |
| <b>Content Outline</b>  | <ul style="list-style-type: none"> <li>• Concept of Power</li> <li>• The range of perspectives</li> </ul>  |          |

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|   | <ul style="list-style-type: none"> <li>• Dimensions of Power relevant to community organization</li> <li>• Concept of Empowerment</li> <li>• Understand the various barriers in the process and Cycle of Empowerment.</li> </ul>  |          |
| <b>Module 3</b><br>Social Action and Strategies   |   | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>• Define and understand about Social Action and Strategies</li> </ul>  |          |
| <b>Content Outline</b>  | <ul style="list-style-type: none"> <li>• Define Social Action</li> <li>• Definition and Scope</li> <li>• Principles of Social Action</li> <li>• Process of Social Action</li> <li>• Social Action Strategies</li> <li>• Select methods like public interest Litigations, Protest and Demonstrations, Dealing with Authorities, Public Relations, planning, Monitoring and evaluation</li> <li>• Models of Social Action</li> <li>• Advocacy in Community Organization</li> </ul>  |          |
| <b>Module 4</b><br>Model of Community Organization and Social Action Movements and Programs |   | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>• Understand Community Organization and Social action Movements</li> </ul>   |          |
| <b>Content Outline</b>  | <ul style="list-style-type: none"> <li>• Relevance of Community</li> <li>• Community Organization as a method</li> <li>• Relevance of Community</li> <li>• Organization as a method across different spheres of Social Work Intervention and relook at own attitudes</li> <li>• Understanding Human Rights in community organization practice.</li> <li>• Social Action Movements and Programs</li> <li>• Role of groups, community institutions and people's participation in programs, movements and initiatives of social change.</li> <li>• Some important social action programs –Self Employed Women's Association (SEWA) and Narmada Bachao Andolan, National Alliance for Peoples Movements etc.</li> </ul> |          |

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| <b>Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)</b> |   |  |
|   | 1-50 Marks for Internal Examination<br>2- 25 Marks for Assignment<br>3- 25 Marks for PPT Presentation<br>4-50 Marks for written Examination |  |

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## MSW Semester II

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|  | <b>Semester II</b>  |          |
| <b>213012</b>  | <b>COMMUNITY HEALTH: A SOCIAL WORK PERSPECTIVE- Major (Core)</b>  | <b>4</b> |
| <b>Course Credits/Marks</b>  | <b>Credit 4 Marks 100</b>   |          |
| <b>Course Outcomes</b>   | <ul style="list-style-type: none"> <li>• Introduction to Health, Community Health and Health Education</li> <li>• Health and Development: Multi-disciplinary Perspectives</li> <li>• Health System, Programmes and Policies</li> <li>• Health and Well-being</li> <li>• Health and Gender</li> <li>• Role of Social work in the field of health</li> </ul>  |          |
| <b>Module 1</b><br>Introduction to Health, Community Health and Health Education |   | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>• Differentiate between Community Health and Health Education</li> <li>• Concept of Health; Dimensions of health; Factors affecting health;</li> <li>• Concept and background of community health; Community diagnosis and health action plan;</li> <li>• Role of a health worker in community setting;</li> <li>• Organising and planning for community health programme</li> </ul> |          |
| <b>Content Outline</b>   | <b>Concept of Health; Dimensions of health; Factors affecting health;</b> <ul style="list-style-type: none"> <li>• Concept and background of community health; Community diagnosis and health action plan;</li> <li>• Role of a health worker in community setting;</li> <li>• Organising and planning for community health programme</li> </ul>  |          |
| <b>Module 2</b><br>Health and Development, System, Program and Planning          |   | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>• Understand Health and Development, System, Program and Planning</li> </ul>   |          |

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| <b>Content Outline</b>   | <b>Health and Development</b> <ul style="list-style-type: none"> <li>• Health Literacy and Health Behaviour;</li> <li>• Social and Economic Determinants of Health;</li> <li>• Health Sector Reforms; Emerging Socio-economic and Demographic Situation in India</li> </ul> <b>Health System, Programmes and Policies</b> <ul style="list-style-type: none"> <li>• Three tier health care system: primary, secondary, and tertiary.</li> <li>• Public vs private health care.</li> <li>• National and State Level Health Policies and Programs.</li> <li>• Out of Pocket Expenses on Health; Health Insurance</li> </ul> |          |
| <b>Module 3</b><br>Health and Well-being and Health and Gender |  | <b>1</b> |
| <b>Learning Outcomes</b>                                       | After learning the module, learners will be able to  |          |
|  | <ul style="list-style-type: none"> <li>• Understand Health and Well-being and Health and Gender</li> </ul>   |          |
| <b>Content Outline</b>   | <b>Health well-being</b> <ul style="list-style-type: none"> <li>• Public Health and Sanitation.</li> <li>• Migration and Urban Health</li> <li>• Promoting Indigenous Health Systems</li> </ul> <b>Health and Gender</b> <ul style="list-style-type: none"> <li>• Female Deficit and Emerging Challenges in India</li> <li>• Gender Dimensions of Health Care</li> <li>• Gender based Violence and Health Implications</li> <li>• Linkages between Health and Environment.</li> </ul>  |          |
| <b>Module 4</b><br>Role of Social work in the field of health  |  | <b>1</b> |
| <b>Learning Outcomes</b>                                       | After learning the module, learners will be able to  |          |
|  | <ul style="list-style-type: none"> <li>• Understand Role of Social work in the field of health</li> </ul>  |          |
| <b>Content Outline</b>   | <ul style="list-style-type: none"> <li>• Role of Social work in the field of health</li> <li>• Multi-Disciplinary approach</li> <li>• Advocacy for patient rights</li> </ul>   |          |

| <b>Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)</b> |   |  |
|---|---|--|
|   | 1-50 Marks for Internal Examination<br>2- 25 Marks for Assignment<br>3- 25 Marks for PPT Presentation<br>4-50 Marks for written Examination |  |

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## MSW Semester II

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|  | <b>Semester II</b>   |          |
| <b>213013</b>  | <b>PROGRAM PLANNING AND INTEGRATED SOCIAL WORK PRACTICE -Major (Core)</b>  | <b>4</b> |
| <b>Course Credits/Marks</b>  | <b>Credit 4 Marks 100</b>  |          |
| <b>Course Outcomes</b>   | Social Work Profession and Practice<br>Systems and Social Work<br>Action<br>Process<br>Social Work Roles<br>Planned Social change<br>Planning Development Program  |          |
| <b>Module 1</b><br>Social Work Profession, Practice and Social Systems |  | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |          |
|  | <ul style="list-style-type: none"> <li>Understand Social Work Profession, Practice and Social Systems</li> </ul>   |          |
| <b>Content Outline</b>   | <b>Social Work Profession and Practice</b> <ul style="list-style-type: none"> <li>Integrated social work practice, place in social work practice.</li> <li>Inter-disciplinary Nature of the profession of Social Work</li> </ul> <b>Systems and Social Work</b> <ul style="list-style-type: none"> <li>Concept of Social Systems</li> <li>Characteristics of social system.</li> <li>Units of social work intervention and dynamics therein (individual, family, groups, community and organizations.</li> </ul> |          |
| <b>Module 2</b><br>Action, Process, Social Work Roles                  |  | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |          |
|  | <ul style="list-style-type: none"> <li>Understand Action, Process, Social Work Roles</li> </ul>  |          |

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| <b>Content Outline</b>   | <ul style="list-style-type: none"> <li>The client system, the problem, process and phases. The change agent and action.</li> <li>Process in Initiating contact, collecting data, assessment, negotiation of contracts. Problem solving, termination and evaluation for integrated practice</li> <li>Role tasks, skills and techniques, outcome</li> </ul>  |          |
| <b>Module 3</b><br>Planned Social change and Planning Development Programs           |  | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |          |
|  | Understand about Planned Social change and Planning Development Programs   |          |
| <b>Content Outline</b>   | <b>Design plan for social change</b> <ul style="list-style-type: none"> <li>Concept, nature and approaches, relevance to social work.</li> <li>Theories and models of planned social change.</li> </ul> <b>Planning for Social Development</b> <ul style="list-style-type: none"> <li>Philosophy, scope, principles of program planning</li> <li>Steps in planning – problem analysis and need assessment, strategizing interventions, goal setting and establishing indicators.</li> <li>Types of plans- nature, characteristics, relevance</li> <li>Stakeholder analysis and participation in planning- impact on program design and management</li> </ul> |          |
| <b>Module 4</b><br>Monitoring, implementation and evaluation of development Programs |  | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |          |
|  | <ul style="list-style-type: none"> <li>Understand Monitoring, implementation and evaluation of development Programs</li> </ul>   |          |
| <b>Content Outline</b>   | <b>Monitoring and implementation of development Programs</b> <ul style="list-style-type: none"> <li>Meaning and concept of monitoring and evaluation</li> <li>Components, approaches and frameworks for monitoring and evaluation of development program</li> <li>Program implementation - strategies and approaches – influencing factors in selection and implementation of systems,</li> </ul>  |          |

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|   | <p>Problems in implementation, Feedback systems-<br/>role of Management Information Systems</p> <p><b>Program evaluation</b></p> <ul style="list-style-type: none"> <li>• Scope, purpose and types of evaluation-</li> <li>• Tools and techniques for conducting evaluation.<br/>Uses of evaluation</li> </ul> |  |
| <b>Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)</b> |  |  |
|   | <p>1-50 Marks for Internal Examination</p> <p>2- 25 Marks for Assignment</p> <p>3- 25 Marks for PPT Presentation</p> <p>4-50 Marks for written Examination</p>   |  |

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## MSW Semester II

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|   | <b>Semester II</b>   |            |
| <b>213014</b>   | <b>BASICS IN PSYCHOLOGY- Major Core</b>  | <b>2</b>   |
| <b>Course Credits/Marks</b>                                     | <b>Credit 2 Marks 50</b>   |            |
| <b>Course Outcomes</b>  | <ul style="list-style-type: none"> <li>• Introduction to psychology</li> <li>• Learning Memory Intelligence</li> <li>• Emotions Motivation Frustration and conflict</li> <li>• Personality and attitude</li> <li>• Psychological Assessment</li> </ul> |            |
| <b>Module 1</b><br>Introduction to psychology                   |  | <b>0.5</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to  |            |
|   | <ul style="list-style-type: none"> <li>• Understand Psychology</li> <li>• Concept, Introduction to various tools for several purpose</li> </ul>  |            |
| <b>Content Outline</b>  | <ul style="list-style-type: none"> <li>• Understand Psychology</li> <li>• Concept, Introduction to various tools for several purpose</li> </ul>  |            |
| <b>Module 2</b><br>Learning Memory Intelligence                 |  | <b>0.5</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to  |            |
|   | <ul style="list-style-type: none"> <li>• Understand Learning Memory Intelligence</li> </ul>  |            |
| <b>Content Outline</b>  | <ul style="list-style-type: none"> <li>• Learning theories and application</li> <li>• Models of memory</li> <li>• Theories of intelligence and application</li> </ul>  |            |
| <b>Module 3</b><br>Emotions Motivation Frustration and conflict |  | <b>0.5</b> |



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| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |            |
|   | <ul style="list-style-type: none"> <li>• Differentiate between Emotions Motivation Frustration and conflict Concepts and theories Emotional Intelligence</li> <li>• Concept, theories</li> <li>• Defense and coping Mechanism</li> </ul>  |            |
| <b>Content Outline</b>  | <ul style="list-style-type: none"> <li>• Emotions, Motivation, Frustration and conflict</li> <li>• Concepts and theories Emotional Intelligence</li> <li>• Concept, theories</li> <li>• Defense and coping Mechanism</li> </ul>   |            |
| <b>Module 4</b><br>Personality, attitude and Psychological Assessment           |   | <b>0.5</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |            |
|   | <ul style="list-style-type: none"> <li>• Understand about the Personality, attitude and Psychological Assessment</li> </ul>   |            |
| <b>Content Outline</b>  | <p><b>The Personality and attitude</b></p> <ul style="list-style-type: none"> <li>• Concept and theories</li> <li>• Concept, Development, change</li> </ul> <p><b>Psychological Assessment</b></p> <ul style="list-style-type: none"> <li>• Concept, Introduction to various tools for several purpose</li> </ul> |            |
| <b>Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)</b> |   |            |
|   | 50 Marks for Written Examination  |            |

## REFERENCES

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## MSW Semester II

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|   | <b>Semester II</b>   |          |
| <b>223011</b>   | <b>SOCIAL ENTREPRENEURSHIP<br/>Major (Elective)</b>  | <b>4</b> |
| <b>Course<br/>Credits/Marks</b>   | <b>Credit 4    Marks 100</b>   |          |
| <b>Course<br/>Outcomes</b>  | <ul style="list-style-type: none"> <li>• Concept of entrepreneurship</li> <li>• Models of Social entrepreneurship</li> <li>• Management of Social Entrepreneurship</li> <li>• Legalities in Social entrepreneurship</li> <li>• Finance Management</li> <li>• Individual and Collective entrepreneurship</li> <li>• Marketing</li> </ul>  |          |
| <b>Module 1</b><br>Concept and Models of Social Entrepreneurship        |  | <b>1</b> |
| <b>Learning<br/>Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | Understand the Concept and Models of Social Entrepreneurship   |          |
| <b>Content Outline</b>  | <p><b>Concept of entrepreneurship in the Indian Context</b></p> <ul style="list-style-type: none"> <li>• Concept of entrepreneurship in the Indian Context</li> <li>• Importance of social entrepreneurship</li> <li>• Difference between entrepreneurship and social entrepreneurship</li> <li>• Special issues about women.</li> </ul> <p>• Family support<br/>• Availability of free time<br/>• Barriers in undertaking an enterprise<br/>• Financial schemes for women Entrepreneur</p> <p><b>Understand Models of Social entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Grameen Bank</li> <li>• Jaipur foot</li> <li>• Basix Bank</li> <li>• Sri Grameen Mahila Udyog (Lijjat)</li> <li>• SEWA, Ahmedabad</li> <li>• SHG's</li> <li>• Dabbewala</li> </ul> |          |
| <b>Module 2</b><br>Management and Legalities in Social entrepreneurship |  | <b>1</b> |

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| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>• Define Management of Social Entrepreneurship</li> <li>• Understand Legalities in Social entrepreneurship</li> </ul>  |          |
| <b>Content Outline</b>  | <b>Management of Social Entrepreneurship -</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Management</li> <li>• Resource</li> <li>• Mobilization</li> <li>• Training</li> <li>• Business plan preparation</li> </ul> <b>Legalities in Social entrepreneurship</b> <ul style="list-style-type: none"> <li>• Legalities in Social entrepreneurship</li> <li>• Laws required for setting up an enterprise)</li> </ul> Taxation |          |
| <b>Module 3</b><br>Finance Management                                       |   | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>• Understand Finance Management</li> </ul>   |          |
| <b>Content Outline</b>  | <ul style="list-style-type: none"> <li>• Income &amp; Expenditure, budgeting and accounting</li> <li>• Risk and returns</li> <li>• Record keeping</li> <li>• Account writing</li> <li>• Inventory management</li> <li>• Banking and other financial institutions in the context of micro finance</li> </ul>   |          |
| <b>Module 4</b><br>Individual and Collective entrepreneurship and Marketing |   | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>• Understand about Individual and Collective entrepreneurship</li> <li>• Understand Marketing</li> </ul>   |          |
| <b>Content Outline</b>  | <b>Individual and Collective entrepreneurship</b> <ul style="list-style-type: none"> <li>• Ethics, values, Communication skills</li> <li>• Development of leadership in Social enterprise</li> <li>• Roles and responsibility of office bearers, cooperation and conflict</li> <li>• Process of group entrepreneurship</li> </ul>   |          |

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|   | <ul style="list-style-type: none"> <li>• Role of NGO's in government and corporate sector in promoting group</li> </ul> <p><b>Understand Marketing</b></p> <ul style="list-style-type: none"> <li>• Social marketing, its strategies</li> <li>• Casual marketing</li> <li>• Commercial marketing</li> <li>• Target audience</li> </ul> |  |
| <b>Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)</b> |  |  |
|   | 1–50 Marks for Internal Examination<br><br>2– 25 Marks for Assignment<br><br>3– 25 Marks for PPT Presentation<br><br>4-50 Marks for written Examination  |  |

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## MSW Semester II

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|  | <b>Semester II</b>  |          |
| <b>223012</b>  | <b>SOCIAL WORK INTERVENTION IN UNORGANIZED SECTOR</b><br><b>Major (Elective)</b>  | <b>4</b> |
| <b>Course Credits/Marks</b>  | <b>Credit 4 Marks 100</b>   |          |
| <b>Course Outcomes</b>   | <ul style="list-style-type: none"> <li>To develop an understanding about the labour issues in the un-organised sector</li> <li>To enable students to look at the linkages related to caste and gender in the un-organised sector</li> <li>To develop critical perspective about legal and social security measures concerned with labour in the un-organised sector</li> </ul>  |          |
| <b>Module 1</b><br>History and Growth of Unorganised Economy & Differentiated niches of unorganised sector |   | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>Understand the History and Growth of Unorganised Economy</li> <li>Discuss and Differentiated niches of unorganised sector</li> </ul>   |          |
| <b>Content Outlines</b>  | <p><b>History and Growth of Unorganised Economy</b></p> <ul style="list-style-type: none"> <li>New economic reforms and growth of unorganized economy</li> <li>Concept of decent work and global labour standards</li> <li>Defining unorganized sector, unorganized employment and relations</li> <li>The labour commissions and their recommendations</li> </ul> <p><b>Differentiated niches of unorganised sector</b></p> <ul style="list-style-type: none"> <li>Caste, age, religion and region.</li> <li>Migrant labour market and workforce</li> <li>Women workforce in the unorganized employment</li> <li>Human trafficking and child labour in the unorganized sector.</li> <li>Issues and challenges of construction workers, rag pickers, farmers,</li> </ul> |          |
| <b>Module 2</b>  |   | <b>1</b> |

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| Unorganised labour force and the unorganised sector in the Urban area                    |  |   |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |   |
|  | <ul style="list-style-type: none"> <li>• Understand and discuss about Unorganised labour force and the unorganised sector in the Urban area</li> <li>• Discuss Unorganized employment in the Solid waste management industry</li> </ul>  |   |
| <b>Content Outlines</b>  | <b>Unorganised labour force and the unorganised sector in the Urban area</b> <ul style="list-style-type: none"> <li>• Construction Industry and the construction labour force</li> <li>• Hawkers and venders</li> <li>• Domestic workers</li> <li>• Unorganized employment in the Solid waste management industry</li> </ul>   |   |
| <b>Module 3</b><br>Unorganised labour force and the unorganised sector in the Rural area |  | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |   |
|  | <ul style="list-style-type: none"> <li>• Understand and discuss about Unorganised labour force and the unorganised sector in the rural area</li> <li>• Discuss Agriculture and allied industry and unorganised employment forms</li> <li>• Compare between Unorganised labour force and the unorganised sector in the rural &amp; Urban area</li> </ul>  |   |
| <b>Content Outlines</b>  | <b>Unorganised labour force and the unorganised sector in the Rural area</b> <ul style="list-style-type: none"> <li>• Agriculture and allied industry and unorganised employment forms</li> <li>• Industries based on use of natural resources</li> <li>• Land less labour force and bonded labour</li> <li>• Unorganised employment /livelihood patterns of Nomadic tribes and de-notified tribes</li> <li>• Unorganised employment in the home based industry</li> </ul> |   |
| <b>Module 4</b><br>Government & Non-Government Interventions                             |  | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |   |
|  | <ul style="list-style-type: none"> <li>• Understand government interventions in unorgnaised labour force</li> <li>• Discuss Government schemes for the unorganised work force</li> </ul>   |   |

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|  | <ul style="list-style-type: none"> <li>• Understand Non-government interventions in unorganised labour force</li> <li>• Discuss Strategies for Organising the Unorganised Work force</li> </ul>   |  |
| <b>Content Outlines</b>                    | <p><b>Government Interventions</b></p> <ul style="list-style-type: none"> <li>• The labour legislations pertaining to unorganized workforce</li> <li>• Government schemes for the unorganised work force</li> </ul> <p><b>Non-government Intervention</b></p> <ul style="list-style-type: none"> <li>• National Campaigns for policy and legislation framing</li> <li>• WEIGO and other international interventions</li> <li>• Trade Unions and Cooperatives</li> <li>• Ngo's and Civil Society organization</li> <li>• Strategies for Organising the Unorganised Work force</li> </ul> |  |
| <b>Assignments/ Activities towards CCE</b> |   |  |
|  | <p><b>50 Marks for Internal Examination</b></p> <ul style="list-style-type: none"> <li>• 25 Marks for Assignment</li> <li>• 25 Marks for PPT Presentation</li> </ul> <p><b>50 Marks for written Examination</b></p>   |  |

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## MSW Semester II

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|                                 | <b>Semester II</b>                                   |  |          |
| <b>243041</b>                   | <b>FIELD WORK II<br/>OTJ</b>                         |  | <b>4</b> |
| <b>Course<br/>Credits/Marks</b> | <b>Credit 4    Marks 100</b>                         |  |          |
| <b>Course<br/>Outcomes</b>      | <b>A. Field Work in Government or Private Agency</b> |  |          |
|                                 |  | After doing the field work practicum the learners will be able to  |          |
|                                 |  | <ul style="list-style-type: none"> <li>• Develop practice and enhance the skills</li> <li>• Develop greater understanding of reality situation through involvement in day-to-day work.</li> <li>• Develop appreciation of other's efforts and develop sensitively to gaps in the program.</li> <li>• Enhance awareness about the role of a social worker.</li> </ul>   |          |
|                                 | <b>B. Study Tour</b>                                 |  |          |
|                                 |  | The Study Tour is the essential part of the Master Degree Programme in Social Work. Students use to get an opportunity to visit the various organizations may be from other districts or states. Study tour help students to personally observe the organizational activities, structure, set up, and management.  |          |
|                                 |  | After visiting the organizations from other districts or states,<br>learners will be able to   |          |
|                                 |  | <ul style="list-style-type: none"> <li>• To make available an opportunity to the students of Social Work to experience group dynamics and comprehend the importance of social relationships.</li> <li>• To make aware of students about different socio-cultural patterns, value systems and social practices.</li> <li>• To visit various selected non-government or government organizations related to field of social work and understand policy and functioning of such successful organizations.</li> <li>• To enhance the competencies related to planning, implementation and execution of tasks related to the shaping group travel etc.</li> </ul> |          |



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|  |  | <ul style="list-style-type: none"> <li>To convey training in social work education through purposeful recreation, sightseeing and discussion in different places and atmosphere.</li> </ul> |  |
| <b>Assignments/ Activities towards CCE</b> |  |   |  |
|  | <b>A. FIELDWORK</b><br>Fieldwork agency field coordinator 30 Marks<br>Viva 25 Marks and Report 25 Marks<br><b>B. STUDY TOUR</b><br>Report 10 Marks and Presentation 10 Marks |   |  |

### MSW Semester III

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|   | <b>Semester III</b>  |          |
| <b>313011</b>   | <b>SOCIAL DEVELOPMENT, POLICY AND PLANNING<br/>Major (Core)</b>  | <b>4</b> |
| <b>Course<br/>Credits/Marks</b>   | <b>Credit 4    Marks 100</b>   |          |
| <b>Course<br/>Outcomes</b>  | <ul style="list-style-type: none"> <li>• Comprehend social issues and understand their impact on human life.</li> <li>• Learn the concept and process involved in social development.</li> <li>• Gain knowledge of policy analysis and the policy formulation process.</li> <li>• Acquire skills in critical analysis of social, political and development plants.</li> <li>• Study social policies, plans and programs so as to be able to interpret, enforce and challenge them.</li> <li>• Develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly with reference to Fundamental Rights and the Directive Principles of state Policy.</li> <li>• Examine application and litigation machinery.</li> </ul> |          |
| <b>Module 1</b><br>Concept and Aspects of Social Development & Social Change and Political Economy of Development |  | <b>1</b> |
| <b>Learning<br/>Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>• Understand the concept and aspects of social development</li> <li>• Discuss and evaluate social change and political economy of development</li> <li>• Relate social policy and social development</li> </ul>   |          |
| <b>Content<br/>Outlines</b>   | <b>Concept and Aspects of Social Development</b> <ul style="list-style-type: none"> <li>• Concept of development – the ends and means of development,</li> <li>• development as freedom and justice,</li> <li>• Rural development,</li> <li>• Urbanization and social services like education, health, housing, infrastructure and nutrition.</li> </ul>   |          |

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|   | <b>Social Change and Political Economy of Development</b> <ul style="list-style-type: none"> <li>• Genesis, transition, alternative strategies and agents of change</li> <li>• Dynamics of inequality and underdevelopment</li> <li>• Poverty, regional imbalance</li> <li>• Creation and distribution of wealth</li> <li>• Relationship between social policy and social development</li> </ul>   |   |
| <b>Module 2</b><br>Social Development Index in social change & Social Policy and constitution |  | 1 |
| <b>Learning Outcomes</b>  | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand social development Index in India</li> <li>• Compare between policies for economic growth and social change in the context of national development</li> <li>• Correlate social policy and constitution</li> </ul>   |   |
| <b>Content Outlines</b>   | <ul style="list-style-type: none"> <li>• <b>Social Development Index in social change.</b> <ul style="list-style-type: none"> <li>• Indicators of social development (HDI, GDI, PCI, GEM, Inequality Index)</li> <li>• inter-relationships between policies for economic growth and social change in the context of national development</li> </ul> </li> </ul> <p><b>Social Policy and constitution</b></p> <ul style="list-style-type: none"> <li>• Concept of social policy sectoral policies and social services</li> <li>• Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive Principles of state policy and fundamental rights) and Human rights</li> <li>• Evolution of social policy in India in historical perspective.</li> </ul> |   |
| <b>Module 3</b><br>Policy Formulation & Planning  |  | 1 |
|   | After learning the module, learners will be able to  |   |

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| <b>Learning Outcomes</b>  | <ul style="list-style-type: none"> <li>• Discuss and understand process of policy formation</li> <li>• Understand Different models of social policy and their applicability to the Indian situation</li> <li>• Understand the Concepts of social and developmental planning</li> <li>• Analysis the role of ideology</li> </ul>   |   |
| <b>Content Outlines</b>   | <ul style="list-style-type: none"> <li>• <b>Policy Formulation</b> <ul style="list-style-type: none"> <li>• Approaches to social policy unified integrated and sectoral</li> <li>• Different models of Social policy and their applicability to the Indian situation</li> <li>• The process of social policy formulation the contribution of research, the role of interest groups the problem of conflict of interests and its solution</li> <li>• Role of professional social workers</li> </ul> </li> <li>• <b>Policy &amp; Planning</b> <ul style="list-style-type: none"> <li>• Concepts of social and developmental planning</li> <li>• Linkage between social policy and planning- planning as an instrument and source of policy</li> <li>• Role of ideology</li> </ul> </li> </ul> |   |
| <b>Module 4</b><br>Planning Process and The planning machinery, monitoring and evaluation |   | 1 |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |   |
|   | <ul style="list-style-type: none"> <li>• Understand Indian planning in a historical perspective</li> <li>• Role of political judiciary, social movement and voluntary action</li> <li>• Understand The planning machinery, monitoring and evaluation</li> </ul>   |   |

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| <p><b>Content Outlines</b></p>                    | <p><b>Planning Process</b></p> <ul style="list-style-type: none"> <li>• Indian planning in a historical perspective</li> <li>• The constitutional position of planning in India. The legal status of the planning Commission / NitiAyog.</li> <li>• Federal political system and the planning process</li> <li>• Coordination between centre and state need for decentralization</li> <li>• Panchayatraj, peoples' participation</li> <li>• Role of political judiciary, social movement and voluntary action</li> </ul> <p><b>The planning machinery, monitoring and evaluation</b></p> <ul style="list-style-type: none"> <li>• The machinery and process of social planning in India and the implementation of social planning at various levels Monitoring and evaluation of planning</li> </ul>                                     |  |
| <p><b>Assignments/ Activities towards CCE</b></p> |  |  |
|   | <ul style="list-style-type: none"> <li>• Critically examine any social policy and give suggestions. (10 marks)</li> <li>• Analyze and discuss five years plan with reference to any group (like women, children, tribal development and rural development etc) (20 marks)</li> <li>• Write a proposal and budget to avail any government scheme from government department. (20 marks)</li> <li>• Discuss about any legislative policy and its linkages to current scenario.(10 marks)</li> <li>• Different sectoral policies and their implementation e.g. Policies concerning education health, social welfare, women, children, welfare of backward classes, social security, housing, youth, population and family welfare environment and ecology urban and rural development tribal development and poverty alleviation</li> </ul> |  |

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### MSW Semester III

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|  | <b>Semester III</b>   |          |
| <b>313012</b>  | <b>MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES AND CORPORATE SOCIAL RESPONSIBILITY<br/>Major Core</b>  | <b>4</b> |
| <b>Course Credits/Marks</b>  | <b>Credit 4 Marks 100</b>   |          |
|  | <p>The course aims at helping the learner to understand management processes of Voluntary service organizations and develop administrative skills in students. Various aspects and approaches of VSOs would enable students to gain knowledge about organizational development, system, and environment as well as work culture. However, this would lead develop leadership qualities amongst students with accountability to the profession.</p> <p>Corporate Social Responsibility (CSR) is a concept whereby organizations consider the interests of society by taking responsibility for the impact of their activities on customers, employees, shareholders, communities and the environment in all aspects of their operations. The course in Corporate Social Responsibility (CSR) will help the learners to understand the concept and enable them to implement various programs / activities related to CSR.</p> |          |
| <b>Course Objectives</b>   | <ul style="list-style-type: none"> <li>• Acquire knowledge of the basic process of managing and administrating developmental and welfare services in the context of social work profession.</li> <li>• Acquire skills to participate in the managerial and administrative processes and program delivery.</li> <li>• Develop the ability see relationship between policy and programs, analyze the process as applied in specific settings and in specific programs.</li> <li>• Understand the need for, and develop accountability to the public and the profession.</li> <li>• To understand the concept of Corporate Social Responsibility</li> <li>• To critically understand various programs undertaken under CSR</li> <li>• To acquire skills in implementation of various programs / activities under CSR.</li> </ul>   |          |
| <b>Module 1</b><br>Services, organizations, environment and delivery of services |   | <b>1</b> |
|  | After doing the field work practicum the learners will be able to   |          |

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| <b>Learning Outcome</b>  | <ul style="list-style-type: none"> <li>Understand Services, organizations and environment</li> <li>Understand Services and their delivery</li> </ul>  |   |
| <b>Content Outlines</b>  | <p><b>Services, organizations and environment</b></p> <ul style="list-style-type: none"> <li>Need for welfare and services organizations</li> <li>Registration for organization constitutions and policy</li> <li>Organizational design and structure and its environmental context</li> </ul> <p><b>Services and their delivery</b></p> <ul style="list-style-type: none"> <li>Types of services</li> <li>Program delivery: eligibility criteria</li> <li>Management of programs and evaluation</li> <li>Proposals and resource generation and development</li> </ul>            |   |
| <b>Module 2</b><br>Organizational climate, management processes, Policies and practice |   | 1 |
| <b>Learning Outcome</b>  | After doing the field work practicum the learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>Enhance the understanding about Organizational climate, management processes and Policies and practice</li> </ul>  |   |
| <b>Content Outlines</b>  | <p><b>Organizational climate, management processes</b></p> <ul style="list-style-type: none"> <li>Creating a work oriented climate.</li> <li>Leadership: Types and Theories</li> <li>Working with boards, communities and other staff</li> </ul> <p><b>Policies and practice</b></p> <ul style="list-style-type: none"> <li>Human resource management: Volunteers, professional and paraprofessionals, policies</li> <li>Stakeholders analysis</li> <li>Communication in an organization – essential components, types, barriers, discussion making levels and methods</li> </ul> |   |
| <b>Module 3</b><br>Organizational Development and Work process tasks                   |   | 1 |
| <b>Learning Outcome</b>  | After doing the field work practicum the learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>Understand Organizational Development and Work process tasks</li> </ul>  |   |
| <b>Content Outlines</b>  | <p><b>Organizational Development</b></p> <ul style="list-style-type: none"> <li>Development strategies</li> <li>Work culture</li> <li>Transition and transformation</li> </ul>  |   |





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|  | <ol style="list-style-type: none"> <li>1. Develop vision, mission statement and objectives for dream agency.</li> <li>2. Develop Human resource policy / conflict management policy/ volunteer management / staff development/ board development for agency.</li> <li>3. Stakeholder's analysis for existed or fieldwork agency.</li> <li>4. Write a proposal draft for fund generation for program or project</li> <li>5. Draw Training Needs Analysis cycle for existed or fieldwork agency.</li> <li>6. Study balance sheet and income and expenditure statement of an agency</li> <li>7. Write the history and evolution of CSR in India</li> <li>8. Study and submit a paper on the best practices in CSR followed by one corporate industry</li> <li>9. Write on how to manage and sustain volunteers</li> <li>10. Prepare a budget for conducting a short course in a community</li> </ol> |  |
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### MSW Semester III

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|   | <b>Semester III</b>   |          |
| <b>313013</b>   | <b>BASICS OF ECONOMICS-Major (Core)</b>   | <b>2</b> |
| <b>Course Credits/Marks</b>                                   | <b>Credit 2 Marks 50</b>  |          |
|   | <ul style="list-style-type: none"> <li>To learn the nature of Indian Economy.</li> <li>To develop insights in to the problems of Indian Economy.</li> <li>To understand the process of Development.</li> </ul>  |          |
| <b>Module 1</b><br>Approaches to development & Indian Economy |   | 1        |
| <b>Learning Outcomes</b>                                      | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>Understand economical approaches to development</li> <li>Discuss on Indian Economy and Its Nature</li> </ul>   |          |
| <b>Content Outlines</b>                                       | <b>Approaches to Development</b><br>Capitalist, Socialist, Gandhian<br><b>Indian Economy and its Nature</b> <ul style="list-style-type: none"> <li>Significance of the study of Indian economy</li> <li>Basic Concepts: <ul style="list-style-type: none"> <li>Development</li> <li>Under development</li> <li>Economy</li> <li>GDP</li> <li>NNP-NI</li> </ul> </li> <li>Social Composition</li> <li>Agricultural sector <ul style="list-style-type: none"> <li>Contribution of agriculture to national economy</li> <li>Trades</li> <li>Pattern of land ownership</li> <li>Productivity of agriculture</li> <li>Measures</li> <li>WDP</li> </ul> </li> <li>Industrial Sector <ul style="list-style-type: none"> <li>Classification of industries</li> <li>Size-ownership-origin based</li> <li>Trends in industrial production</li> <li>Competiveness of Indian Industry</li> </ul> </li> <li>Service Sector <ul style="list-style-type: none"> <li>Features-Contribution of national economy</li> <li>Trends</li> </ul> </li> </ul> |          |

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| <b>Module 2</b><br><br>Issues related to economic development & Globalization |   | 1 |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |   |
|   | <ul style="list-style-type: none"> <li>• Understand &amp; discuss Issues related to economic development</li> <li>• Discuss the concept of globalization and its impact on Indian Economics</li> <li>• Understand the New World order concept in Economics</li> </ul>   |   |
| <b>Content Outlines</b>   | <p><b>Issues related to economic development</b></p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• Unemployment</li> <li>• Housing</li> <li>• Food security</li> <li>• Displacement</li> <li>• SEZ</li> </ul> <p><b>Globalisation</b></p> <ul style="list-style-type: none"> <li>• Meaning, concept, history of Globalization</li> <li>• Social, economic, political and cultural implications of globalization</li> <li>• Washington Consensus, World Trade, General Agreement on Trade and Tariff, General Agreement on Trade and services, World Trade Organization, G7 versus G 77, Agrarian and Industrial Scenario</li> </ul> |   |
| <b>Assignments/ Activities towards CCE</b>                                    |   |   |
|   | <p><b>50 Marks for Internal Examination</b></p> <ul style="list-style-type: none"> <li>• 25 Marks for Assignment</li> <li>• 25 Marks for PPT Presentation</li> </ul>  |   |

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### MSW Semester III

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|   | <b>Semester III</b>  |          |
| <b>323011</b>   | <b>POPULATION DYNAMICS<br/>Major (Elective)</b>  | <b>4</b> |
| <b>Course<br/>Credits/Marks</b>   | <b>Credit 4    Marks 100</b>   |          |
| <b>Module 1</b><br>Source of Population Data  |  | <b>1</b> |
| <b>Learning<br/>Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>Understand about the Source of Population Data</li> </ul>   |          |
| <b>Content Outline</b>  | <ul style="list-style-type: none"> <li>Population scope of census.</li> <li>Vital statistics, sample survey</li> </ul>   |          |
| <b>Module 2</b><br>Population growth, Determinants of growth and population distribution in India |  | <b>1</b> |
| <b>Learning<br/>Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>Understand about Population growth, Determinants of growth and population distribution in India</li> </ul>  |          |
| <b>Content Outline</b>  | <p><b>Population growth</b></p> <ul style="list-style-type: none"> <li>The situation related to the population before independence.</li> <li>The current population situation in the states</li> </ul> <p><b>Determinants of Population growth</b></p> <ul style="list-style-type: none"> <li>Mortality in India reasons for High &amp; Low mortality, maternal mortality, infant mortality</li> <li>The fertility, factors affecting fertility, physiological social, economic and cultural Migration internal and external</li> </ul> <p><b>Population distribution</b></p> <ul style="list-style-type: none"> <li>Population distribution in India</li> <li>Urban and rural</li> <li>Factors affecting migration</li> </ul> |          |

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| <b>Module 3</b><br>Population structure and characteristics |  | <b>1</b> |
| <b>Learning Outcomes</b>                                    | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>Understand about Population structure and characteristics</li> </ul>  |          |
| <b>Content Outlines</b>                                     | <ul style="list-style-type: none"> <li>Age and Sex structure,</li> <li>Sex ratio in India</li> <li>Age composition and structure;</li> <li>Aging of population</li> </ul>  |          |
| <b>Module 4</b><br>Population and environment               |  | <b>1</b> |
| <b>Learning Outcomes</b>                                    | After learning the module, learners will be able to  |          |
|   | Understand about Population and Environment <ul style="list-style-type: none"> <li>Interrelationship between human population, environment and natural resources</li> <li>Environmental degradation</li> <li>Maintaining and preserving the balance between population and environment</li> <li>Current issues in environment</li> </ul>                               |          |
| <b>Content Outlines</b>                                     | <ul style="list-style-type: none"> <li>Interrelationship between human population, environment and natural resources</li> <li>Environmental degradation</li> <li>Maintaining and preserving the balance between population and environment</li> <li>Current issues in environment</li> </ul>   |          |
| <b>Practical</b>  | -----  |          |
| <b>Assignments/ Activities towards CCE</b>                  |  |          |
|   | Theory Examination 50%<br>Maximum marks 50<br>Assignment 50%<br>Maximum Marks 50<br>Total marks 100<br><br><b>Assignment:</b> <ul style="list-style-type: none"> <li>India's population Policy (15 marks)</li> <li>Make a table showing the population data of all Indian states as per 2011 census (population, sex ratio, rural / urban, etc.) (10 marks)</li> </ul> |          |

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|  | <ul style="list-style-type: none"> <li>• Make a population pyramid with India's census data (2011). Also make a table age specific population data with intervals of 5 years (10 marks).</li> <li>• Write an assignment on types of pollution; state the causes of pollution and suggest the measures redress it (15 marks).</li> </ul> |  |
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### MSW Semester III

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|   | <b>Semester III</b>  |          |
| <b>323012</b>   | <b>HUMAN RIGHTS AND SOCIAL WORK<br/>Major (Elective)</b>   | <b>4</b> |
| <b>Course Credits/Marks</b>   | <b>Credit 4 Marks 100</b>  |          |
| <b>Programme Objectives</b>   | <ul style="list-style-type: none"> <li>To understand Concept and importance of Human Rights.</li> <li>To Develop skills to understand contemporary reality in Society</li> <li>To Develop ability for intervention strategies for contemporary issues through Human Rights</li> </ul>  |          |
| <b>Course Outcomes</b>  | <ul style="list-style-type: none"> <li>Learns able to understand Concept and importance of Human Rights.</li> <li>Develop skills to understand contemporary reality in Society</li> <li>Develop ability for intervention strategies for contemporary issues through Human Rights</li> </ul>  |          |
| <b>Module 1</b><br>Introduction to Human Rights and Judicial System |  | <b>1</b> |
| <b>Learning Outcomes</b>  | to After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>Understand about Introduction to Human Rights and Judicial System</li> </ul>  |          |
| <b>Content Outlines</b>   | <b>Introduction to Human Rights</b> <ul style="list-style-type: none"> <li>Concept, Definition, Characteristics</li> <li>Human Rights in West and India (Historical Perspective)</li> <li>Pre Independence Era and Post-Independence Era</li> </ul> <b>Judicial System</b> <ul style="list-style-type: none"> <li>Indian Judicial System</li> <li>Historical Perspective in India</li> <li>Judicial Advocacy</li> <li>Role of Government and NGOs</li> </ul> |          |
| <b>Module 2</b><br>Constitution of India and Police Administration  |  | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to  |          |



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|  | <ul style="list-style-type: none"> <li>Understand about Constitution of India and Police Administration</li> </ul>  |          |
| <b>Content Outline</b>   | <p><b>Constitution of India</b></p> <ul style="list-style-type: none"> <li>Historical Perspective</li> <li>Preamble</li> <li>Fundamental Rights</li> <li>Directive Principles and Fundamental Duties</li> </ul> <p><b>Police Administration</b></p> <ul style="list-style-type: none"> <li>Police Administration in India</li> <li>Historical Perspective</li> <li>Challenges faced by Police Personnel</li> <li>Role of Social Worker in working with Police Administration</li> </ul> |          |
| <b>Module 3</b><br>Human Right Commission and Various Human Rights |   | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>Understand about Human Right Commission and Various Human Rights</li> </ul>  |          |
| <b>Content Outline</b>   | <p>Human Right Commission</p> <ul style="list-style-type: none"> <li>Historical Perspective (International and National)</li> <li>National and State Human Right Commission</li> <li>Structure, Eligibility and Jurisdiction</li> </ul> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>Women and Human Rights</li> <li>Children and Rights</li> <li>Marginalized Communities and Human Rights</li> <li>Minority and Human Rights</li> </ul>                          |          |
| <b>Module 4</b><br>Human Right and Social Work                     |   | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>Understand about Advocacy Tools</li> </ul>   |          |
| <b>Content Outline</b>   | <ul style="list-style-type: none"> <li>Advocacy Tools</li> <li>RTI, PIL</li> <li>Legal Counselling</li> <li>Skills of Social Worker in Human Right Setting</li> </ul>   |          |

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|  | <ul style="list-style-type: none"> <li>• Case Studies of NGOs</li> </ul>   |  |
| <b>Assignments/ Activities towards CCE</b> |  |  |
|  | Examination 50%<br>Assignment 50% <ul style="list-style-type: none"> <li>• Students to interview practicing counselors and prepare a report on techniques use by them (20 marks)</li> <li>• Cases for counseling to be provided to students and their helping skills and strategies employed by them to be assessed (20 marks)</li> <li>• Group assignment on various techniques of counseling (10 marks)</li> </ul> |  |

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## MSW Semester III

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|  | <b>Semester III</b>  |          |
| <b>353031</b>                                  | <b>RESEARCH COMPONENT (WRITING RESEARCH PROPOSAL &amp; REVIEW OF RELATED LITERATURE)<br/>Major Core (RP)</b>   | <b>4</b> |
| <b>Course Credits/Marks</b>                    | <b>Credit 4    Marks 100</b>   |          |
| <b>Course Outcomes</b>                         | <ul style="list-style-type: none"> <li>• To introduce the students to the basics of scientific social research.</li> <li>• Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in virus aspects and its process.</li> <li>• Understand major research strategies meaning scope and importance of social work research.</li> <li>• To acquaint the students with different methods of research, techniques of sampling, data collection, analysis, interpretation and presentation of data.</li> <li>• Develop an ability to see the linkages between practice research theory and their role in enriching one another.</li> <li>• Develop attitudes consonant with the scientific approach—concern for accuracy specifically and authenticity, awareness of ones own prejudices or biases, honestly being open to correction.</li> <li>• Develop attitudes favorable to the judicious integration of practice research and theory.</li> <li>• Develop ability to conceptualize, formulate, and conduct simple research projects / exercises (This would include a broad range of basic research skill such as conceptualization of a research strategy and problem writing a research proposal ; developing tools for collecting data for collecting data, use of sampling strategies; strategies; data collection, processing presentation analysis and interpretation and writing research report etc.)</li> <li>• Make informed assessment and judicious use of research studies and findings.</li> <li>• Develop skills for use of library and documentation services for research.</li> <li>• To motivate the students to undertake research on their own.</li> </ul> |          |
| <b>Module 1</b><br>Identifying Research Topics |  | <b>1</b> |

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| <b>Learning Outcomes</b>                             | After learning the module, learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>• Discuss various research topic</li> <li>• Finalize research topic</li> <li>• Understand the important of topic</li> </ul>  |   |
|  | <ul style="list-style-type: none"> <li>• Techniques for selecting and refining research topics</li> <li>• Exploring the intersection of personal interests and social work priorities</li> <li>• Formulating research questions</li> </ul>                                    |   |
| <b>Content Outlines</b>                              | <b>Identifying Research Topics</b> <ul style="list-style-type: none"> <li>• Techniques for selecting and refining research topics</li> <li>• Exploring the intersection of personal interests and social work priorities</li> <li>• Formulating research questions</li> </ul> |   |
| <b>Module 2</b><br>Components of a research proposal |   | 1 |
| <b>Learning Outcomes</b>                             | After learning the module, learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>• Understand the various components of research proposal</li> <li>• Take reviews according to the topic</li> <li>• Develop a research proposal</li> </ul>  |   |
| <b>Content Outlines</b>                              | <b>Developing a Research Proposal</b> <ul style="list-style-type: none"> <li>• Components of a research proposal</li> <li>• Articulating research questions, objectives, and hypotheses</li> <li>• Crafting a clear and concise proposal</li> </ul>                           |   |
| <b>Module 3</b><br>Literature review                 |   | 1 |
| <b>Learning Outcomes</b>                             | After learning the module, learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>• Understand the significance of review of related literature</li> <li>• Conduct effective literature reviews</li> <li>• Critically analysis existing researches</li> </ul>  |   |

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| <b>Content Outlines</b>                    | <b>Review of Related Literature</b> <ul style="list-style-type: none"> <li>• Understanding the significance of literature reviews</li> <li>• Conducting effective literature searches</li> <li>• Synthesizing , critically analyzing existing research, take review</li> </ul>   |   |
| <b>Module 4</b>                            | <b>Types of Reading Resources (genres) and their Features</b>  | 1 |
| <b>Learning Outcomes</b>                   | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Discuss the importance of peer review</li> <li>• Provide and receive constructive feedback</li> <li>• Create visually appealing presentations</li> <li>• Practice presentation skills</li> </ul>   |   |
| <b>Content Outlines</b>                    | <b>Peer Review and Feedback</b> <ul style="list-style-type: none"> <li>• Peer review sessions for draft research proposals</li> <li>• Providing and receiving constructive feedback</li> <li>• Refining and improving research proposals</li> </ul><br><b>Presentation Skills</b> <ul style="list-style-type: none"> <li>• Communicating research ideas effectively</li> <li>• Creating visually appealing presentations</li> <li>• Public speaking and presentation tips</li> </ul> |   |
| <b>Assignments/ Activities towards CCE</b> |  |   |
|  | <ul style="list-style-type: none"> <li>• <b>Prepare a research Proposal</b></li> <li>• <b>Take reviews according to the topic</b></li> <li>• Supervisors' assessment</li> <li>• Viva voice by two or three examiners (including the supervision</li> </ul>   |   |

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### MSW Semester III

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|   | <b>Semester III</b>   |          |
| <b>343041</b>   | <b>FIELD WORK III &amp; RURAL CAMP Major (OJT)</b>  | <b>4</b> |
| <b>Course Credits/Marks</b>   | <b>Credit 4 Marks 100</b>   |          |
|   | <b>FIELD WORK</b>   |          |
| <b>Course Outcomes</b>  | <ul style="list-style-type: none"> <li>• Develop knowledge of the socio – economic and cultural realities and their impact on the client system with specific focus on marginalized groups.</li> <li>• Develop beginning skills to analyze the impact of the wider social system on individual, families, groups, communities and organizations.</li> <li>• Understand the agency as a system – its philosophy, thrust, objectives, structure and management of services / programs.</li> <li>• Develop the ability to involve the client system in the problem-solving process. Utilizing skills of social work interventions, including research</li> <li>• Develop skills in documenting practice.</li> <li>• Develop skills in identifying and utilizing community resources both government and non – governmental / voluntary.</li> <li>• Develop ability to work as a member of a team.</li> <li>• Reinforce belief in the inherent strength of the people to meet their needs and resolve problems.</li> <li>• Make conscious use of professional values and ethics.</li> </ul> |          |
| <b>Module 1</b><br>Social Work in the Organisation / Communities & Working in Teams |   | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>• Understand and social work practices in the organizations and communities</li> <li>• Critically analyze the philosophy, policy, thrust and traditions of the organization</li> <li>• Use selective skills of Social work and different roles to enable people meet challenges</li> <li>• Take initiative and leadership role while working with teams</li> </ul>   |          |

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| <b>Content Outlines</b>   | <p><b>I. SOCIAL WORK IN THE ORGANIZATIONS / COMMUNITIES.</b></p> <ul style="list-style-type: none"> <li>• Develop skills to analyze complex situations and evaluate the agencies functions in relation to needs / problems of the client system and situate this in the larger national and international context.</li> <li>• Critically analyze the philosophy, policy, thrust and traditions of the organization within the frame work of the national policy, constitutional rights, human rights and international programs.</li> <li>• Identify gaps in policy, develop initiative and use advocacy skills to bring about change at local, state and national level.</li> <li>• Use selective skills of Social work and different roles to enable people meet challenges.</li> </ul> <p><b>II. WORKING IN TEAMS</b></p> <ul style="list-style-type: none"> <li>• Enhance skills of working with inter-disciplinary teams to support peoples' quest to meet needs and goals.</li> <li>• Take initiative and leadership role while working with teams.</li> </ul> |          |
| <p><b>Module 2</b></p> <p>Programme Management, Records &amp; Plans</p> |  | <p>1</p> |
| <b>Learning Outcomes</b>  | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Enhance programme management skills in the community</li> <li>• Develop plans and implement these for staff development</li> <li>• prepare and utilize records like summery records, case studies, agency reports annual and six monthly of meeting press releases</li> <li>• Plan, implement and evaluate programs independently</li> <li>• Provide opportunities to use selectively, skills of social work and utilize them to effect change.</li> </ul>   |          |



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| <b>Content Outlines</b>  | <p><b>PROGRAM MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Encourage learners' involvement in programs for social issues / concerns, and projects.</li> <li>• Prepare proposal for new program.</li> <li>• Develop skills for evaluation of program, prepare views and documents.</li> <li>• Develop plans and implement these for staff development.</li> <li>• Develop skills to guide and train front line worker, like NSS and other volunteers.</li> <li>• Collect information of other similar programs, and develop skills of networking effectively with other agencies.</li> </ul> <p><b>(B) RECORDS</b></p> <ul style="list-style-type: none"> <li>• Records should show <ul style="list-style-type: none"> <li>i. Analysis of problem solving situation for new and significant areas of problems solving.</li> <li>ii. Internalization of professional values.</li> </ul> </li> <li>• Independently prepares and utilizes records like summery records, case studies, agency reports annual and six monthly of meeting press releases.</li> <li>• Masters skills for documentation of activities like projects, programs, case studies etc.</li> </ul> <p><b>(C) PLAN</b></p> <ul style="list-style-type: none"> <li>• Plan, implement and evaluate programs independently.</li> <li>• Be analytical and evaluate agency functions in relation to needs and problems of clients system.</li> <li>• Take the initiative in leadership while working with various teams, consciously assume different roles to suit different situations and takes leadership and helps other to do so.</li> </ul> <p>Provide opportunities to use selectively, skills of social work and utilize them to effect change.</p> |   |
| <b>Module 3</b><br>Practice Strategies / Tools and Profession / Professional |   | 1 |
| <b>Learning Outcomes</b>   | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Practice strategies and tools in the community</li> <li>• Introspect in relation to own behavior, value relative absolute intrinsic and extrinsic and utilized this for growth</li> <li>• Enhance faith in the profession which is committed to social change. Willingly takes up challenging task with confidence</li> </ul>   |   |

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| <b>Content Outlines</b>  | <p><b>PRACTICE STRATEGIES AND TOOLS</b></p> <ul style="list-style-type: none"> <li>• Manifest selective and rational use of approaches, skills techniques.</li> <li>• Introspect in relation to own behavior, value relative absolute intrinsic and extrinsic and utilized this for growth.</li> <li>• Appreciate other contributions, however small in the field</li> </ul> <p><b>PROFESSION AND THE PROFESSIONAL</b></p> <ul style="list-style-type: none"> <li>• Enhance faith in the profession, which is committed to social change. Willingly takes up challenging task with confidence.</li> <li>• Represents the profession: <ul style="list-style-type: none"> <li>• To the public and other disciplines at meetings, seminars and enhances the image of the profession.</li> <li>• Through writing and documentation</li> <li>• Conducts self as the bearer of professional values.</li> <li>• Evaluation</li> </ul> </li> <li>• Based on the areas of learning and task carried out the evaluation format maybe designed for assessment of Practice Learning – mid – Year and end of the year.</li> </ul> |   |
| <b>Module 4</b><br>Responsibility Towards Self and Responsibility Towards Organisation |  | 1 |
| <b>Learning Outcomes</b>   | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand the responsibilities towards self</li> <li>• Understand the responsibilities towards organization</li> <li>• Provides leadership in specific task in the term of social work as well as in the inter-disciplinary terms</li> <li>• Practices professional ethics</li> </ul>   |   |
| <b>Content Outlines</b>  | <p><b>(A) RESPONSIBILITY TOWARDS SELF</b></p> <p>Professional responsibility and concern for client system is manifested in terms of:</p> <ol style="list-style-type: none"> <li>1. Snows mastery time management, regularity and sincerity in work.</li> </ol>  |   |

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|                        | <ol style="list-style-type: none"> <li>2. Demonstrates social work values.</li> <li>3. Uses participatory approaches and problem solving skills.</li> <li>4. Preparation for termination with a view to helping the client system for self – dependence.</li> </ol> <p><b>(B) RESPONSIBILITY TOWARDS THE ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>• Functions confidently as a representative of the organization with respect to tasks undertaken.</li> <li>• Guides junior colleagues / volunteers to develop skills.</li> <li>• Provides leadership in specific task in the term of social work as well as in the inter-disciplinary terms.</li> <li>• Shows responsibility towards other organizations.</li> <li>• Practices professional ethics.</li> </ul> |  |
|                        | <b>RURAL CAMP</b>   |  |
|                        | <p>Rural Camp is essential Activity of Social Work Education where students get the exposure of the rural area because largest population in rural area. Department of Social Work, SNDT Women's conducting Rural Camp by considering objectives of giving space to the students about rural part and the dynamics in social work process.</p>  |  |
| <b>Course Outcomes</b> | <ul style="list-style-type: none"> <li>• To get the exposure to rural areas.</li> <li>• To understand about rural lifestyle and rural realities.</li> <li>• To experience group living and share the various experiences and learn to adjust oneself with fellow students.</li> </ul>   |  |

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|  | <ul style="list-style-type: none"> <li>• To helps the students to inculcate intellectual capacities and different skill such as mobilizing, organising, rapport building, motivating as well as performing</li> <li>• To become more accountable and dedicated towards social realities.</li> <li>• To conduct deferent awareness activities in the villages and schools</li> <li>• To enhance the team spirit among the students</li> <li>• To apply Participatory Rural Appraisal at village to understand village locality and resources.</li> </ul> |  |
| <b>Assignments/ Activities towards CCE</b> |   |  |
|  | <p><b>A. FIELDWORK</b></p> <ul style="list-style-type: none"> <li>• Fieldwork agency field coordinator 30 Marks</li> <li>• Viva 25 Marks</li> <li>• Report 25 Marks</li> </ul> <p><b>B. RURAL CAMP</b></p> <ul style="list-style-type: none"> <li>• Report 10 Marks</li> <li>• Presentation 10 Marks</li> </ul>   |  |

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## MSW Semester IV

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|  | <b>Semester IV</b>   |          |
| <b>413011</b>  | <b>WOMEN AND GENDER DEVELOPMENT</b><br><b>Major Core</b>   | <b>4</b> |
| <b>Course Credits/Marks</b>  | <b>Credit 4 Marks 100</b>  |          |
| <b>Course Outcomes</b>   | <ul style="list-style-type: none"> <li>▪ To enable students to appreciate the reasons for the growth of the women's movement in India</li> <li>▪ To enable students to understand the complex intersections of gender/class/caste and race ideologies</li> <li>▪ To enable students to understand the socio-economic and political barriers to women's equality and empowerment</li> <li>▪ To enable students to understand strategies for women's empowerment</li> </ul>                                  |          |
| <b>Module 1</b><br>Women's Movement in India and Construction of Gender Class/Caste/Religious Identities |  | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |          |
|  | <ul style="list-style-type: none"> <li>• Discuss the growth of the historical &amp; contemporary women's movement in India</li> <li>• Analysis impact of NGO and donor driven development on feminist action</li> <li>• Critically analysis Construction of Gender Class/Caste/Religious Identities</li> </ul>   |          |
| <b>Content Outlines</b>  | <b>Women's Movement in India</b> <ul style="list-style-type: none"> <li>• The historical roots of the feminist consciousness in the 19th century social reform movement</li> <li>• Growth of the contemporary women's movement in India</li> <li>• Impact of NGO and donor driven development on feminist action</li> </ul><br><b>Construction of Gender Class/Caste/Religious Identities</b> <ul style="list-style-type: none"> <li>• The normative construction of sex, and gender in society</li> </ul> |          |

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|  | <ul style="list-style-type: none"> <li>• The normative construction of heterosexuality and notions of sexual deviance</li> <li>• Gender at the intersections of caste/kinship and family ideology</li> <li>• Feminism at the grassroots-<i>dalit</i>/and minority women speak</li> </ul>   |   |
| <b>Module 2</b><br>Violence against Women & Legal Position of Women in India             |  | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |   |
|  | <ul style="list-style-type: none"> <li>• Understand violence against women</li> <li>• Discuss media portrayal of violence against women</li> <li>• Analysis, constitutional provisions, laws for violence against women</li> </ul>   |   |
| <b>Content Outlines</b>  | <b>Violence against Women</b> <ul style="list-style-type: none"> <li>• Meaning / Concept, Types &amp; its effects</li> <li>• Media portrayal of violence against women and its function</li> <li>• Feminist debates on Pornography and commercial sex work</li> <li>• State response to violence against women</li> </ul> <b>Legal Position of Women in India</b> <ul style="list-style-type: none"> <li>• Constitutional provisions</li> <li>• Labour laws</li> <li>• Personal laws</li> <li>• Family courts</li> </ul> |   |
| <b>Module 3</b><br>Women's Work and Participation in the Economic & Critique of Policies |  | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to  |   |
|  | <ul style="list-style-type: none"> <li>• Understand Women's Work and Participation in the Economic</li> <li>• Analysis Women's Access to education and Health Services</li> <li>• Critically analysis policies for women</li> <li>• Discuss Barriers to women's access to these resources of the community</li> </ul>  |   |
| <b>Content Outlines</b>  | <b>Women's Work and Participation in the Economic</b> <ul style="list-style-type: none"> <li>• A historical analysis of women's work force participation</li> </ul>  |   |

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|  | <ul style="list-style-type: none"> <li>Women's work in the home/ the ideology of the housewife</li> </ul> <p><b>Women's Access to education and Health Services- Critique of Policies</b></p> <ul style="list-style-type: none"> <li>Current indicators of women's demographic, health and education status</li> <li>Barriers to women's access to these resources of the community</li> </ul>  |   |
| <p><b>Module 4</b></p> <p>Impact of Current Trends in Development on Women &amp; Policies and Programmes</p> |   | 1 |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |   |
|  | <ul style="list-style-type: none"> <li>Understand &amp; discuss impact of Current Trends in Development on Women</li> <li>assess Policies and Programmes for Women/Strategies for Change</li> <li>critically explore of the various institutions established for women</li> <li>understand Welfare programmes for women</li> </ul>  |   |
| <b>Content Outlines</b>  | <p><b>Impact of Current Trends in Development on Women</b></p> <p>Impact on women's workforce participation</p> <p><b>Policies and Programmes for Women/Strategies for Change</b></p> <ul style="list-style-type: none"> <li>A critical exploration of landmark policies for women (such as the Towards Equality Report, Sharamskati Report, National Policy for Women &amp; Women's Component Plan</li> <li>A critical exploration of the various institutions established for women (such as Women and Child Development Department, Central Social Welfare Board, National Commission for Women</li> <li>Welfare programmes for women (such as SHGs, &amp; ICDS etc.)</li> </ul> |   |
| <b>Assignments/ Activities towards CCE</b>   |   |   |
|  | <ul style="list-style-type: none"> <li>Preparing a case study of domestic violence victim (10 marks).</li> <li>Conducting a survey of slum girls to understand their health and related problems (10 marks).</li> </ul>   |   |



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|  | <ul style="list-style-type: none"> <li>• Film show related to gender and discussion (10 marks).</li> <li>• Write a note on women's movements in India (15 marks)</li> <li>• Comparative study of gender discrimination in Text books (5 marks)</li> </ul> |  |
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**MSW Semester IV**  
**Major (Elective)**

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| <b>Course Title</b>  | <b>Management &amp; Administration of NGOs</b>   |
| <b>Course Credits</b>  | 4  |
| <b>Course Outcomes</b>   | After going through the course, learners will be able to   |
|  | To equip the learners with specific skills related to Administration   |
|  | To enable learners to gain advance information relating to registration processes of NGOs  |
|  | To introduce the learner to the various management techniques such as the POSCORBDE and develop their skills on the same   |
|  | To help the learner understand the techniques of Project Management  |
|  | Learners will gain an understanding on the Different Conflict management styles and the steps involved in managing a conflict  |
| <b>Module 1(Credit 1) Service organization and environment</b> |  |
| <b>Learning Outcomes</b>                                       | After learning the module, learners will be able to  |
|  | Describe need for welfare services   |
|  | Understand the registration process  |
|  | Understand various government scheme for NGOs  |
|  | Differentiate between responsibility and accountability  |
| <b>Content Outline</b>   | <ul style="list-style-type: none"> <li>• Need for welfare and services organizations</li> <li>• Registration for Indian constitutions and policy</li> <li>• Organizational design and structure and its environmental context</li> <li>• Government Schemes for NGOs</li> <li>• Voluntary agencies working in LLE</li> <li>• Elton Mayo: Hawthorne Studies</li> <li>• Chester Barnard: The Human Relations Perspective</li> <li>• Basic features of voluntary agencies</li> <li>• Responsibility and accountability</li> </ul> |
| <b>Module 2(Credit 1) Services of NGO's and their delivery</b> |  |
| <b>Learning Outcomes</b>                                       | After learning the module, learners will be able to  |
|  | Understand the types of services   |
|  | To analyze the role of missionaries  |
|  | Role of NGO's  |
|  | Understand the working styles with board and communities   |
| <b>Content Outline</b>   | <ul style="list-style-type: none"> <li>• Types of services</li> <li>• Program delivery: eligibility criteria</li> <li>• Role of missionaries in NFE</li> <li>• Role of NGOs in NFE/ LL</li> <li>• Creating a work oriented climate.</li> <li>• Leadership: Types and Theories</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>Working with boards, communities and other staff</li> </ul>   |
| <b>Module 3(Credit 1) Voluntarism in social action</b> |  |
| <b>Learning Outcomes</b>                               | After learning the module, learners will be able to  |
|  | Understand the voluntary social action   |
|  | Schemes for lifelong learning  |
| <b>Content Outline</b>                                 | <ul style="list-style-type: none"> <li>LL policies of developed countries</li> <li>Schemes for lifelong learning</li> <li>Altruism from scientific and religious view points</li> <li>History of volunteerism Voluntary action in India</li> <li>Government- voluntary sector relations and interface; Changing nature of voluntary organizations</li> <li>Ethos of voluntarism</li> </ul>   |
| <b>Module 4(Credit 1)Social welfare administration</b> |  |
| <b>Learning Outcomes</b>                               | After learning the module, learners will be able to  |
|  | Understand the management of work process  |
|  | Define team work   |
|  | Describe conflict of management  |
|  | Learn management skill   |
| Content Outline  | <ul style="list-style-type: none"> <li>Unit of work, time allotment, workload, LOG frame, responsibility, coordination</li> <li>Staff- client relation</li> <li>Teamwork ,supervision, directing, monitoring, evaluation</li> <li>Conflict Management; Functional and Dysfunctional Conflict; Steps in the Resolution of Conflicts; Different Styles of Conflict Management</li> <li>Skills in planning ;budgeting; proposal writing; fundraising organization; staffing; program implementation n; coordination; documentation ;reporting; monitoring and evaluation</li> </ul> |

**Assignment:**

1. Develop vision, mission statement and objectives for the agency you wish to start(10Marks)
2. Develop Human resource policy / conflict management policy/ volunteer management/ staff development/ board development for agency. (05marks)
3. Stakeholder's analysis for existed or field work agency. (10Marks)
4. Draw Training Needs Analysis cycle for existed or field work agency. (10Marks)
5. Study balance sheet and income and expenditure statement of an agency (10marks)
6. Write on how to manage and sustain volunteers(05marks)

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## MSW Semester IV

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|   | <b>Semester IV</b>   |          |
| <b>423011</b>   | <b>CHILD RIGHTS LAW AND SOCIAL WORK<br/>Major (Elective)</b>   | <b>4</b> |
| <b>Course<br/>Credits/Marks</b>   | <b>Credit 4    Marks 100</b>   |          |
| <b>Module 1</b><br>Situational analysis of children in India and Historical Perspective |  | <b>1</b> |
| <b>Learning<br/>Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>Understand about situational analysis of children in India</li> </ul>   |          |
| <b>Content Outline</b>  | <p><b>Situational analysis of children in India</b></p> <ul style="list-style-type: none"> <li>Various violations of rights faced by children in India</li> <li>Understand the history of child rights movements</li> <li>Understanding and analysing the constitutional provision and legislations impacting on children</li> <li>Understand the role of Social Worker in Social work intervention, needs, methods, problems at micro and macro levels using legislation to ensure justice and equality for all</li> </ul> <p><b>Historical Perspective</b></p> <ul style="list-style-type: none"> <li>The paradigm Shift from Charity approach, Welfare approach, Development approach and Rights based approach</li> <li>The history of child rights movements</li> </ul> |          |
| <b>Module 2</b><br>Childhood vulnerability, Child protection, and the Law               |  | <b>1</b> |
| <b>Learning<br/>Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>Understand about Childhood vulnerability, Child protection, and the Law</li> </ul>  |          |
| <b>Content<br/>Outline</b>  | <p><b>Childhood vulnerability</b></p> <ul style="list-style-type: none"> <li>The vulnerable groups based on caste, class, gender,</li> </ul>   |          |

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|  | <ul style="list-style-type: none"> <li>Children in need of care and protection as well as children in conflict with law</li> </ul> <p><b>Child protection</b></p> <ul style="list-style-type: none"> <li>Prevention of neglect, abuse and exploitation of children</li> <li>Rehabilitation approaches: Institutional and Non-Institutional alternatives (adoption, foster care, counseling, community outreach)</li> </ul> <p><b>Child and the Law</b></p> <ul style="list-style-type: none"> <li>Constitutional provision and legislations impacting on children</li> <li>Juvenile Justice (Care and protection) Act : An overview and its implementation</li> <li>Role of child welfare committee, Juvenile Justice Court and special Juvenile Police Unit</li> </ul> |          |
| <b>Module 3</b><br>National Policies and programs for vulnerable groups and Role of NGOs and Civil Society |   | <b>1</b> |
| <b>Learning Outcomes</b>   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>Understand about National Policies and programs for vulnerable groups and Role of NGOs and Civil Society</li> </ul>  |          |
| <b>Content Outline</b>   | <p><b>National Policies and programs for vulnerable groups</b></p> <ul style="list-style-type: none"> <li>Integrated child development scheme</li> <li>National policy for children</li> <li>National plan of action for children and National charter for children</li> <li>Protection of Children against Sexual Offenses Act, 2012</li> <li>Integrated child protection scheme</li> </ul> <p><b>Role of NGOs and Civil Society</b></p> <ul style="list-style-type: none"> <li>Govt. and Voluntary organization partnership through following organizations</li> <li>National Institute of public co-operation and child development</li> <li>National Institute of Social Defect</li> </ul>  |          |
| <b>Module 4</b><br>Existing legal system in India  |   | <b>1</b> |

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| <b>Learning Outcomes</b> | After learning the module, learners will be able to  |  |
|                          | 1. Understand about Existing legal system in India   |  |
| <b>Content Outline</b>   | <p><b>Introduction to Legal system in India</b></p> <ul style="list-style-type: none"> <li>Indian constitution, preamble, fundamental rights, directive principles, fundamental duties, legislative, executive and judiciary power.</li> <li>High court and Supreme Court.</li> </ul> <p><b>Human Rights</b></p> <ul style="list-style-type: none"> <li>Human rights meaning scope and international perspectives, Issues related to vulnerable groups of women, child, labour, dalits, tribals and dwellers.</li> </ul> <p><b>Justice system</b></p> <ul style="list-style-type: none"> <li>Structure of police station, reporting in police station, registration, investigation, arrest, warrant, bail, charge sheet and criminal judgment, appeal review and revisions.</li> <li>Courts, magistrate and sessions, high court supreme court and evidence Act, Judiciary and correction rehabilitation.</li> </ul> <p><b>Indian penal code</b></p> <ul style="list-style-type: none"> <li>The nature and types of crimes, offences against the state and property and human body</li> </ul> <p><b>Civil procedure code</b></p> <ul style="list-style-type: none"> <li>Procedures of civil suit – notice, affidavits, complaints, judgment of decree, settlement of issues and disposal and admission. Pleading, appeals, review and revision</li> </ul> <p><b>Legal Aid</b></p> <ul style="list-style-type: none"> <li>History and concept of legal aid, need for legal aid, who needs legal aid, schemes, problems, Lokadalat and its functioning</li> </ul> <p><b>Public Interest Litigation</b></p> |  |

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|  | <ul style="list-style-type: none"> <li>History of public interest litigation with special reference to India. What is public interest litigation: concept, procedures and problems</li> </ul> <p><b>Family court</b></p> <ul style="list-style-type: none"> <li>History of family court, set up, procedure for applying cases, functions of family court</li> </ul> <p><b>Role of social worker</b></p> <ul style="list-style-type: none"> <li>Social work intervention, needs, methods, problems at micro and macro levels suing legislation to ensue justice and equality for all</li> </ul>   |  |
| <b>Assignments/ Activities towards CCE</b> |  |  |
|  | <p><b>Methods of Assessment</b></p> <p>I. Examination 50%:</p> <p>II. Assignment 50%</p> <ul style="list-style-type: none"> <li>Picking one case from field work or experience explain child rights violation and plan strategies to enable the child realize his or her human rights ( 10 marks)</li> <li>Visit any residential institution for children and prepare a report on child rights scenario in that institutions (20 marks)</li> <li>Identify a child in you neighborhood whose rights have been violated. Specify which rights have been violated, how their rights have been violated? Which approach would you use to help this child secure his or her rights (20 marks)</li> <li>Two written project on select topic assigned to students from the syllabus. The longer project should carry 10 marks and the short project should carry 5 marks (Total 15 marks)</li> <li>Visit to court and submit a report thereon. It should carry 5 marks</li> </ul> |  |



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|  | <ul style="list-style-type: none"> <li>• Short presentation on any one topic of legal relevance.</li> </ul> <p>The project should be in the following format:</p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Content</li> <li>- Relevant Case Laws</li> <li>- Critical evaluation of the topic</li> <li>- Conclusion</li> </ul> <p>The shorter project should be a write up on the given topic.</p> |  |
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## MSW Semester IV

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|   | <b>Semester IV</b>  |          |
| <b>423012</b>   | <b>COUNSELLING -Major (Elective )</b>   | <b>4</b> |
| <b>Course Credits/Marks</b>   | <b>Credit 4 Marks 100</b>   |          |
| <b>Programme Objectives</b>   | <ul style="list-style-type: none"> <li>• To provide counseling skill to learners</li> <li>• To develop an understanding of different techniques of counseling</li> <li>• To give an exposure to various strategies to be used while working with different client groups</li> <li>• To gain awareness of self as a counselor</li> </ul>   |          |
| <b>Module 1</b><br>Introduction to counselling and Counselling Relationship |   | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>• Understand about counselling and Counselling Relationship</li> </ul>   |          |
| <b>Content Outline</b>  | <p><b>Introduction to counselling</b></p> <ul style="list-style-type: none"> <li>• Counseling meaning, concepts and history Types of counseling, facilitative preventive crisis, development</li> </ul> <p><b>Counselling Relationship</b></p> <ul style="list-style-type: none"> <li>• Understanding the counseling relationship (boundary issues)</li> <li>• Ethical issues in counseling. Confidentially, shared</li> <li>• Confidentially, personal disclosure, personal sharing referrals, emotional involvement, remuneration etc.</li> </ul> |          |
| <b>Module 2</b><br>Approaches to Counselling and Basic helping skills       |   | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to   |          |
|   | <ul style="list-style-type: none"> <li>• Understand about Approaches to Counseling and Basic helping skills</li> </ul>  |          |
| <b>Content Outlines</b>   | <p><b>Approaches to Counselling</b></p> <ul style="list-style-type: none"> <li>• Psychoanalytic approach,</li> <li>• Gestalt Therapy</li> <li>• Family therapy</li> <li>• Behavior modification</li> <li>• Person centered Therapy</li> <li>• Rational Emotive Behaviour Therapy</li> <li>• Transactional analysis</li> </ul>   |          |

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|   | <b>Basic helping skills</b> <ul style="list-style-type: none"> <li>• Listening,</li> <li>• paraphrasing,</li> <li>• personalizing,</li> <li>• summarizing</li> <li>• empathetic response,</li> <li>• effective questioning etc.</li> </ul>   |          |
| <b>Module 3</b><br>Stages of Counselling  |  | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>• Understanding about Stages of Counselling</li> </ul>  |          |
| <b>Content Outlines</b>   | <b>Stages of Counselling</b> <ul style="list-style-type: none"> <li>• Assessment process,</li> <li>• Information gathering</li> <li>• Identifying goals for intervention, Contracting Action.</li> </ul>   |          |
| <b>Module 4</b><br>Strategies for different client groups and Self-Awareness in Counselling |  | <b>1</b> |
| <b>Learning Outcomes</b>  | After learning the module, learners will be able to  |          |
|   | <ul style="list-style-type: none"> <li>• Understanding about Strategies for different client groups and self as a helper.</li> </ul>   |          |
| <b>Content Outline</b>  | <b>Strategies for different client groups</b> <ul style="list-style-type: none"> <li>• Feminist counselling</li> <li>• Crisis counselling &amp; grief counselling</li> <li>• Child guidance</li> <li>• Sexuality counselling</li> <li>• Family counselling</li> <li>• Substance abuse</li> <li>• Counselling</li> <li>• HIV / AIDS counselling</li> <li>• Adoption and infertility counselling</li> </ul> <b>Self-Awareness in Counselling</b> <ul style="list-style-type: none"> <li>• Understanding self as a helper.</li> </ul> |          |
| <b>Assignments/ Activities towards CCE</b>  |  |          |
|   | <b>Methods of Assessment</b><br><br>Examination 50%<br><br>Assignment 50% <ul style="list-style-type: none"> <li>• Students to interview practicing counselors and prepare a report on techniques use by them (20 marks)</li> </ul>  |          |

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|  | <ul style="list-style-type: none"> <li>• Cases for counseling to be provided to students and their helping skills and strategies employed by them to be assessed (20 marks)</li> <li>• Group assignment on various techniques of counseling (10 marks)</li> </ul> |  |
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## MSW Semester IV

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|  | <b>Semester IV</b>  |          |
| <b>453031</b>                              | <b>RESEARCH PROJECT (Dissertation and Viva Voce)</b><br><b>Major core RP</b>  | <b>4</b> |
| <b>Course Credits/Marks</b>                | <b>Credit 4 Marks 100</b>   |          |
| <b>Learning Outcomes</b>                   | <p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• The learner expected to engage meaningfully in the process of problem – formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data ; processing, analyzing and interpreting the data; and preparing the research report.</li> <li>• Learner will aware that, the length of the research report may be between 60-75 pages and not exceed 100 pages, the graphic presentations and the labour presentations together may not exceed 20.</li> </ul> |          |
| <b>Content Outline</b>                     | <ol style="list-style-type: none"> <li>1. The learner engages meaningfully in the process of problem – formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data ; processing, analyzing and interpreting the data; and preparing the research report.</li> <li>2. Fulfil the criteria of the length of the research report may be between 60-75 pages and not exceed 100 pages, the graphic presentations and the labour presentations together may not exceed 20.</li> </ol>   |          |
| <b>Assignments/ Activities towards CCE</b> |   |          |
|  | <b>Types of assessment</b> <ul style="list-style-type: none"> <li>• Supervisors assessment</li> <li>• Viva voice by two or three examiners (including the supervisor) based on the dissertation.</li> </ul>   |          |

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## MSW Semester IV

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|  | <b>Semester IV</b>  |          |
| <b>443041</b>                              | <b>INTERNSHIP- OJT</b>  | <b>6</b> |
| <b>Course Credits/Marks</b>                | <b>Credit 6 Marks 150</b>   |          |
|  | <b>Introduction:</b><br>Internship is learning through doing. It blends theory and practical. It combines philosophy with action. It helps the student to apply theoretical knowledge taught in class rooms in different practical situations. Student tests his/her theoretical knowledge in practical situations and develop skills in that particular field.   |          |
| <b>Learning Outcomes</b>                   | After learning the module, learners will be able to   |          |
|  | <ul style="list-style-type: none"> <li>• Understand professional skills through practical learning</li> <li>• Application of acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem</li> <li>• Enhances the skills for solving the problems and work at micro level and at macro levels</li> <li>• Enhancing ability to integration of class room learning and field practice and vice-versa.</li> <li>• Enhancing the skills required for professional practice at the particular level of training.</li> </ul> |          |
| <b>Content Outline</b>                     | <ul style="list-style-type: none"> <li>• Develop professional skills through practical learning</li> <li>• Application of acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem</li> <li>• Develop the skills for solving the problems and work at micro level and at macro levels</li> <li>• Ability to integration of class room learning and field practice and vice-versa.</li> <li>• Develop the skills required for professional practice at the particular level of training.</li> </ul>                 |          |
| <b>Assignments/ Activities towards CCE</b> |   |          |

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|  | <ul style="list-style-type: none"> <li>• Placement in CSR of industries, NGO and government agencies to understand their functioning.</li> <li>• Planning, organizing and carrying out activities in the area of NFE, CE and CD.</li> <li>• <b>For details please refer to Internship Manual</b></li> </ul> |  |
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