

**S.N.D.T. WOMEN'S UNIVERSITY**

**MASTERS OF SOCIAL WORK**

**REVISED SYLLABUS 2020-22**



**S.N.D.T. WOMEN'S UNIVERSITY**

**1, Nathibai Thackersey Road,**

**Mumbai – 400 020**

**SNDT Women's University**  
**1, Nathibai Thackersey Road, Mumbai- 400020**

**M. S.W. Programme Structure**

**2020 - 22**

**Faculty Name:** Humanities

**Name of the Programme:** M. S.W.

**Total Credits:** 80

**Eligibility:**

A student is being eligible for admission to M.S.W. programme as per the eligibility norms prescribed by the university.

**Programme Specific Outcomes (POS)**

- Students will develop perspective on human and child rights, social development, health, legal literacy, social welfare administration, skills and techniques in counseling.
- MSW course will 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.
- The course will create a cadre of professionally qualified social workers to work at all levels of the society.
- It will 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.

- After completion of two years of MSW course students will be equipped to start their professional career in below mentioned sectors:
  1. Government organizations
  2. Non Government organizations
  3. Corporate sector
  4. Industries
  5. International organizations
  6. Community Development
  7. Research organizations

**General Information:**

- The M. S.W. programme is of 80 credits. There are five courses per semester. Each course will be of 4 credits. Each semester is of 20 credits. (5 x 4 = 20 Credits)
- For the M. S.W., courses are classified into Core (compulsory) Courses, Elective (optional) courses and CBCS (Choice Based Credit System) courses.
- In Semester I, and Semester II, students have to study total five courses in each semester.
- In Semester III, if student selects 'Research Component' as elective course, then she has to complete 2 courses of Research Component i.e. total 8 credits.
- In semester IV, if student selects 'Internship Component' as elective course, then she has to complete 2 courses of Internship Component i.e. total 8 credits.
- Students from any disciplines can opt for CBCS courses.
- In semester I, II, III and IV, students have an option to choose CBCS course each of 4 credits.

**Evaluation:**

- For the subjects of Social Work each course will have 50% Internal Evaluation and 50% External Evaluation.
- Minimum 40% marks are required in Internal & External assessment separately for passing in each Course.
- Student who fails in the internal assessment will not be allowed to appear for semester end (external) examination.

**Scheme: Semester I**

<b>Sr. No</b>	<b>Code No.</b>	<b>Subjects</b>	<b>L</b>	<b>Cr.</b>	<b>P/T</b>	<b>D</b>	<b>TP (E)</b>	<b>Internal</b>	<b>P/V</b>	<b>T</b>
<b>Core Courses</b>										
1	1051	Historical and Contemporary Ideologies of social work	4	4	--	2.0	50	50	--	100
2	1052	Working with Individuals, Families and Groups	4	4	--	2.0	50	50	--	100
3	1053	Fieldwork	4	4	--	2.0	50	50	--	100
<b>Elective Course:</b> (any one of the following)										
4	1061	Basics in Sociology and Psychology	4	4	--	2.0	50	50	--	100
4	1062	Contemporary Issues in Social Work	4	4	--	2.0	50	50	--	100
<b>CBCS</b> (any one of the following)										
5	1071	Basics in Indian Economy and Political Science	4	4	--	2.0	50	50	--	100
5	1072	Community Health: A Social Work Perspective	4	4	--	2.0	50	50	--	100
<b>Total</b>			<b>20</b>	<b>20</b>	<b>--</b>		<b>375</b>	<b>125</b>	<b>--</b>	<b>500</b>

**Scheme: Semester II**

<b>Sr. No</b>	<b>Code No.</b>	<b>Subjects</b>	<b>L</b>	<b>Cr.</b>	<b>P/T</b>	<b>D</b>	<b>TP (E)</b>	<b>Internal</b>	<b>P/V</b>	<b>T</b>
<b>Core Courses</b>										
1	2051	Working with Communities and Social Action	4	4	--	2.0	50	50	--	100
2	2052	Social Work Research	4	4	--	2.0	50	50	--	100
3	2053	Field Work	4	4	--	2.0	50	50	--	100
<b>Elective Course:</b> (any one of the following)										
4	2061	Field Work	4	4	--	2.0	50	50	--	100
4	2062	Gerontology: Interdisciplinary Perspective	4	4	--	2.0	50	50	--	100
<b>CBCS</b> (any one of the following)										
5	2071	Program Planning and Integrated Social Work Practice	4	4	--	2.0	50	50	--	100
5	2072	Social Entrepreneurship	4	4	--	2.0	50	50	--	100
<b>Total</b>			<b>20</b>	<b>20</b>	<b>--</b>		<b>375</b>	<b>125</b>	<b>--</b>	<b>500</b>

**Scheme: Semester III**

<b>Sr. No</b>	<b>Code No.</b>	<b>Subjects</b>	<b>L</b>	<b>Cr.</b>	<b>P/T</b>	<b>D</b>	<b>TP (E)</b>	<b>Internal</b>	<b>P/V</b>	<b>T</b>
		<b>Core Courses:</b>								
1	3051	Social Development, Policy and Planning	4	4	--	2.0	50	50	--	100
2	3052	Research Component (Writing Research Proposal & Review of Literature)	4	4	--	2.0	50	50	--	100
3	3053	Field Work	4	4	--	2.0	50	50	--	100
		<b>Elective Course:</b> (any one of the following)								
4	3061	Field Work	4	4	--	--	--	50	50	100
4	3062	Population Dynamics	4	4	--	2.0	50	50	--	100
		<b>CBCS</b> (any one of the following)								
5	3071	Management of Development and Welfare Org. and Corporate Social Responsibility	4	4	--	--	--	50	50	100
5	3072	Social Work Intervention in Unorganized sector	4	4	--	2.0	50	50	--	100
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>--</b>		<b>150</b>	<b>250</b>	<b>100</b>	<b>500</b>

**Scheme: Semester IV**

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
<b>Core Courses:</b>										
1	4051	Child Rights Law and Social Work	4	4	--	2.0	50	50	--	100
2	4052	Research Project (Dissertation and Viva Voce)	4	4	--	2.0	50	50	--	100
3	4053	Internship	4	4	--	2.0	50	50	--	100
<b>Elective Course:</b> (any one of the following)										
4	4061	Internship	4	4	--	--	--	50	50	100
4	4062	Human Rights and Social Work	4	4	--	2.0	50	50	--	100
<b>CBCS</b> (any one of the following)										
5	4071	Counseling	4	4	--	--	--	50	50	100
5	4072	Women and Gender Development	4	4	--	2.0	50	50	--	100
Total			20	20	--		150	250	100	500

<b>Sr. No.</b>	<b>Research Work*</b>	<b>Credits</b>	<b>Marks</b>
1	Proposal writing and presentation		20
2	Review of literature		30
3	Assignment (tools preparation and data collection)		40
4	Data processing and analysis		30
5	Report writing		50
6	Viva		30
	<b>Total</b>	<b>8</b>	<b>200</b>

**L = No. of Lectures / week, Cr. = Credits, P/T = Practical / Tutorial in hrs., D = Duration of Theory paper for Examination in hrs., TP (E) = Theory paper for Examination marks, Internal = Internal Assessment in marks, P / V = Practical / Viva Voce – marks, T = Total.**

**NOTE:**

**In order to organize both elective and CBCS courses enrolment of minimum 15 students is required.**



## **Semester I**

<b>Course Title</b>	<b>:</b>	<b>HISTORICAL AND CONTEMPORARY IDEOLOGIES OF SOCIAL WORK</b>
<b>Course No.</b>	<b>:</b>	<b>1.1</b>
<b>Level</b>	<b>:</b>	<b>PG.1</b>
<b>No. of Credits</b>	<b>:</b>	<b>4</b>
<b>No. of hours</b>	<b>:</b>	<b>60</b>
<b>Total Marks</b>	<b>:</b>	<b>100</b>

### **Introduction:**

This course aims at introducing the learners to a critical inquiry into the history of ideologies of social change and professional social work. The course also includes ideologies of contemporary times which the professional social workers draw from various other disciplines for their practice in field.

### **Objectives:**

- a. Understand the history of evolution of Social Work Profession, both in India and the west.
- b. Gain information about contemporary ideologies of social work and social work.
- c. Develop insights into the origin and development of ideologies/ approaches to social change.
- d. Understand rationale, goals, ideals and ethics for social change and develop skills for the same.
- e. Develop skills to understand contemporary reality in its historical context.
- f. Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization vulnerable groups.
- g. Understand the values of social work, and consciously apply those in practice.

**Course Content:**

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>	<b>Suggested Teaching-Learning Methodology</b>	<b>Hours for Teaching and Practical Work</b>	<b>Weightage in %</b>
I	Indian History of Social Work Profession	<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>A combination of the following methods for Teaching / Learning may be used and alternated as desired.</p> <p>Lectures and Discussion.</p> <p>Inviting guest speakers/ practitioners and discussion.</p>	5	16.66%
II	Indian History of Ideologies for Social Change	<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.. Hindu reform movements and Dalit movements. Gandhian ideology and Sarvodaya movement. Nationalism. Ideology of the voluntary organizations and voluntary action.</li> </ul>	<p>Experiential exercises and discussion.</p> <p>Workshops</p> <p>Use of newspaper clippings, audio-visual aids and</p>	5	16.66%
III	Western History of ideologies for	<ul style="list-style-type: none"> <li>▪ Organized and scientific charity.</li> <li>▪ Beginning of social work education</li> </ul>		3	10%

	Social Change.	<ul style="list-style-type: none"> <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>	<p>case studies.</p> <p>Small group discussions</p> <p>Group assignments and presentations.</p>		
IV	Western History of Social work Profession	<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> <li>▪ Overview.</li> </ul>		2	6.66%
V	Contemporary Ideologies for Social Change	<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-centered development</li> <li>• Ideology of action groups and social movements</li> <li>• Ideology of Non- Government organizations</li> </ul>	<p>A combination of the following methods for T/L may be alternated and used.</p> <ul style="list-style-type: none"> <li>• Lectures and discussion</li> <li>• Inviting guest speakers, practitioners and discussion.</li> <li>• Use of case vignettes and</li> </ul>	6	20%

			<p>students own practice experiences</p> <ul style="list-style-type: none"> <li>• Role plays and other experimental exercises and discussion.</li> <li>• Workshops and small group discussions, group assignments and presentations.</li> </ul>		
VI	Contemporary Ideologies of Social Work Profession	<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>		6	20%
VII	Social Work Ethics	<ul style="list-style-type: none"> <li>• Concept and Philosophy Ethics</li> <li>• Ethical Responsibilities in Social Work</li> </ul>		3	10%

		<ul style="list-style-type: none"> <li>• Ethical Decision Making and Dilemmas in Micro and Macro Social Work practice</li> <li>• Overview</li> </ul>			
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**Methods of Assessment:**

Examination                      50%

Assignment                        50%

Practicum / Internal Assignment

- Case study (15 marks)
- Book review (10 marks)
- Visit and prepare reports on ideologies adopted by various governmental organization / voluntary service organization / international voluntary service organization (25 marks)

**REFERENCES**

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**Course Title**                      **WORKING WITH INDIVIDUALS, FAMILIES AND GROUPS**

**Course No.**                      :    **1.2**

**Level**                                :    **PG.1**

**No. of Credits**                :    **4**

**No. of hours**                    :    **60**

**Total Marks**                  :    **100**

**Introduction**

This course aims at developing the understanding of working with individuals, families and groups as a method, developing skills for Intervention and gaining knowledge of the scope of this method in various settings. This course also aims to develop simple to complex skills of working with individuals, families and groups in various situations like preventive facilitative and developmental.

This course outline is an outcome of an interactive process of Teaching-Learning for more than half a decade by about seven faculties. The assumption is that it is part of Social Work interventions: methods and strategic courses do not operate in isolations. Hence, the interlink ages between ideologies, skills, practice are drawn continuously.

## **Objectives**

- a. Understand case work and group work as methods of social work and appreciate their place in social work practice.
- b. Understand the Values and Principles of working with individuals, families and groups
- c. Develop appropriate skills and attitudes to critically analyse problems of individuals, families and groups and factors which affect them.
- d. Enhance the understanding of the basic concepts, tools and techniques in working with individuals, families and groups, in problem solving and in developmental work.
- e. 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.
- f. Develop knowledge of the skills and techniques to be used by social worker in various work-settings involving individuals, families and groups.
- g. Begin and develop in the students the value of democratic processes in individuals, families and group life.
- h. Develop ability to reflect on “self” as a person and grow as a professional social worker.



## Course Contents

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours	Weightage in %
I	Philosophy and Principles of Case Work	<ul style="list-style-type: none"> <li>• Introduction of case work as method of social work</li> <li>• Philosophical assumption and case work values.</li> <li>• Principles of case work</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion and sharing</li> <li>• Sharing with illustration for real life situations and creative literature.</li> <li>• Lecture, discussions and reflection on own values.</li> </ul>	3	10
II	Process in case work	<ul style="list-style-type: none"> <li>• Case work Process: Study, assessment, intervention, termination and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture role play</li> <li>• Small group discussions</li> </ul>	4	13.33
III	Tools for Help	<ul style="list-style-type: none"> <li>• Case work tools: Interview, Home visit, observation listening, communication skills, rapport building.</li> <li>• Recording</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures and case illustrations.</li> <li>• Structured exercises</li> </ul>	2	6.66
IV	Techniques	<ul style="list-style-type: none"> <li>• Techniques of case work: supportive resource enhancement and counseling.</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Role plays</li> </ul>	5	16.66
V	Self as a professional	<ul style="list-style-type: none"> <li>• Professional Self: conflicts and dilemmas in working with individual and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and practice exercises</li> <li>• Reflection</li> </ul>	1	3.33
VI	Introduction and history of group work	<ul style="list-style-type: none"> <li>• Understanding of groups</li> <li>• Characteristics and significance of groups</li> <li>• Definition of social group work</li> <li>• Characteristics of social group work.</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Case Study</li> <li>• Small group exercise</li> </ul>	2	6.66

		<ul style="list-style-type: none"> <li>• Purpose of social group work</li> <li>• Historical evolution of group work with special emphases on the Indian context.</li> </ul>			
VII	Theories of Social Group Work and Types of Groups	<ul style="list-style-type: none"> <li>• Theories applicable to group work practice</li> <li>• Models in group work Practice</li> <li>• Types of Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussions</li> </ul>	4	13.33
VIII	Principles and Skills in Group Work	<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>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussions</li> <li>• Small group exercises</li> </ul>	2	6.66
IX	Phases of Group Work	<ul style="list-style-type: none"> <li>• Initiation Phase</li> <li>• Middle Phase</li> <li>• Termination Phase</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Small group exercise</li> </ul>	5	16.66
X	Recording and Evaluation	<ul style="list-style-type: none"> <li>• Significance of Recording and Evaluation</li> <li>• Types of Recording and Evaluation</li> <li>• Principles of Recording and Evaluation</li> <li>• Structure of Recording and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussions</li> </ul>	2	6.66

**Note:**

As the course is an initiation to work with individuals, families and groups for students for the first year M.A. Program (who come from varied backgrounds).

Finding the right balance between theoretical content understanding of group processes on the one hand and providing beginning skills in group work on the other has been a constant challenge for the teachers. It is suggested that the course is best received in a unit of modular form of approximately for hours each, where small group exercises and class assignments are woven into each component. This allows the students to see group processes unfold as well as get a ‘hands on ‘experiences of handling groups’.

### **Methods of Assessment:**

As this is a basic course for schools of social work, universities / schools have a norm for assessment of such courses. It is however suggested that in order to aid and assess the integration of theory and practice the examination be combined with an assignment.

Examination                      50%

Assignment                        50%

- Taking any case from your experience, explain the process of intervening using case work principles, tools and techniques (10 Marks)
- Prepare and perform a street play showing the pre-intervention and post-intervention scenario in any problem faced by an individual and respective family. (10 Marks)
- Write explaining how your strengths would be an asset to you as a social worker and identify limitations in yourself which could create obstacles in effective casework practice (5 Marks)
- Explain with suitable examples the similarities and differences between group activities and group work (5 marks)
- Submit a process report of a group consisting of 8 – 10 people after the completion of group work (5 marks)
- Write the characteristics, structure and dynamics of group work in the middle phase. Write the role of group workers and the facilitation skills that they used in the middle phase of group work (15 marks)

## REFERENCES

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(Chapter V and VI)

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<b>Course Title</b>	<b>BASICS IN SOCIOLOGY AND PSYCHOLOGY</b>
<b>Course No.</b>	<b>: 1.3</b>
<b>Level</b>	<b>: PG.1</b>
<b>No. of Credits</b>	<b>: 4</b>
<b>No. of hours</b>	<b>: 60</b>
<b>Total Marks</b>	<b>: 100</b>

**Introduction:**

This course provides the learners basic understanding of relevant concepts from sociology and psychology. The course enables the students to understand the theories of Sociology and Psychology, so as to apply them in the light of change and development.

**Objectives:**

- a. Understand important concepts of sociology and psychology.
- b. Understanding of concepts to examine social phenomenon
- c. Develop skills to analyze Indian society and change.
- d. Understand change and conflict.
- e. Understand the application of psychology
- f. Get acquainted with the basic theories and tools in psychology

## Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Sociology and its relationship to other disciplines	<ol style="list-style-type: none"> <li>1. Meaning scope and significance</li> <li>2. Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and social work</li> </ol>	Lecture discussion	1	3.33%
II	Society and Culture Indian Society	<ol style="list-style-type: none"> <li>1. Society as a system or relationship</li> <li>2. Social structure: meaning, status and roles</li> <li>3. Culture: meaning and contents- Tradition, customs, values, norms, folk and mores</li> <li>4. Socialization: Meaning processes and agents</li> <li>5. Social classification in India: Tribal, rural and urban divisions</li> <li>6. Social stratification in India: Meaning, caste, class divisions</li> <li>7. Contestation over religion in India: Fundamentalism, Communalism, secularism (and proselytism)</li> <li>8. Region as a cultural construct in historical and content</li> </ol>	<p>Discussion on small group discussion</p> <p>Reflection, discussion</p> <p>Small group presentation</p> <p>Lecture</p> <p>Pictorial display and discussion</p>	5	16.66%



III	Social Groups, Social Institution and Social Control  Meaning and function	<ol style="list-style-type: none"> <li>1. Meaning and types: Primary and secondary groups, in groups and out-groups, reference groups</li> <li>2. Types of social institution: Marriage, family, religion, state and law</li> <li>3. Social control exercised through the social institutions</li> </ol>	<p>Lecture and discussion</p> <p>Discussion based on specific preference work</p> <p>Meaning Lecture and discussion</p>	4	13.33%
IV	Theories of Society	<ol style="list-style-type: none"> <li>1. Significance of a theoretical understanding of society</li> <li>2. Evolutionary, cyclical, conflict and systems theories</li> </ol>	Lecture	2	6.66%
V	Social Change  Social Movements in India: Meaning, factors essential for a movement	<ol style="list-style-type: none"> <li>1. meaning characteristics and factors inducing change with reference to India</li> <li>2. Dominant social movements in India</li> <li>3. Social reform movement and contributions of social reformers</li> <li>4. Peasant movement</li> <li>5. Trade union movement</li> <li>6. Social movement and social change in India</li> </ol>	Mini lecture class room group presentation	3	10%
VI	Introduction to psychology	<ol style="list-style-type: none"> <li>1. Scope of Psychology,</li> <li>2. Basic approaches in Psychology</li> </ol>	Lecture/Discussion	1	3.33%
VII	Learning Memory Intelligence	<ol style="list-style-type: none"> <li>1. Learning theories and application</li> <li>2. Models of memory</li> <li>3. Theories of intelligence and application</li> </ol>	<p>Lecture/ Discussion</p> <p>Lecture/ Discussion</p> <p>Lecture/ Discussion</p>	5	16.66%

VIII	Emotions Motivation Frustration and conflict	1. Concepts and theories Emotional Intelligence 2. Concept, theories 3. Defense and coping Mechanism	Lecture/ Discussion Lecture/ Discussion Lecture/ Discussion	5	16.66%
VIII	<ul style="list-style-type: none"> <li>• Personality</li> <li>• Attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Concept and theories</li> <li>• Concept, Development, change</li> </ul>	Lecture/ Discussion Lecture/ Discussion	3	10%
IX	Psychological Assessment	Concept, Introduction to various tools for several purpose	Lecture/ Discussion	1	3.33%

### Methods of Assessment

Examination 100%

Maximum marks 100

### Assignments:-

- 5 test description on children test and 5 test description on adult test
- Online research on different types of conflicts and coping mechanism generally used.
- Field observation- 5 case studies & note the observations, emotions observed.
- Types of personality and traits observed
- In you field what are the motivations of the clients and what motivates them.

## REFERENCES

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- Bharadwaj A.N. 1979 Problems of SC/St in India, New Delhi: Light and Lite Publication
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University of Mumbai
- Ely Chinoy. 1967 Society- an Introduction to Sociology, new York: Randon House
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- Kapadia, K.M.1966 Marriage and Family in India, London: Oxford University Press
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- Verghese K. 1992            General Sociology, Delhi: Macmillan Co.
- Sociological Bulletin (Journal of the Indian Sociological Society)
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- Lahey, Benjamin B: Introduction to Psychology, Tata McGraw Hill, New Delhi, 1998
- Atkinson et al: Introduction to Psychology, Harcourt Brace Jovanovich, New York, 1971.
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- Feldman, Robert S. : Understanding Psychology Tata McGraw Hill, New Delhi, 2004

**Course Title: Contemporary Issues in Social Work**

**Course No. :**

**Level : PG 1**

**No of Credits: 4**

**No. of Hours: 60**

**Total Marks: 100**

**Introduction:**

This course aims at introducing the learners to a critical inquiry into the contemporary issues in social work profession. Due to continuous changes in the society this course will be helpful for learners to get acquainted with contemporary issues and intervention strategies.

**Objectives:**

- a) To Understand Contemporary issues in Indian Society
- b) To Develop skills to understand contemporary reality
- c) To Develop ability for intervention strategies for contemporary issues

**Course Content:**

<b>Module No</b>	<b>Module Title</b>	<b>Content</b>	<b>Suggested Teaching-Learning Methodologies</b>	<b>Hours</b>	<b>Weightage in %</b>
I	Indian Society and Social Problems	Introduction to Society  Concept, Definition, Characteristics  Social Problems in India (Historical Perspective)  Pre Independence Era and Post-Independence Era	Lecture  Film Review  Group Discussions and Presentations	4	10
II	Transgender Community and Challenges	Concept of LGBTQA  LGBTQA Movement in West and India  Transgender Community in India  History  Challenges of Transgender Community  (Social, Health, Exclusion,	Lecture  Field visits  Group Discussion  Film Reviews  Expert Session	6	10

		Abuse, Livelihood) Intervention strategies Acceptance, Inclusiveness with Equity. Role of Government and NGOs			
III	Criminology and Correctional Administration and Rehabilitation	Criminology Concept Criminology in Indian Perspective Correctional Administration Concept Challenges faced by Prisoners in India Rehabilitation and Role of Social Worker	Lecture Expert Session Field Visit Film Review Group Discussion	6	10
IV	Police Administration	Police Administration in India Historical Perspective Challenges faced by Police Personnel	Lecture Expert Session Field Visit	4	10

		Role of Social Worker in working with Police Administration	Film Review Group Discussion		
V	Organ and Tissue Donation	Concept of Organ and Tissue Donation.  HOTA 1994(Human Organ Transplant Act)  Role of Organ Transplant Coordinator  Grief Counselling  Autonomous Bodies of Organ Donation in India (NOTTO, ROTTO, SOTTO, ZTCC)	Lecture  Expert Session  Field Visit  Film Review  Group Discussion	10	10
VI	Rural, Urban and	Rural Community and their	Lecture	10	10



	Tribal Issues	<p>challenges</p> <p>Panchyat Raj System In India</p> <p>73<sup>rd</sup> and 74<sup>th</sup> Amendment in Constitution of India</p> <p>Urban Community and Challenges</p> <p>Migration, Slums</p> <p>Make In India, Skill India Concept</p> <p>Tribal Community and Challenges</p> <p>PESA Act</p> <p>Schemes for Tribal Development</p>	<p>Expert Session</p> <p>Field Visit</p> <p>Film Review</p> <p>Group Discussion</p>		
VII	Farmers in India	<p>Peasant Movement In India</p> <p>Agriculture in India</p>		10	10

		Government Initiatives for Agriculture Development Farmer Suicide Role of Social Worker in the Agriculture			
VIII	Disaster Management	Concept of Disaster Types of Disasters Disaster Management Authority in India(NDMA, SDMA, Civil Defense, Home Guard) Role of Social Worker in Disaster Management(Prevention and Preparedness)	Lecture Expert Session Field Visit Film Review Group Discussion	6	15
IX	Road Safety and Contemporary Issues	Concept of Road Safety. Road Traffic Accident in India Mortality due to Road Traffic Accident	Lecture Expert Session Field Visit	4	15

		Preventive Measures for Road Safety RTO(Regional Transport Office) Role of Social Work in Road Safety	Film Review Group Discussion		
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**Methods of Assessment**

Examination                      100%

Maximum marks                      100

**Assignments:-**

- 5 test description on children test and 5 test description on adult test
- Online research on different types of conflicts and coping mechanism generally used.
- Field observation- 5 case studies & note the observations, emotions observed.
- Types of personality and traits observed
- In you field what are the motivations of the clients and what motivates them.

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- Jain, P.C. 1991 Social Movememnts among Tribals, New Delhi: Rawat Publication
- Kapadia, K.M.1966 Marriage and Family in India, London: Oxford University Press
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- Srinivas, M.N.1996 Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.
- Stein Peter, Judith The Family, function, New York: conflicts and RichmanNatalicHannan, Symbols 1977

**Course Title**    **BASICS IN INDIAN ECONOMY AND POLITICAL SCIENCE**

**Course No.**            **: 1.4**

**Level**                    **: PG.1**

**No. of Credits**        **: 4**

**No. of hours**            **: 60**

**Total Marks**            **: 100**

**Introduction:**

The first part of the course enables the learner to understand the nature and problems of Indian Economy and to develop insight in the process of development within the country. The second part of this course provides a learner with a basic understanding of the key concepts in Political Science as well as it gives an essential overview of the Indian political system.

**Objectives:**

- a. To learn the nature of Indian Economy.
- b. To develop insights in to the problems of Indian Economy.
- c. To understand the process of Development.
- d. To study some of the basic concepts in Political Science.
- e. To understand the dynamics of State and its relationship with the civil society.
- f. To develop skills for analysing Indian politics.

## Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Approaches to Development	Capitalist, Socialist, Gandhian	Lecture	1	3.33%
II	Indian Economy and its Nature	<ol style="list-style-type: none"> <li>1. Significance of the study of Indian economy</li> <li>2. Basic Concepts: Development <ul style="list-style-type: none"> <li>▪ Under development</li> <li>▪ Economy</li> <li>▪ GDP</li> <li>▪ NNP-NI</li> </ul> </li> <li>3. Social Composition <ol style="list-style-type: none"> <li>a. 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>b. Industrial Sector <ul style="list-style-type: none"> <li>▪ Classification of industries</li> <li>▪ Size-ownership-origin based</li> </ul> </li> </ol> </li> </ol>	Lecture	4	13.33%

		<ul style="list-style-type: none"> <li>▪ Trends in industrial production</li> <li>▪ Competiveness of Indian Industry</li> </ul> <p>c. Service Sector</p> <ul style="list-style-type: none"> <li>▪ Features-Contribution of national economy</li> <li>▪ Trends</li> </ul>			
III	Issues related to economic development	<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>	Lecture discussion	4	13.33%
IV	<ul style="list-style-type: none"> <li>• Globalization</li> <li>• New World Order</li> </ul>	<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>	Lecture Discussion Classroom Exercises Film Screening Project work	2	6.66%

V	Theories in Economics & strategies	<ul style="list-style-type: none"> <li>• Dependency theory, Metropolis versus periphery, development list approach, Neo-liberal thinking, Globalization with Human Face</li> <li>• “Just in Case” to “Just in time” Globalization Triangles-Three tips- financial hub, manufacturing hub and cheapest labour, Flexibilisation, multitasking, Use of ICT, Media Policy to promote consumer culture, labour reforms, SEZs &amp; EPZs, the millennium Development Goals (MDGs)</li> </ul>	Lecture Discussion Classroom-exercises Lecture Discussion Classroom-exercises Field exposure	4	13.33%
VI	<ul style="list-style-type: none"> <li>• Theories of State</li> <li>• Power, Legitimacy and Authority</li> </ul>	<ul style="list-style-type: none"> <li>• 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>	Lecture Lecture and Discussion	3	10%
VII	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Political Development</li> </ul>	<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>	Lecture and Discussion Lecture	2	6.66%



VIII	<ul style="list-style-type: none"> <li>• Indian Political System</li> <li>• Local Self Government in India</li> <li>• Indian Administration</li> </ul>	<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> <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>	<p>Lecture and Discussion</p> <p>Lecture and Discussion</p> <p>Lecture</p>	6	20%
IX	Political Process in India	<ul style="list-style-type: none"> <li>• Issues in Indian Politics, Region, Religion, Caste, Gender, Ethnicity and Terrorism</li> </ul>	Lecture, Videotapes and Discussion	4	13.33%

### Methods of Assessment

Examination 100%

Maximum marks 100

### 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.
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- Jaffrelot, Christopher, 1996 The Hindu Nationalise Movement in India, New York: Columbia University Press
- Kashyap, Subhash 1994 Our Constitution: An Introduction to India's Constitution and Constitutional Law, New Delhi: National Book Trust
- Kohli, Atul Ed. 2001 The Success of India's Democracy, Cambridge: Cambridge University Press
- Kothari, Rajni, 1988 State against Democracy: In search of Humane Governance. Delhi, Ahantha
- Maheswari, S.R. 1998 Indian Administration, New Delhi: Orient Longman
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- Sathyamurthy, T.V. Ed. 1996 Social Chance and Political Discourse in India: Structures of Power and Movements of Resistance, New Delhi, Oxford University Press
- Sury, M.M. 1990 Government Budgeting in India: Theory and Practice, New Delhi : Commonwealth Publishers

<b>Core Domain</b>	<b>: SOCIAL WORK PRACTICUM</b>
<b>Learning Opportunity Title</b>	<b>: SOCIAL WORK PRACTICUM – CONCURRENT PRACTICE LEARNING</b>
<b>Learning Opportunity No</b>	<b>: 1.1 and 1.2</b>
<b>Level</b>	<b>: PG1</b>
<b>No. of Credits</b>	<b>: 4 in Semester I</b>
<b>Total Marks</b>	<b>: 100 in Semester I</b>

### **Introduction:**

Concurrent Practice Learning tasks are listed in six areas. The field instructor is required to select tasks from these areas systematically. The sequencing of tasks is to range from simple to complex. The broad aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individual / families and managing organizations tasks.

### **The areas are:**

- I. Understanding both the agency and the clients as systems.
- II. Developing knowledge of administrative procedures, program management and utilizing these skills in practice.
- III. Developing skills of problem solving process and practice based research.
- IV. Acquiring skills in communication – writing client records, documentation of agency records, correspondence and public relation skills.
- V. Using instructions to learn practice.
- VI. Developing as a professional person.

## Objectives

- a. Develop knowledge of the socio – economic and cultural realities and their impact on the client system with specific focus on marginalized groups.
- b. Develop beginning skills to analyze the impact of the wider social system on individual, families, groups, communities and organizations.
- c. Understand the agency as a system – its philosophy, thrust, objectives, structure and management of services / programs.
- d. Develop the ability to involve the client system in the problem solving process. Utilizing skills of social work interventions, including research
- e. Develop skills in documenting practice.
- f. Develop skills in identifying and utilizing community resources both government and non – governmental / voluntary.
- g. Develop ability to work as a member of a team.
- h. Reinforce belief in the inherent strength of the people to meet their needs and resolve problems.
- i. Make conscious use of professional values and ethics.

## Types of Work Assignment to First Year Learners

### Note to Practice Teaching Instructor

Work assigned should be with the individuals/ families, groups or communities who are victims of circumstances/ marginalized.

For example – exploited women, migrant workers, landless labourers, school drop outs, street children and neglected elderly.

## **AREA I. SOCIAL WORK IN THE ORGANIZATION / COMMUNITY.**

### **Understanding the Agency / Community.**

Tasks provided should aid the learner to.

1. Understand the socio – economic and cultural realities and their impact on the organization. community and the client system.
2. Understand the administrative structure, the communication patterns, leadership, power structure, decision – making and functions of personnel in government and voluntary agencies.
3. Understand programs, program management and participate in their delivery with the use of appropriate program media. Show ability to write proposal for new programs and initiate them.
4. Understand the relationship of the organization to other and its overall physical / human environment and appreciate needs for networking.
5. Understanding the financial management, including source of funds, efforts at fund raising.
6. Understand and appreciate the role of the social worker and the in the organization.

## **AREA 1I.DEVELOPING KNOWLEDGE OF ADMINSTRATIVE PROCEDURE AND PROGRAM MANAGEMENT.**

1. Involve learners in day – to – day administration planning, implementation and evaluation.
2. Tasks like preparing project proposals for new programs.
3. Administration of ongoing services, maintaining accounts, ledgers.
4. Correspondence and records of the organization.
5. Budgeting and fund raising.
6. Working with various categories of personnel in the organization and also as a member team.
7. Planning and implementing short term training programs for personnel in the organization.

## **AREA I1I. PROBLEM SOLVING PROCESS AND PRACTICE BASED RESEARCH.**

1. a. Identity problems and analyze them.
  - b. Analyze the causative factors and dynamics in the problem situations.
  - c. Select appropriate strategy, methods and techniques of problems solving.
    2. Establish and maintain relationships.
    3. Identity focuses of work together with client, groups / communities.
    4. Involve the client system in the problem solving process.
    5. Identify and utilize resources – human, material and financial.
6. Select and utilize appropriate tools for problem – solving, such as interviews – individual/ groups, home visits program media, research.
7. Integrated theory and practice and utilize the integrated approach in social work practice.
8. Conduct a small practice based research.

## **AREA IV. DEVELOP SKILLS FOR COMMUNICATION.**

1. Records to indicate:
  - a. Selection of material for recording..
  - b. Sequential arrangement.
  - c. Clarity and consistency.
  - d. Feeling and attitudes.



- e. Perception of dynamics of interaction.
  - f. Beginning ability to operationalize theoretical inputs in field practice.
  - g. Growth as a professional practitioner.
2. Ability to write different types of records like memos, letters, referral letters, minutes, reports, document practice.
  3. Use appropriate media when presenting reports.

#### **AREA V. LEARNERS PRACTICE TO MANIFEST**

1. Internalization of social work principles like: respect for persons, social justice, confidentiality, empathy, human dignity, right to decision – making, gender sensitivity.
2. Develop understanding of strengths and weaknesses, ability to see preconceived notions of people and issues, recognize habitual patterns of behavior and make efforts to change.
3. Openness to learn, in relation to client system, authority, team members and others.
4. Conscious use of self as growing professional.

#### **AREA VI.**

##### **1. RESPONSIBILITY TOWARDS SELF**

- a. Regularity and punctuality at work and appointments.
- b. Recognition of the need for an on going assessment of own capacity to assume and manage responsibility.
- c. Not giving false assurance.
- d. Preparation of self and client system for termination.
- e. Makes efforts to fulfill responsibilities assigned within the stipulated time and gives importance to tasks.
- f. Gradual identification with the agency and the profession.

## **2. RESPONSIBILITY TO THE PROFESSION.**

- a. Develop a commitment to the profession, its ethics and for social change.
- b. Work towards enhancing the status of the profession.
- c. Disseminate information of the profession.
- d. Assume conscious responsibility for actions.
- e. Value efforts as more important than success and failure.
- f. Dress appropriately and consciously develop behavior as a disciplined self.

## **3. USING INSTRUCTION TO LEARN PRACTICE.**

- a. The learner and the instructor use field instruction as a tool for mutual professional growth.
- b. Understand the importance of recording and their regular submission.
- c. Integration of theory and practice should be reflected in records and be discussed at conferences.
- d. Show willingness to accept strengths and limitations and uses guidance for professional development.
- e. Demonstrate self discipline in practicing social work ethics and values and in norms to be observed in behavior and dress.
- f. Take responsibility for learning by planning conferences and participating in their through discussions.
- g. Receive guidance for practice based research.

**Course Title : Community Health : A Social Work Perspective(credits-4)**

**Objectives:**

- To help the learner understanding the connection between health, community health and health education
- To provide an overview of health system, programmes and policies in India
- To find the overall impact of health in term of wellbeing, gender justice and sustainable development of the community

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>	<b>Suggested Teaching-Learning Methodology</b>	<b>Hours for Teaching and Practical Work</b>	<b>Weightage in %</b>
A	1	<p><b>Introduction to Health, Community Health and Health Education</b></p> <p>a. Concept of Health; Dimensions of health; Factors affecting health;</p> <p>b. Concept and background of community health; Community diagnosis and health action plan;</p> <p>c. Role of a health worker in community setting;</p> <p>d. Organising and planning for community health programme</p>	Lecture and discussion	10	3.33
	2	<p><b>Health and Development: Multi-disciplinary Perspectives</b></p>	Role play	10	6.66

		<ul style="list-style-type: none"> <li>a. Health Literacy and Health Behaviour;</li> <li>b. Social and Economic Determinants of Health;</li> <li>c. Health Sector Reforms; Emerging Socio-economic and Demographic Situation in India</li> </ul>	<p>Lecture</p> <p>Discussion</p>		
	3	<p><b>Health System, Programmes and Policies</b></p> <ul style="list-style-type: none"> <li>a. Three tier health care system: primary, secondary, and tertiary.</li> <li>b. Public vs private health care.</li> <li>c. National and State Level Health Policies and Programs.</li> <li>d. Out of Pocket Expenses on Health; Health Insurance</li> </ul>	Workshop mode	10	50
B	4	<p><b>Health and Well-being</b></p> <ul style="list-style-type: none"> <li>a. Public Health and Sanitation.</li> <li>b. Migration and Urban Health</li> <li>c. Promoting Indigenous Health Systems</li> </ul>	<p>Role play</p> <p>Discussion</p> <p>And Practice Sessions</p>	10	6.67
	5	<p><b>Health and Gender</b></p> <ul style="list-style-type: none"> <li>a. Female Deficit and Emerging Challenges in India</li> </ul>	<p>Role play</p> <p>Discussion</p> <p>And Practice Sessions</p>	10	10

		b. Gender Dimensions of Health Care c. Gender based Violence and Health Implications d. Linkages between Health and Environment.			
	6	Role of Social work in the field of health a. Multi-Disciplinary approach b. Advocacy for patient rights	Workshop lecture & discussion after giving reading material	10	20

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- Michele, I. (2004). *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*, London, Jones and Bartlett Publishers,
- Desai S B & Joshi Bharti: Social work and community health. New Delhi. Alfa Publications, 2012. -(362.1DES)
- Akram Mohammad: Sociology of health. Jaipur. Rawat Publications, -(362.1AKR)

## **Semester II**

### **Course Title WORKING WITH COMMUNITIES AND SOCIAL ACTION**

**Course No** : 2.1  
**Level** : PG.1  
**No. of Credits** : 4

**No. of Hours** : 60

**Total Marks** : 100

#### **Introduction:**

Community organization and social action, as a method of Social Work Practice is seen as means to facilitate communities towards self- directed change. It takes as its basis the inequalities in society manifested through process of marginalization, discrimination or disempowerment of groups which have resulted in the loss of control over resources be they tangible or intangible. The strategies of CO practice being addressed as part of the course covers a range spanning different ideologies, from those being people initiated and those that are initiated by the elite. Community organization is seen as means as well as an end, where collective processes sustain the community capacity to bring about change.

#### **Objectives**

- a. To understand the critical elements of community organization practice
- b. To enhance critical understanding of the models and strategies for community organization practice.
- c. To make the micro-macro connections between the ranges of complex issues in practice.

- d. Field practice to include a critical and holistic analysis of issues.
- e. To develop attitudes conducive to participatory activities for a civil society.
- f. To provide conceptual; and theoretical understanding of the process of social action.
- g. To provide exposure to various social action movements.

### Course Contents

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Community Organization Practice	<ul style="list-style-type: none"> <li>• Community work within social work</li> <li>• Principles of community organization practice</li> <li>• Stake holder analysis</li> </ul>	Lectures Case Study	6	10
II	Models and Strategies of Community Organization practice	<ul style="list-style-type: none"> <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>	Lectures Case studies Iteration with Community Organization Group Discussions	12	20

III	Power	<ul style="list-style-type: none"> <li>• Concept of Power</li> <li>• The range of perspectives</li> <li>• Dimensions of Power relevant to community organization.</li> </ul>	Reference work: Presentations Simulation exercise Case Study discussions Experiential exercises and discussion.	8	13.33
III	Empowerment	<ul style="list-style-type: none"> <li>• Concept of Empowerment</li> <li>• Barriers to, Process and Cycle of Empowerment.</li> </ul>	Simulation exercises Lectures Case study lectures	6	10
IV	Social Action	<ul style="list-style-type: none"> <li>• Definition and Scope</li> <li>• Principles of Social Action</li> <li>• Process of Social Action</li> </ul>	Lecture and discussion inviting guest speakers and or practitioners followed by discussion. Use of news paper clippings, audio visuals aids.	8	13.33
V	Social Action Strategies	<ul style="list-style-type: none"> <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>	Simulation exercises Lectures Case study Workshops	8	13.33



VI	Community Organization as a method	<ul style="list-style-type: none"> <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> </ul>	Interaction with Practitioners Case Study	4	6.66
VII	Social Action Movements and Programs	<ul style="list-style-type: none"> <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 BachaoAndolan, National Alliance for Peoples Movements etc.</li> </ul>	Case studies, small group discussion. Group assignments and presentation.	8	13.33

**Note:**

- The content for these methods is vast. Hence, institutions need to be discerning in their choice of topics and the extent to which these are addressed. The method of teaching and the depth of the topic to be covered need to partner each other. Workshop method is best suited to teach the content of this course.
- This being a method course, assimilation and grounding of skills and attitudes to workers is highly dependent on field practice, where students have the opportunity to integrate theory with practice, innovate and bring back valuable experiences and analysis to the class. Without adequate field exposure either concurrent or intermittent the course will remain just theoretical inputs.

- Another important part of the grounding process is the interaction of the students with field practitioners who have years of experience and are in position to discuss what is the best fit of strategies in a given situation and context. Such interaction needs to be encouraged. Most field practitioners are willing to participate in the teaching process, both, within the classroom as well as in the field.

### **Methods of Assessment**

Examination	50%
Assignment	50%

- To identify models of community organization practice in different organization and explain how it is being practiced in that organization (10 marks)
- To identify and discuss human rights violations of different stakeholders groups. Devise strategies to ensure fulfillment and realization of human rights of violated groups (10 marks)
- To understand how power is operating at different levels in organizations assign to students for such a study (10 marks)
- To examine various strategies employed for empowerment of marginalized and exploited sections of the society by various civil society organizations / campaign etc (10 marks)
- To take any social movement and trace its journey, enumerate the strategies and analyze outcomes(10 marks)

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Community Practice: Conceptual Models, New York: The Haworth Press. Inc
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Berger & T. Luckman: The Social Construction of Reality, Doubleday, New York 1966, p. 57.

### **Journals**

Community Development Journal: An International Forum, U.K, Oxford University Press.

Development and Change, Hague Blackwell Publishers.

Social Action.A quarterly review of Social Trends and Social Action Trust, Delhi.

Seminar, New Delhi.

Maintenance, Perspective Publications, New Delhi.

Lokayan Bulletin, New Delhi.

**Course Title SOCIAL WORK RESEARCH**

**Course No** : 2.2  
**Level** : PG.1  
**No. of Credits** : 4

**No. of Hours** : 60

**Total Marks** : 100

**Introduction:**

This course is to equip the learners to utilize, conduct research service as managers to improve services, evaluate, develop new services and intervention methods: strategies techniques and also, be an effective consumer of other researches

**Objectives:**

- a. To introduce the students to the basics of scientific social research.
- b. Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in virus aspects and its process.
- c. Understand major research strategies meaning scope and importance of social work research.
- d. To acquaint the students with different methods of research, techniques of sampling, data collection, analysis, interpretation and presentation of data.
- e. Develop an ability to see the linkages between practice research theory and their role in enriching one another.
- f. 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.
- g. Develop attitudes favorable to the judicious integration of practice research and theory.

- h. 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.)
- i. Make informed assessment and judicious use of research studies and findings.
- j. Develop skills for use of library and documentation services for research.
- k. To motivate the students to undertake research on their own.

### Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Scientific Enquiry	<ul style="list-style-type: none"> <li>▪ Meaning and nature of social research.</li> <li>▪ Science and scientific method: Their characteristics.</li> <li>▪ Steps in social research.</li> <li>▪ Ethical issues in social research: Debate on subjectivity and objectivity.</li> <li>▪ Value neutrality in research.</li> <li>▪ Selection and formulation of a research problem.</li> <li>▪ Hypotheses: Types, Sources and characteristics.</li> </ul>	Lecture and discussion	4	13.33%
II	Social work research	<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> </ul>	Presentation and discussion	1	3.33%

III	Research designs: Merits, Demerits and limitations	<ul style="list-style-type: none"> <li>▪ Exploratory</li> <li>▪ Descriptive</li> <li>▪ Diagnostic</li> <li>▪ Experimental</li> </ul>	Lecture and discussion	2	6.66%
IV	Methods of Research and Evaluation	<ul style="list-style-type: none"> <li>▪ Social survey method</li> <li>▪ Case study method</li> <li>▪ Content analysis method</li> <li>▪ Historical method</li> <li>▪ Experimental method: Types, Planning of experiment and social experiment.</li> <li>▪ Anthropological method: Participant observation and the field work.</li> <li>▪ Comparative method</li> <li>▪ Action research</li> <li>▪ Evaluation research</li> <li>▪ Impact Studies</li> </ul>	Lecture and discussion	6	20%
V	Sampling	<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>	Lecture, discussion	2	6.66%
VI	Techniques of data collection	<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, News papers, literary sources, Archival material.</li> <li>▪ Projective techniques.</li> </ul>	Lecture, Discussion and classroom exercises	3	10%



		<ul style="list-style-type: none"> <li>▪ Scaling techniques: Likert, Thurston, Bogardus.</li> </ul>			
VI	Analysis and Interpretation of Data	<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>	Lecture and Discussion	2	6.66%
VII	Elementary Statistics for Social work Research	<ul style="list-style-type: none"> <li>▪ Measures of central tendency (Mean, Median, Mode)</li> <li>▪ Measures of variations (Standard Deviation, Range)</li> <li>▪ Measures of association (Lambda, Yulls Q, Goodman and Kruskal's Gamma Y, Pearson's R, Chisquare test X2)</li> </ul>	Lecture and Discussion	8	26.66%
VIII	Report Writing	<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> <li>• Reference citation, footnotes, bibliography.</li> </ul>	Lecture and Discussion	2	6.66%

## **Methods of Assessment**

Examination 50%

Assignment 50%

- To prepare a research proposal (25 marks)
- To write a report on any topic of students choice based on information drawn from secondary sources (15 marks)
- To visit research based projects and make a presentation in class on their learning (10 marks)

## **REFERENCE**

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 MacMillian Publishers: London.

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Levin, J. (1977). *Elementary Statistics in Social Research*, Harper and Row Publishers: New York.

Kothari

Mukherjee, P.N (eds.) 2000. *Methodology in Social Research: Dilemmas and Perspectives*, New Delhi: Sage (Introduction).

**Course Title : PROGRAM PLANNING AND EVALUATION AND INTEGRATED SOCIAL WORK PRACTICE**

**Course No : 2.3**

**Level : PG.1**

**No. of Credits : 4**

**No. of Hours : 60**

**Total Marks : 100**

### **Introduction**

This course provides a conceptual framework to assist the learner in integrating various methods for practice. It helps the learners view the situation, holistically plan a process for change and carry out intervention. The students learn to analyse social problems using the Systems Approach. The course also aims to prepare students for planning programmatic interventions in their area of work monitoring and evaluating the efficacy of the programs thereafter.

### **Objectives**

- a. Develop a holistic understanding of Social Work practice as a unitary process.
- b. Develop Critical understanding and application of approaches using holistic conceptual framework for social work practice.
- c. Understand characteristics, systematic relationships and dynamics of work/ individual/ family group, communities and organizations, and to draw implication social work intervention
- d. Understand the nuances of different roles for engaging in change for social work practice.

- e. Develop the ability to formulate a framework and apply skills for problem identification, nature of work, location of tasks, skills for change and outline mode for evaluation for an integrated approach to practice.
- f. To learn about the aspects influencing design of programs.
- g. To understand the relationship between the aspects and procedures involved in program planning, monitoring and evaluation.

**Course Content:**

<b>Module</b>	<b>Module Title</b>	<b>Content</b>	<b>Suggested Teaching-Learning Methodology</b>	<b>Hours</b>	<b>Weightage in %</b>
I	Social Work Profession and Practice	<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>	Illustrations discussions Experiential exercises Use of music to understand philosophy.	3	10
II	Systems and Social Work	<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>	Lectures and Demonstrations	3	10
III	Action for	<ul style="list-style-type: none"> <li>• The client system, the problem, process and phases.</li> <li>• The change agent and action.</li> </ul>	Lecture and Discussion	4	13.33

IV	Process in	<ul style="list-style-type: none"> <li>• Initiating contact, collecting data, assessment, negotiation of contracts.</li> <li>• Problem solving, termination and evaluation for integrated practice.</li> </ul>	Class room exercises	3	10
V	Social Work Roles	<ul style="list-style-type: none"> <li>• Role tasks, skills and techniques, outcome.</li> </ul>	Demonstration Application of roles in Practice.	2	6.66
VI	Planned Social change	<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>	A combination of the following methods for teaching learning may be used and alternative as desired.	2	6.66
VII	Planning Development Programs	<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>	Lecture and discussion Inviting guest speakers and or practitioners followed by discussion.  Experiential exercises and discussion.  Workshops.	5	16.66

IX	Monitoring and implementation of development Programs	<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> <li>• Problems in implementation, Feedback systems-role of Management Information Systems</li> </ul>	Use of news paper clippings, audio visuals aids. Case studies, small group discussion. Group assignments and presentation.	5	16.66
X	Program evaluation	<ul style="list-style-type: none"> <li>• Scope, purpose and types of evaluation-</li> <li>• Tools and techniques for conducting evaluation.</li> <li>• Uses of evaluation</li> </ul>		3	10

### Methods of Assessment

Examination            50%

Assignment            50%

- Class-room exercises (10 marks)
- Assignment practice learning setting (5 marks)
- Presentations in groups on select topics and preparation for the same (10 marks)
- Choose and study the planning process of any program from students' fieldwork agencies (10 marks)
- Evaluating a case study (5 Marks)
- Written assignment on a selected topic (10 Marks)

## Recommended Readings

- Barborka, G.A. 1972                      The Divine Plan Adyar, Chennai, India: The Theosophical Publication House (Third E.d). Pg. 43 47, 83, 158-200.
- Bartell Harriell, 1970                      The common base of Social Work Practice, National Association of Social Workers, 2 Park Avenue, New York, N.R.
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Gentry Martha E. 1988
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- Johnson Louise C. 1983                      A Journalist Approach, (Third Ed.) Boston: Allyn and Bacon.
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B. Westly, 1958
- Parsons Rutn, J. Jorgenesen                      The Integration of Social Work Practice, California: Brooks Cote.  
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- Pincus, Allen and Anne                      Social Work Practice: Model and Method, Illinois: F.E. Peacock Publishers Inc.  
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- Spechi, Harry and Anne                      Integrating Social Work Methods, London: George, Allen and Unwin.  
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- Younghusband, E, 1967                      Social Work and Social Values, Vol III, London: George Allen and Unwin.
- Cracknell, B.E. (2000)                      Evaluating Development Aid-Issues Problems and Solutions. New Delhi: Sage Publications.
- Estrella, M. (ed). (2000).                      Learning from change: Issues and experiences in participatory monitoring and evaluation.  
London: IT Publications.
- Kumar, S (2002)                                  Methods for Community Participation: A Complete Guide for Practitioners. New Delhi:  
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- Kusek; Jody, Z; Ray, C (2004)              Ten Steps to a Results-Based Monitoring and Evaluation System: A Handlbook for  
Development Practitioners. World Bank
- Reidar, D. (2004)                                Evaluating Development Programs and Projects. New Delhi: Sage Publications.
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Fitzpatrick, J.L. (1997)
- Alex, G; Derek, B. (2000)                      Monitoring and Evaluation for AKIS Projects: Framework and Options. World Bank



<b>Core Domain</b>	<b>SOCIAL WORK PRACTICUM</b>
<b>Learning Opportunity Title</b>	<b>: BLOCK PLACEMENT</b>
<b>Learning Opportunity No.</b>	<b>: 1.3</b>
<b>LEVEL</b>	<b>: After PG.1 exam</b>

### **Introduction**

This opportunity is provided at the end of a two year post graduate program. This time is to be designed or the learner to integrate theory and practice to enhance competencies of social work practice and experience self in that role. Experiments of providing block field work opportunity at the beginning of the last semester or at the end of the last semester before the final examinations are also being made by some institutions. The choice when during the second year to provide this experience is that of the teaching institution.

### **Objectives**

- a. Develop enhanced practice skill and integrate teaching.
- b. Develop greater understanding of reality situation through involvement in day to day work.
- c. Develop appreciation of other's efforts and develop sensitively to gaps in the program.
- d. Enhance awareness of self in the role of a professional social worker.

### **Note:** Suggestions for requirements

A learner must be placed in one setting for a period to six weeks. There should be a professionally qualified worker in the setting.

Willing to plan orientation and provide consultation when necessary.

The faculty in charge is to select the setting appropriately to meet the learner's interest and needs and to integrate learning. The setting selected are to communicated well in advance

An opportunity to present the experience in writing at the end of block field work must be designed.

## Gerontology: Interdisciplinary Perspective

### Introduction:

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.

### Objectives:

- Learners will understand inter disciplinary nature of gerontology as a study of elderly.
- Learner will examine the policies, Programmes and services available for the elderly.

### Content:

Sr. No.	Title of the Unit	Content	Reading Methodology	Suggested no. of Hrs.	Weightage
1.	Introduction to Gerontology	Meaning, Concept, Definition, Demographics of elderly.	A combination of the following methods for teaching learning may be used and alternative as desired. Lecture and discussion Inviting guest speakers and or practitioners followed by discussion.  Experiential exercises and discussion.	3	10
2.	Issues of the elderly	Family, Health, Adjustment, Social, Economic, Psychological.		3	10
3.	Policies, Programmes & Services for elderly	-Critical exploration of policies for elderly. - Institutions for elderly - Welfare programmes for elderly such as day camp centres, half –way, home, old age homes etc.		4	13.33

4.	Caring of elderly	-Health care needs. - care givers (family, Paid) and their issues - violence against elderly (neglect, abuse, crime), dealing with grief & Palliative care - safety for elderly		5	16.66
5.	Social work with elderly	-Recreation & constructive use of time -Legal help (will) -Building positive relationship with family & youngsters		5	16.66
6.	Research & Development	-Friends of research on gerontology -Need for interventional & policy research		3	10

**Practical:**

- Case study of two elderly persons (one from old age home and one from day care centre)
- Organizing five recreational activities for elderly persons.
- Assisting in organizing health check-up camps for elderly
- Organize awareness programmes on schemes for elderly people.

**Course Title: Social Entrepreneurship**

**Credits: 4**

**Hours: 60**

**Introduction:**

The course in ‘Social Entrepreneurship’ will enable learners especially women to generate wealth with social progress in social sectors/non-profit markets.

**Objectives:**

1. To know how to start social entrepreneurship in Indian setting
2. To acquire required skills relating to managing own/group social entrepreneurship
3. To enable women to become sound entrepreneurs

**Content:**

<b>Sr. No.</b>	<b>Title of the unit</b>	<b>Content</b>	<b>Teaching methodology</b>	<b>Suggested no. of hrs.</b>	<b>Weightage in %</b>
I	Concept of entrepreneurship	a) Concept of entrepreneurship in the Indian Context b) Importance of social entrepreneurship c) Difference between entrepreneurship and social entrepreneurship d) Special issues about women. .Family support . Availability of free time . Barriers in undertaking an enterprise . Financial schemes for women Entrepreneur	Lecture Discussion	4	13.33%

II	Models of Social entrepreneurship	a) Grameen Bank b) Jaipur foot c) Basix Bank d) Sri Grameen Mahila Udyog (Lijjat) e) SEWA, Ahmedabad f) SHG's g) Dabbewala	Lecture Discussion Case studies	6	20%
III	Management of Social Entrepreneurship	a) Planning b) Management c) Resource Mobilization d) Training e) Business plan preparation	Lecture Discussion	3	10%
IV	Legalities in Social entrepreneurship	a) Laws required for setting up an enterprise) Taxation	Lecture Discussion	2	6.67%
V	Finance Management	1. Income & Expenditure, budgeting and accounting 2. Risk and returns 3. Record keeping 4. Account writing 5. Inventory management 6. Banking and other financial institutions in the context of micro finance	Lecture Discussion Educational Visits	6	20%
VI	Individual and Collective entrepreneurship	a) Ethics, values, Communication skills b) Development of leadership in Social enterprise c) Roles and responsibility of office bearers, cooperation and conflict d) Process of group entrepreneurship e) Role of NGO's government and corporate sector in promoting group	Lecture Demonstration Practical	7	23.33%

		enterprise			
VII	Marketing	a) Social marketing, its strategies b) Casual marketing c) Commercial marketing d) Target audience	Lecture Demonstration Practical	2	6.67%
	Practical	--	--	30	100%

### Methods of Assessment:

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

### Assignment:

- Visit social enterprises and prepare a report on a organizational structure and function. (10 marks)
- Write a care study of one women entrepreneur.(10 marks)
- Study financial support source of any social entrepreneur. (10 marks)
- Write a report of visit to two social enterprises.(10 marks)
- Study marketing strategies used by social enterprises in detail. (10 marks)

**Practical:**

1. To visit an institution catering to the entrepreneurship of weaker section with reference to their needs and write report of the same
2. To write summary of Books written by Mohammad Yunus, David Borrstien etc
3. To visit following organizations to study what were the characteristics of social entrepreneurs' leadership which helped the entrepreneur to succeed in creating value:
  - a. Grameen Bank
  - b. Narayan Hrudayalaya
  - c. Jaipur foot
  - d. Arvind Eye Health care
  - e. Basix Bank
  - f. Sri Grameen Mahila Udyog (Lijjat)
  - g. SEWA, Ahmedabad
  - h. Eklavya Vidyalaya
  - i. Dabbewala
4. To take session/s in the field agency based on the contribution of any of the entrepreneur
5. To prepare programme proposal to provide entrepreneurship education to the un-reached

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- Yunus Mohammad, Social Business Entrepreneur are the solution

### **Semester III**

**Course Title**            **SOCIAL DEVELOPMENT, POLICY AND PLANNING**

**Course No**        : **3.1**

**Level**             : **PG.2**

**No. of Credits**   : **4**

**No. of Hours**    : **60**

**Total Marks**    : **100**

#### **Introduction**

This course is to enable the learner to understand social issues at the macro level and their impact human life. Learners will be exposed to the social aspects of development and gain skills in using these processes for empowering marginalized communities. The course also introduces the learner to how policy is a link between Constitutional Principles, Development Plants, Legislative and Executive Actions. The analysis of these processes is to enable utilization of the knowledge to improve social work Practice.

#### **Objective:**

- a. Comprehend social issues and understand their impact on human life.
- b. Learn the concept and process involved in social development.
- c. Gain knowledge of policy analysis and the policy formulation process.
- d. Acquire skills in critical analysis of social, political and development plants.
- e. Study social policies, plans and programs so as to be able to interpret, enforce and challenge them.
- f. 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.
- g. Examine application and litigation machinery.



**Course Content**

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>	<b>Hours for Teaching and Practical Work</b>	<b>Suggested Teaching-Learning Methodology</b>	<b>Weightage in %</b>
I	Concept and Aspects of Social Development	<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>	2	Lecture and discussion	6.67%
II	Social Change and Political Economy of Development	<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>	4	Lecture and discussion	13.33%
III	Social Development Index in social change.	<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>	4	Workshop	13.33%
IV	Social Policy and constitution	<ul style="list-style-type: none"> <li>• Concept of social policy sectoral policies and social services</li> <li>• Values underlying social policy and</li> </ul>	3	Lecture and discussion	10%

		<p>planning based on the Constitutional provisions (i.e. the Directive Principles of state policy and fundamental rights) and Human rights</p> <ul style="list-style-type: none"> <li>• Evolution of social policy in India in historical perspective.</li> </ul>			
V	Policy Formulation	<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>	4	<p>Lecture and discussion</p> <p>Sharing from reality situation of an interest group member</p>	13.33%
VI	Policy and Planning	<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>	4	Lecture and discussion	13.33%
VII	Planning process	<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</li> </ul>	7	Lecture and discussion	23.33%

		planning process <ul style="list-style-type: none"> <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>			
VIII	The planning machinery, monitoring and evaluation	<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>	2	Lecture and discussion self study	6.67%

### Methods of Assessment

Examination	50%
Assignment	50%

1. Critically examine any social policy and give suggestions. (10 marks)
2. Analyze and discuss five years plan with reference to any group (like women, children, tribal development and rural development etc) (20 marks)
3. Write a proposal and budget to avail any government scheme from government department. (20 marks)
4. Discuss about any legislative policy and its linkages to current scenario.(10 marks)
5. 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.

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**Course Title: Population Dynamics**

**No. of Credits: 4**

**No. of hours: 60**

**Introduction:**

This module helps the students to understand the population dynamics and examine various population policies. The students also gain knowledge about the interrelationship between population, environment and natural resources and other related issues.

**Objectives:**

1. Understand the characteristics and determinants of population dynamics.
2. Examine population policies.

**Content:**

<b>Sr. No.</b>	<b>Title of the unit</b>	<b>Content</b>	<b>Teaching methodology</b>	<b>Suggested no. of hrs.</b>	<b>Weightage in %</b>
I	Source of Population Data	Population scope of census, vital statistics, sample survey	Lecture/ discussion	4	13.33%
II	Population growth in India	Before independence; Current population situation in states	Lecture/ Discussion	2	6.66%
III	Determinants of Population growth	7. Mortality in India reasons for High & Low mortality, maternal mortality, infant mortality 8. Fertility, factors affecting fertility,	Lecture/ Discussion Charts AVS	7	23.33%

		physiological social, economic and cultural 9. Migration internal and external			
IV	Population distribution	1. Population distribution in India 2. Urban and rural 3. Factors affecting migration	Lecture/ Discussion and AVS	5	16.66%
V	Population structure and characteristics	1. Age and Sex structure, 2. Sex ratio in India 3. Age composition and structure; 4. Aging of population	Lecture/ Discussion and AVS	5	16.66%
VI	Population and environment	1. Interrelationship between human population, environment and natural resources 2. Environmental degradation 3. Maintaining and preserving the balance between population and environment 4. Current issues in environment	Lecture/ Discussion, Seminar, Debates and films.	7	23.33%
	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**Assignment:**

- India's population Policy (15 marks)
- Make a table showing the population data of all Indian states as per 2011 census (population, sex ratio, rural / urban, etc.) (10 marks)
- 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).
- Write an assignment on types of pollution; state the causes of pollution and suggest the measures redress it (15 marks).

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## **Course Title: Management of Developmental and Welfare Services and Corporate Social Responsibility**

<b>Course No</b>	<b>: 3.2</b>
<b>Level</b>	<b>: PG.2</b>
<b>No. of Credits</b>	<b>: 4</b>
<b>No. of Hours</b>	<b>: 60</b>
<b>Total Marks</b>	<b>: 100</b>

### **Introduction**

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.

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.

## Objectives

- a. Acquire knowledge of the basic process of managing and administrating developmental and welfare services in the context of social work profession.
- b. Acquire skills to participate in the managerial and administrative processes and program delivery.
- c. Develop the ability see relationship between policy and programs, analyze the process as applied in specific settings and in specific programs.
- d. Understand the need for, and develop accountability to the public and the profession.
- e. To understand the concept of Corporate Social Responsibility
- f. To critically understand various programs undertaken under CSR
- g. To acquire skills in implementation of various programs / activities under CSR.

## Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Hours for Teaching and Practical Work	Weightage in %
I	Services, organizations and environment	<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>	Lecture – study of constitution of an organization / agency.  Discussion	2	6.66
II	Services and their delivery	<ul style="list-style-type: none"> <li>• Types of services</li> <li>• Program delivery: eligibility criteria</li> <li>• Management of programs and</li> </ul>	Lecture, discussion illustration from	4	13.33

		<p>evaluation</p> <ul style="list-style-type: none"> <li>Proposals and resource generation and development</li> </ul>	<p>programs</p> <p>Preparing a proposal</p>		
III	Organizational climate and management processes	<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>Lecture, discussion, sit as an observer at a meeting</p> <p>Observer at a meeting</p>	3	10
IV	Policies and practice	<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>	<p>Lecture, discussion</p> <p>Flow chart for communicators</p>	2	6.66
V	Organizational Development	<ul style="list-style-type: none"> <li>Development strategies</li> <li>Work culture</li> <li>Transition and transformation</li> </ul>	Lecture, discussion	2	6.66
VI	Work process tasks	<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>	Lecture discussion and exercises	7	23.33



**Assignment:**

1. Develop vision, mission statement and objectives for dream agency.
2. Develop Human resource policy / conflict management policy/ volunteer management / staff development/ board development for agency.
3. Stakeholder's analysis for existed or fieldwork agency.
4. Write a proposal draft for fund generation for program or project
5. Draw Training Needs Analysis cycle for existed or fieldwork agency.
6. Study balance sheet and income and expenditure statement of an agency
7. Write the history and evolution of CSR in India
8. Study and submit a paper on the best practices in CSR followed by one corporate industry
9. Write on how to manage and sustain volunteers
10. Prepare a budget for conducting a short course in a community

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**Course Title**                      **SOCIAL WORK RESEARCH PROJECT**

**Course No**                         : **3.3**  
**Level**                                : **PG.2**  
**No. of Credits**                   : **4**  
**Total Marks**                     : **100**

### **Introduction**

The institutions may provide to the learner with a choice any ONE of the following. A well-developed / equipped ‘Research – skill- laboratory would obviously be a pre- requisite or making option is B and C available to the students.

### **RESEARCH PROJECT**

The learner is required to prepare and submit a dissertation, under the guidance of a faculty. The learner need not be expected to make a major / outstanding contribution to knowledge. The learner is 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. The length of the research report may be between 60-75 pages and not exceed 100 pages, the graphic presentations and the labor presentations together may not exceed 20.

Teaching input in terms of workload: One and half hours per week per student. This is the recommended average input which may not be uniformly spread over all the weeks. Some weeks may require more time of the teacher and some weeks less, depending upon the phase of work.





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**Course Title: Social Work Intervention in Unorganized Sector (credits-4)**

**Objectives**

1. To develop an understanding about the labor issues in the unorganized sector
2. To enable students to look at the linkages related to caste and gender in the unorganized sector
3. To develop critical perspective about legal and social security measures concerned with labour in the unorganized sector

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>	<b>Suggested Teaching-Learning Methodology</b>	<b>Hours for Teaching and Practical Work</b>	<b>Weightage in %</b>
A	1	<p><b>History and Growth of Unorganised Economy</b></p> <ul style="list-style-type: none"> <li>a. New economic reforms and growth of unorganized economy</li> <li>b. Concept of decent work and global labour standards</li> <li>c. Defining unorganized sector, unorganized employment and relations</li> <li>d. The labour commissions and their recommendations</li> </ul>	<p>A combination of the following methods for Teaching / Learning may be used and alternated as desired.</p> <p>Lectures and Discussion.            Inviting guest speakers/ practitioners and discussion.            Experiential exercises and discussion.            Workshops            Use of newspaper clippings, audio-visual aids and case studies.            Small group discussions            Group assignments and presentations.</p>	10	16.66%

	2	<b>Differentiated niches of unorganised sector</b> <ul style="list-style-type: none"> <li>a. Caste, age, religion and region.</li> <li>b. Migrant labour market and workforce</li> <li>c. Women workforce in the unorganized employment</li> <li>d. Human trafficking and child labour in the unorganized sector.</li> <li>e. Issues and challenges of construction workers, rag pickers, farmers,</li> </ul>		10	16.66%
	3	<b>Government Interventions</b> <ul style="list-style-type: none"> <li>a. The labour legislations pertaining to unorganized workforce</li> <li>b. Government schemes for the unorganised work force</li> </ul>		10	10%
B	4	<b>Unorganised labour force and the unorganised sector in the Urban area</b> <ul style="list-style-type: none"> <li>a. Construction Industry and the construction labour force</li> <li>b. Hawkers and venders</li> <li>c. Domestic workers</li> <li>d. Unorganized employment in the Solid waste management industry</li> </ul>		10	6.66%

5	<p><b>Unorganised labour force and the unorganised sector in the Urban area</b></p> <ol style="list-style-type: none"> <li>a. Agriculture and allied industry and unorganised employment forms</li> <li>b. Industries based on use of natural resources</li> <li>c. Land less labour force and bonded labour</li> <li>d. Unorganised employment /livelihood patterns of Nomadic tribes and de-notified tribes</li> <li>e. Unorganised employment in the home based industry</li> </ol>	<p>A combination of the following methods for T/L may be alternated and used.</p> <ul style="list-style-type: none"> <li>• Lectures and discussion</li> <li>• Inviting guest speakers, practitioners and discussion.</li> <li>• Use of case vignettes and students own practice experiences</li> <li>• Role plays and other experimental exercises and discussion.</li> <li>• Workshops and small group discussions, group assignments and presentations.</li> </ul>	10	20%
6	<p><b>Non-government Intervention</b></p> <ol style="list-style-type: none"> <li>a. National Campaigns for policy and legislation framing</li> <li>b. WEIGO and other international interventions</li> <li>c. Trade Unions and Cooperatives</li> <li>d. Ngo's and Civil Society organization</li> <li>e. Strategies for Organising the Unorganised</li> </ol>		10	20%

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<b>Core Domain</b>	<b>: SOCIAL WORK PRACTICUM</b>
<b>Learning Opportunity Title</b>	<b>: SOCIAL WORK PRACTICUM – CONCURRENT PRACTICE LEARNING</b>
<b>Learning Opportunity No</b>	<b>: 3.1</b>
<b>Level</b>	<b>: PG.2</b>
<b>No. of Credits</b>	<b>: 4</b>
<b>Total Marks</b>	<b>: 100</b>

**Introduction:**

the Learner is to use a holistic approach to problem solving organize people to meet their needs move from problem to issue based work and gain greater confidence working independently.

**Objectives:**

1. Develop skills to electively use the integrated approach to problem solving and enhance skills of intervention at the micro and the macro levels of the systems. In relation to the needs and problem of the client system.
2. Develop skills to organize people to meet their needs and solve their problems use roles appropriate to work e.g. advocacy for child's right human rights.
3. Develop an understanding of the pattern of behavior of people their strengths and their pathological behavior.

4. Develop the ability to carry out tasks in relation to service delivery and program management, Routine administration, staff supervision and training: prepare project proposals time management, management by objectives and enhance skills in documenting.
5. Recording skills to show interest engagement in practice and enhancement growth as a practitioner.
6. Develop the ability to make innovative contribution to the organization's functioning.
7. Generally represent profession in interdisciplinary teams and integrate theory and practice.
8. Develop the capacity to utilized instruction for enhancing and integrating field practice.
9. Utilized field instructions for enhancing and integrating professional growth
10. Make creative use to field instructions to evaluate mutual input.
11. Utilized practice – based research to test effectiveness of specific aspects intervention.

## **TYPES OF WORK ASSIGNMENT AT THE SECOND YEAR LEVEL**

Note to the field instructor

Encourage the learner to locate the problems in larger groups and understand the relationship between micro and macro systems an work with issues affecting larger groups and work with communities / group / individuals, for the same. The practice to show more reflective ability along that of task oriented work.

Encourage the learner to progress form individual / families to issue based practice and reinforce previous year learning.



## **AREA I. SOCIAL WORK IN THE ORGANIZATIONS / COMMUNITIES.**

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.

1. 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.
2. Identify gaps in policy, develop initiative and use advocacy skills to bring about change at local, state and national level.
3. Use selective skills of Social work and different roles to enable people meet challenges.

## **AREA II. WORKING IN TEAMS**

1. Enhance skills of working with inter-disciplinary teams to support peoples' quest to meet needs and goals.
2. Take initiative and leadership role while working with teams.

## **AREA III (A) PROGRAM MANAGEMENT**

1. Encourage learners' involvement in programs for social issues / concerns, and projects.
2. Prepare proposal for new program.
3. Develop skills for evaluation of program, preparereviews and documents.
4. Develop plans and implement these for staff development.
5. Develop skills to guide and train front line worker, like NSS and other volunteers.
6. Collect information of other similar programs, and develop skills of networking effectively with other agencies.

### **AREA III (B) RECORDS**

1. Records should show
  - i. Analysis of problem solving situation for new and significant areas of problems solving.
  - ii. Internalization of professional values.
2. Independently prepares and utilizes records like summery records, case studies, agency reports annual and six monthly of meeting press releases.
3. Masters skills for documentation of activities like projects, programs, case studies etc.

### **AREA III (C) PLAN**

1. Plan, implement and evaluate programs independently.
2. Be analytical and evaluate agency functions in relation to needs and problems of clients system.
3. 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.
4. Provide opportunities to use selectively, skills of social work and utilize them to effect change.

### **AREA IV PRACTICE STRATEGIES AND TOOLS**

1. Manifest selective and rational use of approaches, skills techniques.
2. Introspect in relation to own behavior, value relative absolute intrinsic and extrinsic and utilized this for growth.
3. Appreciate other contributions, however small in the filed

### **AREA V (A) RESPONSIBILITY TOWARDS SELF**

Professional responsibility and concern for client system is manifested in terms of:

1. Shows mastery time management, regularity and sincerity in work.
2. Demonstrates social work values.
3. Uses participatory approaches and problem solving skills.
4. Preparation for termination with a view to helping the client system for self – dependence.

### **AREA V(B) RESPONSIBILITY TOWARDS THE ORGANIZATION**

1. Functions confidently as a representative of the organization with respect to tasks undertaken.
2. Guides junior colleagues / volunteers to develop skills.
3. Provides leadership in specific task in the term of social work as well as in the inter-disciplinary terms.
4. Shows responsibility towards other organizations.
5. Practices professional ethics.

### **AREA VI PROFESSION AND THE PROFESSIONAL**

1. Enhance faith in the profession which is committed to social change. Willingly takes up challenging task with confidence.
2. Represents the profession:
  - a. To the public and other disciplines at meetings, seminars and enhances the image of the profession.
  - b. Through writing and documentation
  - c. Conducts self as the bearer of professional values.
  - d. Evaluation

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.

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## **Semester IV**

**Course Title**            **CHILD RIGHTS, LAW AND SOCIAL WORK**

**Course No**            : **4.1**  
**Level**                 : **PG.2**  
**No. of Credits**       : **4**  
**No. of Hours**        : **60**  
**Total Marks**        : **100**

### **Introduction:**

This course provides the learner the opportunity to learn skills for applying child rights principles to enable them to practice in the field. The course aims at enabling the students to understand the legal system and procedures in India. It will help the students to understand the concept of human rights and the processes of public interest.

### **Objective:**

- a. To develop an understanding of the concepts and magnitude of childhood vulnerability
- b. To acquire knowledge of principles of child rights
- c. To develop understanding about the child rights approaches
- d. To comprehend Govt. Role in providing for Child Rights in India
- e. To understand the partnership among civil society organizations and Govt. organizations in ensuring Rights of Children in a country.
- f. To acquaint the students with the knowledge and information on the legal rights of the people.
- g. To critically understand the legal system in India, and the role of police prosecution and judiciary.
- h. To develop skills in the students to analyze the problem and get justice.
- i. To develop an insight in the students about different problems faced by the people belonging to different strata of society and how to deal with these problems.

**Course Content:**

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>	<b>Suggested Teaching-Learning Methodology</b>	<b>Hours for Teaching and Practical Work</b>	<b>Weightage in %</b>
I	Situational analysis of children in India	<ul style="list-style-type: none"> <li>An overview of various violations of rights faced by children in India</li> </ul>	Discussion small group, discussion/ lecture	1	3.33
II	Historical Perspective	<ul style="list-style-type: none"> <li>Paradigm Shift from Charity approach, Welfare approach, Development approach and Rights based approach</li> <li>History of child rights movements</li> </ul>	Lecture discussions practitioners experience sharing	2	6.66
III	Concept of childhood vulnerability	<ul style="list-style-type: none"> <li>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>	Lecture discussions Experience sharing by field practitioners/ field observations Role play / field work practice	1	3.33
IV	Child protection	<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>	Lecture discussions Practitioners experience sharing	3	10

		alternatives (adoption, foster care, counseling and community outreach)			
VI	Child and the Law	<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>Lecture discussions</p> <p>Experience sharing by field practitioners/ field observations</p> <p>Role play / field work practice</p>	2	6.66
V	National Policies and programs for vulnerable groups	<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>Lecture discussions</p> <p>Experience sharing by field practitioners/ field observations</p> <p>field work practice</p>	3	10
VI	Role of NGOs and Civil Society	<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> <li>• CARA-Central Adoption Resource Agency</li> </ul>		3	10



		<ul style="list-style-type: none"> <li>• NCPCR</li> <li>• SCPCR</li> <li>• Child Line</li> </ul>			
VII	Existing legal system in India	Indian constitution, preamble, fundamental rights, directive principles, fundamental duties, legislative, executive and judiciary power. High court and supreme court.	Lecture / Discussion	2	6.66
VIII	Human rights	Human rights meaning scope and international perspectives, Issues related to vulnerable groups of women, child, labour, dalits, tribals and dwellers.	Lecture / Discussion	2	6.66
IX	Justice system	Structure of police station, reporting in police station, registration, investigation, arrest, warrant, bail, charge sheet and criminal judgment, appeal review and revisions. Courts, magistrate and sessions, high court supreme court and evidence Act, Judiciary and correction rehabilitation.	Lecture and case presentation of group, discussion visits	4	13.33
X	Indian penal code	Nature and types of crimes, offences against the state and property and human body	Lecture and discussion	1	3.33
XI	Civil procedure code	Procedures of civil suit – notice, affidavits, complaints, judgment of decree, settlement of	Lecture and case Presentation of	2	6.66

		issues and disposal and admission. Pleading, appeals, review and revision	group discussion		
XII	Legal Aid	History and concept of legal aid, need for legal aid, who needs legal aid, schemes, problems, Lokadalat and its functioning	Lecture and case Presentation of group discussion	1	3.33
XIII	Public interest litigation	History of public interest litigation with special reference to India. What is public interest litigation: concept, procedures and problems	Lecture and case study	1	3.33
XIV	Family court	History of family court, set up, procedure for applying cases, functions of family court	Lecture and visit	1	3.33
XV	Role of social worker	Social work intervention, needs, methods, problems at micro and macro levels suing legislation to ensue justice and equality for all	Lecture discussion and case study	1	3.33

### Methods of Assessment

- I. Examination 50%:
- II. Assignment 50%

- 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)
- Visit any residential institution for children and prepare a report on child rights scenario in that institutions (20 marks)
- 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)
- 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)
- Visit to court and submit a report thereon. It should carry 5 marks
- Short presentation on any one topic of legal relevance.

The project should be in the following format:

- Introduction
- Content
- Relevant Case Laws
- Critical evaluation of the topic
- Conclusion

The shorter project should be a write up on the given topic.

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- |                         |  |
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M.P. Jain	Constitution of India (In 2 Vols)	WADHWA &Co. Nagpur, 2003
D.D. Basu	Human rights in constitutional Law	WADHWA &Co. Nagpur, 2005
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**Course Title**                    **COUNSELING**

**Course No**                        **: 4.2**

**Level**                                **: PG.2**

**No. of Credits**                    **: 4**

**No. of Hours**                    **: 60**

**Total Marks**                    **: 100**

**Introduction:**

This course aims to equip learners with knowledge and skills with respect to counseling clients in their practice. The course provides experiential learning in a class room setting. Strategies for working with various client groups are also a part of this course.

**Objectives:**

- a. To provide counseling skill to learners
- b. To develop an understanding of different techniques of counseling
- c. To give an exposure to various strategies to be used while working with different client groups
- d. To gain awareness of self as a counselor

**Course Content**

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>	<b>Suggested Teaching-Learning Methodology</b>	<b>Hours for Teaching and Practical Work</b>	<b>Weightage in %</b>
I	Introduction to counseling	<ul style="list-style-type: none"><li>• Counseling meaning, concepts and history</li><li>• Types of counseling, facilitative preventive crisis, development.</li></ul>	Lecture and discussion	1	3.33

II	Counseling Relationship	<ul style="list-style-type: none"> <li>• Understanding the counseling relationship (boundary issues)</li> <li>• Ethical issues in counseling. Confidentially, shared confidentially, personal disclosure, personal sharing referrals, emotional involvement, remuneration etc.</li> </ul>	<p>Role play</p> <p>Lecture</p> <p>Discussion</p>	2	6.66
III	Approaches to counseling	<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>	Workshop mode	15	50
IV	Basic helping skills-	<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>	<p>Role play</p> <p>Discussion</p> <p>And Practice Sessions</p>	2	6.67
V	Stages of counseling	<ul style="list-style-type: none"> <li>• Assessment,</li> <li>• Information gathering</li> <li>• Identifying goals for intervention,</li> <li>• Contracting Action.</li> </ul>	<p>Role play</p> <p>Discussion</p> <p>And Practice Sessions</p>	3	10
VI	Strategies for	<ul style="list-style-type: none"> <li>• Feminist counseling</li> <li>• Crisis counseling &amp; grief</li> </ul>	Workshop lecture & discussion after giving	6	20

	different client groups.	counseling <ul style="list-style-type: none"> <li>• Child guidance</li> <li>• Sexuality counseling</li> <li>• Family counseling</li> <li>• Substance abuse             <ul style="list-style-type: none"> <li>○ Counseling</li> </ul> </li> <li>• HIV / AIDS counseling</li> <li>• Adoption and infertility counseling</li> </ul>	reading material  Workshop Workshop Workshop Workshop Counseling		
VII	Self-Awareness in Counseling	<ul style="list-style-type: none"> <li>• Understanding self as a helper.</li> </ul>	Workshop	1	3.33

### Methods of Assessment

Examination 50%

Assignment 50%

- Students to interview practicing counselors and prepare a report on techniques use by them (20 marks)
- Cases for counseling to be provided to students and their helping skills and strategies employed by them to be assessed (20 marks)
- Group assignment on various techniques of counseling (10 marks)



## REFERENCE

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**Course Title: HUMAN RIGHTS AND SOCIAL WORK**

**Course No. : 4.2**

**Level : PG 4**

**No of Credits: 4**

**No. of Hours: 60**

**Total Marks: 100**

**Introduction:**

This course aims at introducing the learners to a concept of Human Rights and critical inquiry into the contemporary issues related to Human Rights in social work profession. Due to continuous changes in the society this course will be helpful for learners to get acquainted with contemporary issues and intervention strategies through Human Rights perspective.

**Objectives:**

- a) To Understand Concept and importance of Human Rights.
- b) To Develop skills to understand contemporary reality in Society
- c) To Develop ability for intervention strategies for contemporary issues through Human Rights

**Course Content:**

<b>Module No</b>	<b>Module Title</b>	<b>Content</b>	<b>Suggested Teaching-Learning Methodologies</b>	<b>Hours</b>	<b>Weightage in %</b>
I	Introduction to Human Rights	Introduction to Human Rights  Concept, Definition, Characteristics  Human Rights in West and India (Historical Perspective)  Pre Independence Era and Post-Independence Era	Lecture  Film Review  Group Discussions and Presentations	4	10
II	Judicial System	Indian Judicial System  Historical Perspective in India	Lecture  Field visits  Group Discussion	6	15

		Judicial Advocacy  Role of Government and NGOs	Film Reviews  Expert Session		
III	Constitution of India	Constitution of India  Historical Perspective  Preamble  Fundamental Rights  Directive Principles and Fundamental Duties	Lecture  Expert Session  Field Visit  Film Review  Group Discussion	10	15
IV	Police Administration	Police Administration in India  Historical	Lecture  Expert Session	10	15

		<p>Perspective</p> <p>Challenges faced by Police Personnel</p> <p>Role of Social Worker in working with Police Administration</p>	<p>Field Visit</p> <p>Film Review</p> <p>Group Discussion</p>		
V	Human Right Commission	<p>Human Right Commission</p> <p>Historical Perspective (International and National)</p> <p>National and State Human Right Commission</p> <p>Structure, Eligibility and Jurisdiction</p>	<p>Lecture</p> <p>Expert Session</p> <p>Field Visit</p> <p>Film Review</p> <p>Group Discussion</p>	10	15

VI	Human Rights	Women and Human Rights Children and Rights Marginalized Communities and Human Rights Minority and Human Rights	Lecture Expert Session Field Visit Film Review Group Discussion	10	15
VII	Human Right and Social Work	Advocacy Tools RTI, PIL Legal Counselling Skills of Social Worker in Human Right Setting Case Studies of NGOs		10	15

## Methods of Assessment

Examination 50%

Assignment 50%

- Students to interview practicing counselors and prepare a report on techniques use by them (20 marks)
- Cases for counseling to be provided to students and their helping skills and strategies employed by them to be assessed (20 marks)
- Group assignment on various techniques of counseling (10 marks)

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## Types of assessment

- Supervisors assessment
- Viva voice by two or three examiners (including the supervisor) based on the dissertation.

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**Course Title: Women and Gender Development****Credits: 4****Hours: 60****Introduction:**

Focusing on the emergence of the women's movement and women's studies, the paper examines the ways in which social categories of gender/race/class constructs and defines human experiences. Specifically, it examines the prevailing socio-economic and political structures/institutions from the standpoint of women's experiences.

**Objectives:**

- To enable students to appreciate the reasons for the growth of the women's movement in India
- To enable students to understand the complex intersections of gender/class/caste and race ideologies
- To enable students to understand the socio-economic and political barriers to women's equality and empowerment
- To enable students to understand strategies for women's empowerment

**Content:**

<b>Sr. No.</b>	<b>Title of the unit</b>	<b>Content</b>	<b>Teaching methodology</b>	<b>Suggested no. of hrs.</b>	<b>Weightage in %</b>
I	Women's Movement in India	<ul style="list-style-type: none"><li>▪ The historical roots of the feminist consciousness in the 19<sup>th</sup> century social reform movement</li><li>▪ Growth of the contemporary women's movement</li></ul>	Lecture/ discussion	4	13.33%

		<p>in India</p> <ul style="list-style-type: none"> <li>▪ Impact of NGO and donor driven development on feminist action</li> </ul>	<p>Lecture/ discussion</p> <p>Lecture/ discussion</p>		
II	<p>Construction of Gender Class/Caste/Religious Identities</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>	<p>Lecture/ Discussion debate</p> <p>Group exercise in collecting experiences of socialization in different communities</p> <p>Documentary films followed by discussions and lecture</p> <p>Lecture</p> <p>Analysis of selected texts followed by class discussion</p>	5	16.66%

III	Violence against Women	<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>	Lecture/ Discussion  Lecture/ discussion  class discussion  Lecture/ discussion	4	13.33%
IV	Legal Position of Women in India	<ul style="list-style-type: none"> <li>▪ Constitutional provisions</li> <li>▪ Labour laws</li> <li>▪ Personal laws</li> <li>▪ Family courts</li> </ul>	Lecture/ Discussion and	2	6.67%
V	Women's Work and Participation in the Economic	<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>	Lecture/ Discussion  Student presentation	4	13.33%
VI	Women's Access to education and Health Services- Critique of Policies	<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>	Lecture/ Discussion and  Class discussion	5	16.66%

VII	Impact of Current Trends in Development on Women	<ul style="list-style-type: none"> <li>▪ Impact on women's workforce participation</li> </ul>	Lecture/ discussion	2	6.67%
VIII	Policies and Programmes for Women/Strategies for Change	<ul style="list-style-type: none"> <li>▪ A critical exploration of landmark policies for women (such as the Towards Equality Report, Shramskati 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>	<p>Group discussion and critical analysis of the texts</p> <p>Student presentations</p> <p>Fieldwork and class discussion</p>	4	13.33%
IX	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**Assignment:**

- Preparing a case study of domestic violence victim (10 marks).
- Conducting a survey of slum girls to understand their health and related problems (10 marks).
- Film show related to gender and discussion (10 marks).
- Write a note on women's movements in India (15 marks)
- Comparative study of gender discrimination in Text books (5 marks)

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## **Course Title: Internship**

### **Introduction:**

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.

### **Objectives:**

- To develop professional skills through practical learning
- To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
- To develop the skills for solving the problems and work at micro level and at macro levels
- To provide opportunity for the integration of class room learning and field practice and vice-versa.
- To develop the skills required for professional practice at the particular level of training.

### **Internship Details:**

#### **Semester IV:**

1. Placement in CSR of industries, NGO and government agencies to understand their functioning.
2. Planning, organizing and carrying out activities in the area of NFE, CE and CD.

❖ **For details please refer to Internship Manual**