



**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	40
Duration	4 semesters (2 years)

**S.N.D.T.WOMEN'S UNIVERSITY**  
**MUMBAI 400 020**  
**Postgraduate Programmes**  
**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	Minor (Core)	2	50	50	0
123011	Contemporary Issues in Social Work	Major (Elective)	4	100	50	50
	Or Gerontology: Interdisciplinary Perspective		4	100	50	50
133011	Social Work Research	Major 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	Minor (Core)	2	50	0	50
223011	Social Work Entrepreneurship	Major (Elective)	4	100	50	50
	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>					
	Social Development, Policy and Planning	Major (Core)	4	100	50	50
	Management of Developmental and Welfare Org. and Corporate Social Responsibility	Major (Core)	4	100	50	50
	Basics in Economics	Minor (Core)	2	50	0	50
	Population Dynamics Or	Major (Elective)	4	100	50	50
	Human Rights and Social Work		4	100	50	50
	Research Component (Writing Research Proposal & Review of Literature)	RC	4	100	50	50
	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>					
	Women and Gender Development	Major (Core)	4	100	50	50
	Basics in Political Science	Minor (Core)	2	50	0	50
	Child Rights Law and Social Work Or	Major (Elective)	4	100	50	50
	Counselling		4	100	50	50
	Research Project (Dissertation and Viva Voce)	RP	8	200	150	50
	Internship	OJT	4	100	50	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>

### MSW Semester III

	<b>Semester III</b>	
<b>Course Title</b>	<b>MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES AND CORPORATE SOCIAL RESPONSIBILITY 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>	Services, organizations, environment and delivery of services	<b>1</b>
<b>Learning Outcome</b>	<p>After doing the field work practicum the learners will be able to</p> <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>	

	<b>Services and their delivery</b> <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> 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>	<b>Organizational climate, management processes</b> <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> <b>Policies and practice</b> <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> 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>	<b>Organizational Development</b> <ul style="list-style-type: none"> <li>• Development strategies</li> <li>• Work culture</li> <li>• Transition and transformation</li> </ul> <b>Work process tasks</b> <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>• Training needs analysis</li> <li>• Conflict management</li> </ul>	
<b>Module 4</b> Corporate Social Responsibility (CSR)		1

<b>Learning Outcome</b>	<p>After doing the field work practicum the learners will be able to</p> <ul style="list-style-type: none"> <li>• <b>Understand about Corporate Social Responsibility (CSR)</b></li> </ul>					
<b>Content Outlines</b>	<p><b>Concept and Development of CSR</b></p> <ul style="list-style-type: none"> <li>• Evolution of CSR</li> <li>• Concept of CSR</li> <li>• Ethics in CSR</li> <li>• Need for CSR policy</li> </ul> <p><b>Program and Project</b></p> <ul style="list-style-type: none"> <li>• Program management, maintenance of records</li> <li>• Documentation: minutes, projects and events reports, annual reports</li> <li>• Budgets and accounts</li> <li>• Public relations, impact analysis- qualitative and quantitative</li> </ul> <p><b>Credibility and Ethics in CSR</b></p> <ul style="list-style-type: none"> <li>• Social Auditing &amp; Accountability</li> <li>• Assessment</li> <li>• Codes of Conduct</li> <li>• International Human Rights Perspectives on Corporate Codes</li> </ul> <p><b>CSR Initiative</b></p> <ul style="list-style-type: none"> <li>• Implementation, Monitoring and Evaluation of CSR activities</li> </ul>					
<b>Assignments/ Activities towards CCE</b>						
	<p><b>Methods of Assessment</b></p> <p>Individual assignment study of selected aspect from practice learning setting</p> <table border="0"> <tr> <td>Compare and contrast theory and practice</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>Examination</td> <td style="text-align: right;">50%</td> </tr> </table> <p><b>Assignment:</b></p> <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>	Compare and contrast theory and practice	50%	Examination	50%	
Compare and contrast theory and practice	50%					
Examination	50%					

## REFERENCES

- Koontz H. Wihriech 1998, Essential of management, New Delhi: McGraw Hill
- Denyer J.C. 1976, Office administration, Plymouth: McDonald and Evana
- Lauffer. A. 1977, Understanding your social agency, London: Sage publications
- Lauffer. A. 1982, Grandmanship and fund raising, New Delhi: Sage Publications
- Neiner M. 1982, Human service management, Dorsal Press
- Norad 1988, Guide to planning and evaluating NGO Projects Norway
- Pati P. 1983, Social welfare administration in India, Engle Wood: Prentice hall
- Sachdeva 1993, Social welfare administration, Allahabad: KitabMahal
- Skidmore 1983, Social Work administration, New Jersey: Prentice hall
- Sankaran and Rodrigus 1983, Handbook for the management of voluntary Organizations, Madras: Alpha publications
- Siddiqui H.Y. (ed) 1983, Social Work Administration, Dynamic Management and Human relationship
- Banerjee, S.B. (2007), Corporate Social Responsibility: The Good, The Bad and The Ugly, Edward Elgar Publishing U.K.
- Sumati Reddy, (2004), Corporate Social Responsibility: Contemporary Insights, ICAI University Press, Hyderabad, Cliffs, New Jersey
- Pushpa Sunder (2000), Beyond Business : From Merchant Charity to Corporate Citizenship, Tata McGraw Hill Publishing Co. Ltd., New Delhi
- Agarwal, Corporate Social Responsibility, Sage Publication India Pvt. Ld., 2008.



### MSW Semester III

	<b>Semester III</b>	
Title of the Course	<b>BASICS OF ECONOMICS Minor (Core)</b>	<b>2</b>
Course Credits/Marks	<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> 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>	<p><b>Approaches to Development</b></p> <p>Capitalist, Socialist, Gandhian</p> <p><b>Indian Economy and its Nature</b></p> <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> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Trends</li> </ul>	
<b>Module 2</b>		1
Issues related to economic development & Globalisation		
<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>	

#### REFERENCES:

- Ackerman Frank (ed.) 1997, Humanwell being and economic gain, Washington: CC Island Press
- Aggarwal, Ashish, 1994, GATT and the developing countries, New Delhi: Mohit publications
- Art James, 1993, Political Economics, London: WhatsSheal Books
- Carse Robert, Vijay Joshi, The future of economic reform, Delhi: (ed.) 1995 Oxford University
- Chakraborty, Bimal 1996, The UN and the Third World Shifting paradigm, New Delhi, Tata McGraw Hill Publishing
- Chatterjee, Partha 1997, State and Politics in India, Delhi: Oxford University Press.
- Ghosh B.N. 1993, Poverty and underdevelopment, New Delhi: Deep and Deep Publication.

**MSW Semester III**

	<b>Semester III</b>	
<b>Course Title</b>	<b>POPULATION DYNAMICS Major (Elective)</b>	<b>4</b>
<b>Course Credits/Marks</b>	<b>Credit 4 Marks 100</b>	
<b>Module 1</b> Source of Population Data		<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 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> Population growth, Determinants of growth and population distribution in India		<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 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>	
<b>Module 3</b> 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> 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% Maximum marks 50 Assignment 50% Maximum Marks 50 Total marks 100  <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> <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>	

## REFERENCES:

- Ackerman Frank (ed.) 1997 Human well being and economic gain, Washington:CC Island Press
- Aggarwal, Ashish. 1994 GATT and the developing countries, New Delhi: Mohit Publication.
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- Ball, A.R. 1993 Modern Politics and Government, London: Macmillan
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- Gupta, D.C. 1972 Indian Government and Politics, 7th ed., New Delhi: Vikas Publication Home.
- Hoggoli Richard, 1983, Political Development Theory, London: Brooking

**MSW Semester III**

	<b>Semester III</b>	
<b>Course Title</b>	<b>HUMAN RIGHTS AND SOCIAL WORK 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> Introduction to Human Rights and Judicial System		<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 Introduction to Human Rights and Judicial System</li> </ul>	
<b>Content Outlines</b>	<p><b>Introduction to Human Rights</b></p> <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> <p><b>Judicial System</b></p> <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> Constitution of India and Police Administration		<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 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> 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> 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> <li>• Case Studies of NGOs</li> </ul>	
<b>Assignments/ Activities towards CCE</b>		

	Examination	50%	
	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>		

## REFERENCE

- K.T.Basantani., Human Rights, Science, Technological Development, Sheth Publishers, 2008.
- Prof. Manohar R. Wadhawani., Some Aspects of Human Rights, Science and Technology and Ecology – Chetana Publishers, 2008.
- Prof. Manohar R. Wadhawani, The Philoosphy and Practice of Human Rights – Chetana Publishers,2003.
- Mahesh Bhagwat, Prakash Dongre and Meghana Shinde – Chakne., Foundation Course II – Sheth Publishers, 2008.



**MSW Semester III**

	<b>Semester III</b>	
<b>Course Title</b>	<b>RESEARCH COMPONENT (WRITING RESEARCH PROPOSAL &amp; REVIEW OF RELATED LITERATURE) 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> Identifying Research Topics		<b>1</b>
<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> </ul>	

	<ul style="list-style-type: none"> <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> 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> 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>	
<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>	<p><b>Peer Review and Feedback</b></p> <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> <p><b>Presentation Skills</b></p> <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

	<b>Semester III</b>	
<b>Course Title</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> Social Work in the Organisation / Communities & Working in Teams		<b>1</b>
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <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>	
<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</li> </ul>	

	<p>system and situate this in the larger national and international context.</p> <ul style="list-style-type: none"> <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> Programme Management, Records &amp; Plans</p>		1
<p><b>Learning Outcomes</b></p>	<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>	
<p><b>Content Outlines</b></p>	<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, preparere 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> </ul>	

	<ul style="list-style-type: none"> <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> 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>	
<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 filed</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> 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. Shows mastery time management, regularity and sincerity in work.</li> <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, SNTD 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> </ul>	



	<ul style="list-style-type: none"> <li>• To experience group living and share the various experiences and learn to adjust oneself with fellow students.</li> <li>• To help the students to inculcate intellectual capacities and different skills 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 different 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**

	<b>Semester IV</b>	
<b>Course Title</b>	<b>WOMEN AND GENDER DEVELOPMENT 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> 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>	<p><b>Women’s Movement in India</b></p> <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> <p><b>Construction of Gender Class/Caste/Religious Identities</b></p> <ul style="list-style-type: none"> <li>• The normative construction of sex, and gender in society</li> <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-dalit/and minority women speak</li> </ul>	
<b>Module 2</b> Violence against Women & Legal Position of Women in India		<b>1</b>
<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> </ul>	

	<ul style="list-style-type: none"> <li>• Discuss media portrayal of violence against women</li> <li>• Analysis, constitutional provisions, laws for violence against women</li> </ul>	
<b>Content Outlines</b>	<p><b>Violence against Women</b></p> <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> <p><b>Legal Position of Women in India</b></p> <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> Women's Work and Participation in the Economic & Critique of Policies		1
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <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>	<p><b>Women's Work and Participation in the Economic</b></p> <ul style="list-style-type: none"> <li>• A historical analysis of women's work force participation</li> <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>	
<b>Module 4</b> Impact of Current Trends in Development on Women & Policies and Programmes		1
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <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</li> </ul>	

	<p>women</p> <ul style="list-style-type: none"> <li>• understand Welfare programmes for women</li> </ul>	
<b>Content Outlines</b>	<p><b>Impact of Current Trends in Development on Women</b> Impact on women's workforce participation <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> <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

	<b>Semester IV</b>	
<b>Course Title</b>	<b>BASICS IN POLITICAL SCIENCE Minor (Core)</b>	<b>2</b>
<b>Course Credits/Marks</b>	<b>Credit 2 Marks 50</b>	
	The first part of the course enables the learner to understand the key concepts in Political Science as well as it gives an essential overview of the Indian political system.	
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• To study some of the basic concepts in Political Science.</li> <li>• To understand the dynamics of State and its relationship with the civil society.</li> <li>• To develop skills for analysing Indian politics.</li> </ul>	
<b>Module 1</b> Theories of State Power, Legitimacy and Authority		0.5
<b>Learning Outcomes</b>	After learning the module, learners will be able to	
	<ul style="list-style-type: none"> <li>• Understand Theories of State Power, Legitimacy and Authority</li> </ul>	
<b>Content Outlines</b>	<ul style="list-style-type: none"> <li>• Understand the Liberal Democratic Theories</li> <li>• Marxist Theory</li> <li>• Meaning and Types of Power, Legitimacy and Authority</li> <li>• Difference between Power and Authority</li> </ul>	
<b>Module 2</b> Democracy and Political Development		0.5
<b>Learning Outcomes</b>	After learning the module, learners will be able to	
	<ul style="list-style-type: none"> <li>• Understand the Democracy and Political Development</li> </ul>	
<b>Content Outlines</b>	<ul style="list-style-type: none"> <li>• Democracy as a form of Government</li> <li>• Democracy as a way of life</li> <li>• Theories of Development</li> <li>• Classification of Political Systems</li> </ul>	
<b>Module 3</b> Indian Political System: Local Self Government in India and Indian Administration		0.5
<b>Learning Outcomes</b>	After learning the module, learners will be able to	
	<ul style="list-style-type: none"> <li>• Understand about Indian Political System: Local Self Government in India and Indian Administration</li> </ul>	
<b>Content Outlines</b>	<ul style="list-style-type: none"> <li>• Constitutional Set-up</li> <li>• Parliamentary Democracy</li> <li>• Federal Structure</li> <li>• Multi – Party System</li> <li>• Rural and Urban Local Self Government Bodies</li> </ul>	

	<ul style="list-style-type: none"> <li>• Panchayati Raj System</li> <li>• 73<sup>rd</sup> and 74<sup>th</sup> Amendment and Women's Political Participation</li> <li>• Central and State Administration</li> <li>• District Administration</li> <li>• Role of Administration in Decision Making</li> </ul>	
<b>Module 4</b>		0.5
Political Process in India		
<b>Learning Outcomes</b>	After learning the module, learners will be able to	
	<ul style="list-style-type: none"> <li>• Understand the Political Process in India</li> </ul>	
<b>Content Outlines</b>	<ul style="list-style-type: none"> <li>• Issues in Indian Politics, Region, Religion, Caste, Gender, Ethnicity and Terrorism</li> </ul>	
<b>Assignments/ Activities towards CCE</b>		
	<b>Methods of Assessment</b>	
	Examination	50 Marks

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## MSW Semester IV

	<b>Semester IV</b>	
<b>Course Title</b>	<b>CHILD RIGHTS LAW AND SOCIAL WORK Major (Elective)</b>	<b>4</b>
<b>Course Credits/Marks</b>	<b>Credit 4 Marks 100</b>	
<b>Module 1</b> Situational analysis of children in India and Historical Perspective		<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 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 suing legislation to ensue 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> Childhood vulnerability, Child protection, and the Law		<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 Childhood vulnerability, Child protection, and the Law</li> </ul>	
<b>Content Outline</b>	<p><b>Childhood vulnerability</b></p> <ul style="list-style-type: none"> <li>• The vulnerable groups based on caste, class, gender,</li> <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</li> </ul>	

	<p>alternatives (adoption, foster care, counseling, community outreach)</p> <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>	
<p><b>Module 3</b></p> <p>National Policies and programs for vulnerable groups and Role of NGOs and Civil Society</p>		<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 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>	
<p><b>Module 4</b></p> <p>Existing legal system in India</p>		<b>1</b>
<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> </ul>	

	<ul style="list-style-type: none"> <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> <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> <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**

	<b>Semester IV</b>	
<b>Course Title</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> 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> 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>	

	<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> 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> 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 <ul style="list-style-type: none"> <li>○ Counselling</li> </ul> </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>	
	Examination	50%
	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 IV

	<b>Semester IV</b>	
<b>Course Title</b>	<b>SOCIAL WORK RESEARCH PROJECT Major core RP</b>	<b>4</b>
<b>Course Credits/Marks</b>	<b>Credit 4 Marks 100</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to	
	<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>	<ul style="list-style-type: none"> <li>• 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>• 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> </ul>	
<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

	<b>Semester IV</b>	
<b>Course Title</b>	<b>INTERNSHIP OJT</b>	<b>4</b>
<b>Course Credits/Marks</b>	<b>Credit 4 Marks 100</b>	
	<b>Introduction:</b> 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>		

	<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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**Exit:**  
**On completion of 44 credits, if student wish to exit the Programme, then, student will get Post Graduate Diploma in Library and Information Science (PGD in LIS)**