

AC - 19/3/2012

Item No. 4.13

UNIVERSITY OF MUMBAI



Revised Syllabus for Master of Social Work Degree

Programme - M.S.W.

Course - M.S.W.

(Semester I to IV)

(As per Credit Based Semester and Grading System with effect from the academic year 2012-2013 for Sem. I & II & Semester III & IV for the Academic year 2013-2014)

REVISED SYLLABUS RELATING TO THE DEGREE OF THE MASTER OF SOCIAL WORK UNDER THE CREDIT BASED SEMESTER AND GRADING SYSTEM

Evaluation:

The degree of Master of Social Work shall not be conferred upon a candidate unless he/she has passed in all the heads of passing and has obtained the minimum marks in individual papers and on the aggregate as prescribed for the examination.

There shall be in each paper, in each semester, an internal assessment for 40 per cent of the full marks assigned to the paper, and a University examination for the remaining 60 per cent of the full marks to be held at the end of each semester.

The internal assessment of 40 per cent in each paper will be made throughout the semester by the subject teacher.

The division of the 40 per cent will be as follows: 10 per cent for one assignment; 20 per cent for one class test; 10 per cent for active class participation, overall conduct based on the presence and participation of the learner during lectures.

The internal assessment of 40 per cent, which will be made by the subject teacher, and the marks allotted for internal assessment will be communicated to the students before the close of the Semester except in Research Project/Term paper and Field Work.

The University examination carrying 60 per cent of the total marks assigned to each course will cover the entire syllabus prescribed for the respective papers.

A paper carrying 50 marks, will comprise of an external examination (University) for 30 marks which will be of one and a half hours duration.

The total number of questions for each paper carrying a total of 30 marks shall be three. All of which will be compulsory. However, each question will have an internal choice.

A candidate may answer the examinations in any of the following languages – English, Hindi or Marathi.

The record of marks for internal work obtained by the students admitted for the examination will be communicated to the University within two weeks before the close of the semester.

One 'Additional' examination for the unsuccessful candidates will be conducted after 20 days and within 40 days of the declaration of the results.

A candidate to be eligible to appear for the examination to each semester must have:

- a) Minimum 75% of attendance of lectures in each subject in each semester.
- b) 100% attendance in Field Work

Field Work for each of the semesters shall be certified by the Head of the Institution concerned and the marks assigned for Field Work shall be communicated to the Registrar of the University by the Head of the Institution not later than two weeks before the close of the semester.

Standard for Passing the M.S.W. Degree Examination

To Pass the MSW Degree Examination, a Candidate must Obtain:

1. 50% of the full marks assigned to the external examination of a paper,
2. 50% of the full marks assigned to the internal examination of a paper,
3. 50% in the Research Project/Term paper,
4. 50% of the full marks in Field Work and,
5. An aggregate of 50% in all subjects of each semester taken together and
6. 50% of the aggregate marks in all the subjects of all the semesters taken together.

Research/Term Paper Project:

The following will be the components and pattern of examination for Term Paper/Research project at the MSW degree Examination

a) Assessment of the process of work done by the student	30%
b) Assessment of the final report/paper (product)	50%
c) Viva Voce examination	20%
Total	100%

The Assessment of component (a) will be done by the guiding teacher. The Assessment of component (b) will be done by 2 external examiners appointed for the purpose by the University and the concerned guiding teacher of the specific term paper/research. The external examiners will assess for 40% of the total marks (i.e. 80 marks in Research and 40 marks in Term Paper) and the guiding teacher will assess for 10% of the marks (i.e. 20 marks in Research and 10 marks in Term Paper). Each set of External examiners will be assigned not more than 20 Research or Term Paper projects for assessment. The external examiners appointed must be experienced and qualified social work practitioners/educators. Assessment of component (c) namely, Viva-Voce will be done by the external examiners only.

Field Work

The following will be the components and pattern of examination for the Field work project at the MSW degree Examination

Field work in each of the four semesters will be for 100 marks. In Semester I and III the entire 100 marks will be assigned by the Field work project guide, and will be included to determine the class at the end of the fourth semester.

In the second and fourth semesters also, field work will be for 100 marks. However, at the end of semester II and IV there will be a viva for 60 marks. The viva will be conducted by two external examiners appointed by the University. The External examiners will allot 60 per cent of the total marks and the Field work project guide will allot 40 per cent.

Marks for field work will be assigned in the following manner.

Semester I	100 marks (assigned by the Field work Project guide)
Semester II	40 marks (assigned by the Field work Project guide)
	+ 60 marks External Viva Total 100 marks
Semester III	100 marks (assigned by the Field work Project guide)
Semester IV	40 marks (assigned by the Field work Project guide)
	+ 60 marks External Viva Total 100 marks

The seven point Grading System will be as follows:

Grades	Marks in Percentage	Grade Points
O	75 +	7
A+	70 - 74.99	6
A	65 - 69.99	5
B+	60 - 64.99	4
B	55 - 59.99	3
C	50 - 54.99	2
F (Fail)	49.99 and below	1

Re-examination:

An unsuccessful candidate who has obtained 50 per cent in a paper/papers may at his/her option be exempted from appearing in these paper/papers in a subsequent examination and will be declared to have passed the MSW degree examination when he/she passes/clears in the remaining papers.

An unsuccessful candidate who passes in

- a) Research Project/Term Paper obtaining 50 per cent of the full marks and,
- b) Field Work obtaining 50 per cent of the full marks will have to claim exemption in the same, and will be declared to have passed the degree Examinations when he/she has passed in the remaining paper/s.

For the purpose of deciding whether the candidate has secured the required number of marks on the aggregate; marks in the following

- a) Theory courses (if any)
- b) Field Work and
- c) Research Project/Term Paper

in which he/she has been exempted at an earlier examination shall be carried over.

The degree of Master of Social Work will not be conferred upon a candidate unless he/she has passed in all the theory courses and Field Work, obtaining the minimum marks required in each and also having obtained the required percentage of the aggregate marks in the theory courses, Field Work and Research Project/Term Paper, taken together.

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A candidate who fails to pass in **field work** in the first Semester will be allowed to keep terms for the second semester by completing an additional 180 hours of field work before seeking admission to the third semester. A candidate must pass the field work of the first and second semesters before seeking admission to the third semester. The field work guide will assess the candidate's performance and certify whether the candidate has successfully completed the field work requirements.

M.S.W - Semester I

Marks

Compulsory Courses

Paper I	-	History and Philosophy of Social Work	50
Paper II	-	Work with Individuals and Families - I	50
Paper III	-	Work with Groups - I	50
Paper IV	-	Community Organization -I	50
Paper V	-	Research Methodology - I	50

Optional Required Courses*

Paper I	-	Introduction to Sociology	50
Paper II	-	Introduction to Politics	50
Paper III	-	Human Growth & Behaviour	50

Electives**

Paper I	-	Social Work in the Field of Health	50
Paper II	-	Rural Studies	50

Field Work**(180 hrs. /semester)****100**

* Optional Required Courses – Candidates will opt for any two of the optional courses

** Electives – Candidates will opt for any one of the electives

Number of Credits for Semester I

Compulsory Courses	15
Optional Required Courses	04
Electives	01
Field Work	04

Total Credits in 1st Semester 24**M.S.W - Semester II****Marks****Compulsory Courses**

Paper I	-	Work with Individuals and Families - II	50
Paper II	-	Work with Groups - II	50
Paper III	-	Community Organization -II	50
Paper IV	-	Research Methodology II	50
Paper V	-	Social Welfare & Development Administration	50

Special Courses

Paper I	-	Economics of Development	50
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Electives**

Paper I	-	Disability Studies	50
Paper II	-	Social Work in the field of Education	50
Paper III	-	Work with the Elderly	50

Field Work**(180 hrs. /semester)****100**

** Electives – Candidates will opt for any two of the electives

Number of Credits for Semester II

Compulsory Courses	15	
Special Courses		03
Electives		02
Field Work		04
Total Credits in 2nd Semester	24	

M.S.W - Semester III

Marks

Compulsory Courses

Paper I	-	Therapeutic Interventions	50
Paper II	-	Contemporary Social Movements	50
Paper III	-	Integrated Social Work Practice I	50
Paper IV	-	Social Policy & Planning	50
Paper V	-	Mental Health	50

Special Courses

Paper I	-	Gender Studies	50
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Electives**

Paper I	-	Labour Issues in the Informal Sector	50
Paper II	-	Media & Development	50
Paper III	-	Vulnerable Children	50

Field Work

(180 hrs. /semester)	100
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** Electives – Candidates will opt for any two of the electives

Number of Credits for Semester III

Compulsory Courses	15	
Special Courses		03

Electives	02
Field Work	04

Total Credits in Semester III 24

M.S.W - Semester IV

Marks

Compulsory Courses

Paper I	-	Integrated Social Work Practice II(Seminar)	50
Paper II	-	Human Rights	50
Paper IV	-	Management of Non-Profit Organizations	50

Special Course

Paper I	-	Legal Literacy	50
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Electives**

Paper I	-	Disaster Management	50
Paper II	-	Peace Education	50
Paper III	-	Teaching and Supervision in Social Work	50
Paper IV	-	Ecology	50
Paper V	-	Criminology & Correctional Administration	50

Research Project	200
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OR

Term Paper Project	100
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Field Work	(180 hrs. /semester)	100
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** Electives – Research Candidates will opt for any two of the Electives; and Term Paper candidates will opt for any four of the electives.

Number of Credits for Semester IV

	Research	Term Paper	
Compulsory Courses	12	12	
Electives	02		04
Field Work	04		04
Research Project	06	Term paper project	04

Semester: I

Compulsory Course

Paper I: History and Philosophy of Social Work

Credits: 3

Course Objectives:

- To acquire knowledge of the historical development of social work in the West and in India.
- To understand the major philosophies that influence social lives of people.
- To recognize the importance of internalizing values and ethics in the practice of the profession.
- To develop an appreciation of fundamental values that is common among the major religions.

Units	Content	
1.	<p>Introduction: Social Work - a profession. Its philosophical value postulates and principles:</p> <ul style="list-style-type: none"> - Concept of Human Nature - Purposive existence of human beings - Meaning of Philosophy - Ideology: Concept and Characteristics - Attributes of a Profession and Social Work as a Profession - Definition of Social Work - Philosophical value framework and principles of social work profession. 	
2.	<p>History of Social Welfare and Development of Social Work; Social Vision of Modern Social Reformers:</p> <ul style="list-style-type: none"> - History of Western Social Welfare and Development of Social Work - Social Work Profession in India - Social Vision and Contributions of Modern Social Reformers: Mahatma Phule Dr. B.R. Ambedkar Swami Vivekanand Mahatma Gandhi 	
3.	<p>Western Social Philosophies:</p> <ul style="list-style-type: none"> - Individualistic Liberalism and its Social Doctrine, its socio-economic manifestation i.e. capitalism and the emerging Social Question. - Marxian Social Philosophy: Dialectic Materialism, Historical Materialism, Class Struggle and Establishment of Classless Society. - Secular Humanism. - Post Modernism and Cultural relativism. 	
4.	<p>Common Values found in World Religions and Social Work Profession:</p> <ul style="list-style-type: none"> - Values, Standards and Fundamental moral attitudes found among 	

	<p>world religions that can form the basis of Global Ethic, “Golden Rules” as expressed in different religious texts.</p> <ul style="list-style-type: none"> - Aspects of Religious thought which hinder Social Work and which facilitate Social Work for better Interpersonal Interaction and Social Collaboration. 	
5.	<p>Theories of Ethics and Ethical Issues in Social Work:</p> <ul style="list-style-type: none"> - Lawrence Kohlberg’s Stages of Moral Development: Pre-conventional, Conventional and Post-conventional. - Levels of Moral Development and Corresponding Social Orientations. - William Lowhead’s Levels of Ethical Objectivism and Nature of Morality. - Ethical Egoism - Utilitarianism - Kantian Ethics - Virtue Ethic. 	
6.	<p>Code of Ethics for Social Workers and Best Ethical Practices:</p> <ul style="list-style-type: none"> - Importance and Functions of Code of Ethics - Best Ethical Practices with reference to responsibilities towards Self, Society, Co-workers, Profession, People in Need, Employing Organizations and Social Research. 	

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14. Nitin Batra (2004) Dynamics of Social Work in India, Raj Publishing House, Jaipur - 302 004.
15. Papalia Diane, E. Olds Wendkos Sally, Feldman Duskin Ruth (2007) Human Development Tata McGraw Hill Publishing Company, New Delhi.

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17. SinghKaran (ed) (1983) Religions of India, Clarion Books, Delhi.
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Semester: I

Compulsory Course

Paper II: Work with Individuals and Families I

Credits: 3

Course Objectives:

Enable students to acquire knowledge of work with individuals and families as a method in social work practice.

Enable students to acquire knowledge of different intervention models and develop skills to utilize them selectively

Enable students to develop self awareness in the process of acquiring professional competence

Unit	Content
1. Historical development of Direct Practice and Concepts	Concepts and Definitions of work with individuals and families.
2. Values and Principles	Core values and principles of work with Individuals and families
3. Understanding families in the Indian context	Type of families; Stages of development with reference to Indian families; Concept of social role and communication in the family; Understanding the Family as a system. Concepts of circular causality; homeostasis; closed and open systems; synergy in families; social support systems;
4. Skills of work with individuals and families	Intake; interviewing; home-visits; joint interview; multiple client interview;

5.Process of Intervention	Study; assessment; intervention; evaluation; termination; follow up
6. Recording	Types of Recording: Process; Summary; Block summary; Recording skills; Uses of records;

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Sheafor, Bradford, Horejsi, Charles, Horejsi, Gloria, (1997) Techniques and Guidelines for Social Work Practice, London : Allyn and Bacon

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Skidmore, Rex, Thackeray, Milton, O. William, Farley (1983) Introduction to Social Work, New Jersey : Prentice Hall

Upadhyay, R. K. (2003) Social Case Work, Jaipur & New Delhi : Rawat Publications

Semester: I

Compulsory Course

Paper III: Work With Groups - I

Credits: 3

Course Objectives:

Enable students to:

- Understand the various attempts at professionalization of Work with Groups as a method of social work practice.
- Acquire knowledge of theories contributing towards understanding of group behaviour
- Acquire knowledge and develop skills for use of varied program media.
- Develop self awareness and sensitivity as a group worker.

CONTENT

Units	Topics
1	Introduction to Social Group Work. Group work as a method and its development in context of social work practice Definition and characteristics of social group work.
2	Group Work a Method Group work as a Method in relation to work with Individuals and C.O. as Method. Values and distinctive principles underlying the group work as a Method. Indicators and counter-indicators of use of group work as a Method.
3	Group Processes Steps in formation of groups.

	Types of group – (Open / Closed)..... Phases and Stages of group development. (Initial and Middle Phases, its characteristics and role of social worker)
4	Use of Program Media in Group Work. Program/Group Media – <ul style="list-style-type: none"> ➤ Characteristics ➤ Rationale and Importance of program media ➤ Types of program media ➤ Characteristics of Program Media ➤ Use of program media (eg. action Songs – simulation games, puppets, role/street plays, photo language, documentary/feature films, posters etc.) ➤ Group Discussions, Group Meetings and Training Programs ➤ Steps in planning sessions for the group ➤ Conducting Group Sessions
5	Tools and Techniques In Group Work Use of Communication: Self and interpersonal communications. Levels of Communication within the group. Skills in handling communication.
6	Recordings in group work Importance & Principles, Types of recording, Techniques in writing reports etc.

References

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Semester: I

Compulsory Course

Paper IV- Community Organisation I

Credits 3

Course Objectives:

- Understand the concept of community in the Indian and western context.

- Understand and appreciate the subaltern perspective of community dynamics.
- Develop skills of community problem analysis and problem solving
- Appreciate the significance of a participatory approach to community intervention.

Unit No.	Topic
1.	<p>Community Organisation : Concepts, functions, evolution.</p> <ul style="list-style-type: none"> ➤ Definitions and understanding of communities, types of communities. ➤ Evolution of community practice in the west and in India; Community Development and Community Organisation. ➤ Changing communities – communities as sites of Identity, inclusion and exclusion.
2	<p>Contextualising Community Practice in Rural and Urban Areas :</p> <ul style="list-style-type: none"> ➤ The Indian village as perceived by Phule, Ambedkar and Gandhi ➤ Caste and Class in the traditional village. ➤ The changing village and emerging issues. ➤ Urbanisation and growth of slum communities. ➤ The changing socio-demographic profile of cities and emerging issues.
3	<p>The Community Organisation Process:</p> <ul style="list-style-type: none"> ➤ Outcome and process goals of community work. ➤ Drawing up a community profile : techniques of PLA, fact-finding and needs assessment. ➤ Caste,Class,Gender and Vulnerability in understanding communities. ➤ Prioritising issues in community work. ➤ The problem- solving process.
4	<p>Understanding community Dynamics :</p> <ul style="list-style-type: none"> ➤ Concepts of power and authority; sources of power in communities; issues of control and access to resources in urban and rural communities. ➤ Understanding conflicts in communities - the functionalist and structural perspectives. ➤ Strategies of conflict resolution.
5	<p>Leadership in Community Organisation :</p> <ul style="list-style-type: none"> ➤ Concept and types of leadership. ➤ Multiple leadership and team building in communities ➤ Role and functions of community leaders. ➤ Training community leaders.
6	<p>Participation as the core of Community Organisation:</p> <ul style="list-style-type: none"> ➤ Meaning, dimensions and levels of participation ➤ Significance and value of people-centered processes in Community Organisation. ➤ Building people’s organisations for sustainable communities.

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Semester: I
Compulsory Course
Paper V: Research Methodology I

Credits 3

Course Objectives:

Enable students to:

- ☑ Understand the need for research in Social Work practice and different research methods used in Social Work research

- ☑ Understand the role and characteristics of different Research Designs, Methods and Statistical tools and techniques.
- ☑ Develop skills in doing Research*.

UNIT	TOPIC
1. Introduction to Social Sciences	a) Research as an integral part of Science. b) Difference between Natural Science and Social Science
2. Meaning and Scope of Research Methodology	a) Meaning of Social Research b) Importance of Research in Social Work. c) Ethical Issues in doing Research.
3. Research Designs	a) Meaning b) Types of Research Designs: - Descriptive - Explanatory - Participatory Action Research.
4. Quantitative and Qualitative Research.	Basic distinction between Qualitative and Quantitative Methods
5. Quantitative and Qualitative Research.	Surveys, Experiments, Ethnography
6. Selection of a Research Problem.	a) Literature Review and Literature Survey. b) Problem Identification - Specification of Research Questions. - Rationale and Study Objectives. - Hypothesis.

References:

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Semester: I

Optional Required Course

Paper I: Introduction to Sociology

Credits 2

Course Objectives:

To enable students to:

- Understand basic sociological concepts and theories
- Understand the processes of social change in India through relevant theories

Unit	Topic
<ul style="list-style-type: none"> • Sociology as a Social Science 	<ul style="list-style-type: none"> • Definition • Development of sociology • Scope and significance • Relevance to social work practice
<ul style="list-style-type: none"> • Basic Concepts 	<ul style="list-style-type: none"> • Society • Social institutions • Social systems • Social structures • Social stratification • Social mobility • Social control
<ul style="list-style-type: none"> • Major Theoretical 	<ul style="list-style-type: none"> • Functionalist perspective

perspectives	<ul style="list-style-type: none"> • Conflict perspective • Interactionist perspective • Positivism
<ul style="list-style-type: none"> • Culture and Socialization 	<ul style="list-style-type: none"> • Culture: Concepts, functions, characteristics • Dimensions of culture: Cognitive, normative, material • Socialization: Process, functions, agents, problems of faulty socialization
<ul style="list-style-type: none"> • Social Processes 	<ul style="list-style-type: none"> • Meaning and kinds of social interaction • Cooperation, competition, conflict, accommodation and assimilation
<ul style="list-style-type: none"> • Social Change 	<ul style="list-style-type: none"> • concept, factors affecting social change • Western theories of social change: Evolutionary theory, cyclical theory, conflict theory • Theories of social change in India: Sanskritization, Westernization, Modernization, Secularization

References:

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2. Shankar Rao, C.N. (2005). *Sociology*. New Delhi: S. Chand and Company Ltd.
3. Sharan, Raka (1991). *A Handbook of Sociology*. New Delhi: Anmol Publications.
4. Srinivas, M.N. (1991). *Indian Social Structure*. New Delhi: Hindustan Publishing House.

Semester: I

Optional Required Course

Paper II: Introduction to Politics

Credits 2

Course Objectives:

Enable students to:

- Understand Politics as a Social Science and the basic concepts relevant to its study.
- Critically understand and analyse the democratic and dictatorial forms of government and processes.
- Critically understand and analyse the major political problems that affect the contemporary society.

Unit	Content
1. Introduction to politics and State	a. Nature and Scope of Politics. b. State: Elements, Role and Functions. c. Relevance of Politics to Social Work Profession.
2. Classification of Government	a) Democracy: Concept, Characteristics b. Dictatorship: Concept, Characteristics, Types of Dictatorship, Critique of Dictatorship.

3. Democratic Government	<ul style="list-style-type: none"> a. Types of Democracy <ul style="list-style-type: none"> i) Direct and Indirect Democracies ii) Parliamentary and presidential Democracy. b. Critique of Democracy. c. Federalism in Indian democracy and democratic decentralization. d. International Democratic Body: United Nations, Its goals structure and functions.
4. Democratic Processes	<ul style="list-style-type: none"> a. Introduction b. Election and Representation c. Voting Behaviour and its determinants. d. Role of Election Commission and independent, impartial elections. e. Electoral Violence.
5. Democratic Processes: Political Parties, Pressure groups, public opinion and Media.	<p>Meaning, Characteristics, and Roles of:</p> <ul style="list-style-type: none"> a. Political Party, b. Pressure Group, c. Public Opinion, d. Media.
6. Political Problems	<ul style="list-style-type: none"> a. Introduction to political problems b. Political alienation as a problem c. Political corruption as a problem d. Political violence as a problem <ul style="list-style-type: none"> i.) Sectarian and Terrorist violence ii) Politicization of Religion leading to Communal Violence iii) Regionalist and Separatist movements.

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Johari, J.C.(1989). Principles of Modern Political Science. Sterling Publisher Pvt. Ltd., New Delhi.

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Mehra, A.K. & Khanna, D.D (ed) Kueck, G.W (2003). Political Parties and Party System, New Delhi.

Nohlem, D (2nd ed) 1996. Elections and Electoral System. Macmillan India Ltd. New Delhi.

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Sharma B.M. Bareth; R (ed) 2004. Good Governance, Globalisation and Civil Society,

Wilkinson, S.(2004). Votes and Violence. Electoral competition and communal riots in India,

Semester: I

Optional Required Course

Course Objectives:

Enable students to

1. Develop an overall understanding of the nature of Human Behaviour and factors that influence Human Behaviour
2. Acquire knowledge and holistic understanding of the various schools of thought on Human Behaviour
3. Understand the development of growth and behavior at various stages in the life span
4. Apply the knowledge of human growth and development in Social Work Practice

UNIT	TOPIC
I. Introduction to Psychology	<ul style="list-style-type: none"> • Definition, goals, sub fields of psychology • Role of Heredity and Environment • Understanding Psychology and Life Span Approach from an Indian perspective and its relevance to Social Work profession..
II. Basic Psychological Concepts	<ul style="list-style-type: none"> • Perception, Emotion, Motivation, Cognition, Learning & Intelligence • Attitudes, Prejudice, Stereotypes • Aggression, Mass Behavior • Frustration, Conflict, Stress • Altruism, Values
III. Personality Theories	<ul style="list-style-type: none"> • Psychoanalytical theory • Psycho-social theory of development, • Behavioristic theory , • Humanistic theory
IV. Life Span Approach to development -1	<p>a. Pre-natal Stage</p> <ul style="list-style-type: none"> • Conception, myths related to pregnancy, • Factors affecting prenatal development, • Prenatal and postnatal care • Developmental milestones achieved during prenatal Development.
V. Life Span Approach to development -2	<p>b. Childhood</p> <p>Infancy to Late Childhood- physical, social, cognitive development, needs, changes and tasks,</p>

VI. Life Span Approach to development -3	c. Adolescence, Adulthood and Aging Physical, social, cognitive development, needs, changes and tasks.
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2. Child Development, Eleventh Edition, John W. Santrock, Tata McGraw Hill, New Delhi, 2007
3. Developmental Psychology, Childhood and Adolescence, David R Shaffer, Fifth Edition Brook/Cole publishing Co, 1999
4. Human Development, Ninth Edition, Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feildman, Tata Mcgraw Hill, 2004
5. Life-Span Human Development Sigelman C,Shaffer D R, Second Edition, Brooks/Cole Publishing, 1995Images of the Life Cycle and Adulthood in India in Anthony, E.G and Colette. (Eds). The Child in his Family, Wiley, 319-332, Sudhir Kakar, 1978
6. Indian Childhood, Cultural Ideals and Social Reality, S. Kakar, Delhi, Oxford University Press, 1979
7. Introduction to Psychology, Clifford Morgan, King, Weinz & Schopler, Seventh Edition, New Delhi Tata MCgraw Hill Publishing Co Ltd, 1986
8. Interpreting Personality Theories, Bishop Ledford, Harper Row Publishers, New York, 1979
9. Personality & Personal Growth, Frager & Friedman, Harper Row Publishers, New York, 1985
10. Social Psychology, Yaylor Shelley E, Pearson, 2006
11. Social Psychology, Palwal Suprithy, RBSA Publishers, 2002
12. Understanding Child Behavior Disorders, Fourth Edition, Donna M Gelfand, Clifford J Drew, Thomson, Wadsworth, 2003
13. Understanding Psychology, Robert S Feldman, Tata Mcgraw Hill Publishing Co Ltd, 2004

Semester: I

Elective Course

Paper I: Social Work in the field of Health

Credit: 1

Course Objectives:

- Develop an understanding of the concept of health; the health system and programmes and the health status in the India.
- Develop the ability to access, analyse and respond to health issues.
- Develop an understanding of the relationship between development and health status.
- Develop an understanding of the role of professional social work in the field of health.

UNIT	TOPIC
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Introduction to the Concept of Health.	Concept of health, and its evolution – Bio-medical, Ecological, Psychological and Holistic. WHO Definition of health. Indicators of health. Human biology, environment, lifestyle, socio-economic status, morbidity, mortality, disability, utilization of health services.
Concept of Diseases and analysis of Health Status.	Epidemiological concept of disease. Health Status of vulnerable groups in India. Right to Health; Patient's rights, Consumer Protection Act, Health Insurance. Iceberg concept of disease, Prevention and Control of disease.
Health System in India.	Health planning and policy, health structure and primary health care.
Analysis of health situation in India.	Globalization / Privatization of health services and their implications. 5 year plans, India Development Report. UNICEF /WHO Reports.
Health and Development.	Millennium development goals, Rural health mission.
Role of Social Work in the field of health.	Multidisciplinary approach.

References

Barli Deveg Institute for Rural Women 2004

Learning to teach Health, A training manual for Rural and Tribal Women

Mahajan Gupta 1995

Textbook of Preventive and Social Medicine, Second Ed Jaypee Brothers Medical Pub (P) Ltd. N-Delhi

Jane Stein 1997

Empowerment & Women's Health, Zed Books London

Davy/Gray/Scale (Eds) 1996

Health & Disease A Reader, Open University Press Philadelphia Health financing for poor people .

Alexander / Preker / Carrin (Eds) 2004 Resource Mobilization & Risk sharing, The World Bank Washington DC WHO, Geneva, ILO, Geneva

Mahadevan (Ed) 1992 Health education for quality of life

Macdonald J 1995 Primary Health Care, Earthscan Pub Ltd, London

Mann/Torantola/Netter (Eds) 1992 A Global report- AIDS in the World, T.I.S.S.Mumbai

Rama subbon/Rishyasringa (Eds) 2005 Aids and Civil Society India's learning Curve, Rawat Pub Mumbai

S Curtis Health & Societies, Changing Perspectives, Hodder Leading Group, London

Ramchandran Dharmalingam Health Education-A New Approach, Vikas Pub House, New Delhi.

Semester: 1

Elective

Paper II: Rural Studies

Credits: 1

Objectives

- Acquire a critical understanding of the rural-tribal situation in the country;
- Appreciate the need for social work intervention to address issues of rural and tribal population.
- Acquire the ability to critically assess the role of various agencies involved in rural and tribal development.

Unit	Content
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1	<p>Rural Structure, Society and State:</p> <ul style="list-style-type: none"> • Concept of Rural and Rurality; • Agriculture, forests and non-farm sector in rural areas; • Rural infrastructure - status of connectivity, power, land, water, irrigation, education and health in rural India; rural employment situation.
2	<p>History & Evolution of the Indian Village:</p> <ul style="list-style-type: none"> • Evolution of the Indian village- homogenous & heterogeneous villages; • Caste & class in rural India; • Jyotiba Phule, B.R. Ambedkar & M.K.Gandhi – their understanding of the Indian village; • Changing village and contemporary issues of access, control, livelihood and governance
3	<p>Rural Development: Philosophy, Objectives and Implementation:</p> <ul style="list-style-type: none"> • Concept of RD and its objectives • Administration of RD at Central and State Levels • Decentralization and Panchayati Raj in India; 73rd Amendment, its scope and impact • Overview of RD in 5-year Plans with reference to the key Government Programmes and schemes • Institutional and non-institutional forms of credit • Rural Cooperatives: concept, scope and limitations of the cooperative movement
4	<p>Tribal Issue: Background and Perspective</p> <ul style="list-style-type: none"> • Understanding the Concept of Tribes, Adivasis, Indigenous people & Aborigines, and situating tribes therein • Overview of tribal history & tribal uprisings in India from pre to post Independence period • Situational Analysis of Indian tribes in the post Independence period with respect to land, food security, employment/livelihood, migration, displacement • Analysis of current tribal situation with respect to Human Development Indices
5	<p>Tribal Development: Philosophy and Implementation</p> <ul style="list-style-type: none"> • Scheduled areas: issues and governance • An Overview from Panchsheel to Tribal Sub-plan and Special Component Plan • Special Commission for Tribes and their Roles • Highlight of significant Acts that affect tribal people

6	<p>Contemporary Challenges in Rural and Tribal Development</p> <ul style="list-style-type: none"> • Increasing urbanization and deteriorating agriculture, changing land use, SEZs, etc • Corporatization of agriculture and marginalization of small land-holders' issues, arising out of globalizing market economy. • Advocacy, campaign and social movements to deal with these issues
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References:

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Chandhuri B. (ed.). Tribal Development in India, Delhi; B.R.Publishing;

Desai, A. R. 1984. Rural Sociology in India;

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Madan, G.R., 1983. Village Development in India;

Maheshwari, S.R. 1985. Rural Development in India;

Pandey, A.K. 1997. Tribal Society in India, New Delhi. Manak Publishing Ltd.

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Reddy, G.Narayan 1986. Rural Dynamics and Development;

Sainath, P. One Hundred years of Drought;

Singh K.S. (ed.). Tribal Movements in India, Vol. I & II;

Singh, Ajit 1984. Tribal Development in India, Delhi: Amar Park Ashan;

Singh, Hoshiar 1995. Administration of Rural Development;

Singh, J.P. & Vyas. M.N. Tribal Development: Past Efforts and New Challenges.

Singh, Katar Rural Development: Principles, Policies & Management;

Singh, S. & Singh, M. 2006. Rural Development Administration in the 21st Century;

Singh, Surat & Singh, Mohinder 2006 Rural Development Administration in 21st Century: A Multi-Dimensional Study; Deep & Deep Publications, Delhi.

Soundarapandian, M. 2006. New Economic Policy & Rural Development

Sunder, Ram 1996. Dynamics of District Administration: A New Perspective;

Suresh, K.A. & Joseph, Molly 1990. Co-operatives and Rural Development in India, Ashish Publishing House, New Delhi;

Semester: II

Compulsory Course

Paper I: Work with Individuals and Families II

Credits: 3

Course Objectives:

- Enable students to acquire knowledge of work with individuals and families as a method in social work practice.
- Enable students to acquire knowledge of different intervention models and develop skills to utilize them selectively
- Enable students to develop self awareness in the process of acquiring professional competence

Unit	Content
Skills of work with Individuals and families	Use of relationships; transference; countertransference; communication skills;
Intervention Techniques	Supportive techniques; reflective techniques; Logical discussion;

	environmental modification
Crisis Intervention	Historical origins; classification of crisis events; disasters and impact on individuals and families; dealing with death, grief, loss,
Models of Intervention	Planned short term model; Task centred Model; Integrative Intervention Model; Evidence Based practice model; Strengths based model
Intervention in different settings	Intervention with people with disability; people affected and infected by HIV; Chronically and terminally ill patients; women facing violence in families; children facing abuse; substance abusers.
Termination	Role of the social worker during termination

References

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Shulman,L.(1992). The Skills of Helping Individuals , Families and Groups. Boston: BostonUniversity Press

Skidmore, Rex, Thackeray, Milton, O. Wiliam, Farley (1983) Introduction to Social Work, New Jersey : Prentice Hall

Semester: II

Compulsory Course

Paper II : Work With Groups –Part II

Credits : 3

Course Objectives

Enable students to:

- Understand the main features and concerns of various models of social group work.
- Acquire knowledge of development of group work in institutional and community settings.
- Develop self awareness and sensitivity as a group worker.

Unit	CONTENT
Group Dynamics	<p>Theories of Individual and Group Dynamics</p> <p>(Sociogram, Role and Positions in a group, Scapegoat, Isolates, New comer, Group bond, sub groups, conflicts, handling of group dynamics by the group worker)</p> <p>Self reflexivity in handling group processes.</p> <p>Leadership and its development in group work process.</p>
Models of Intervention	<p>Life cycle model:</p> <p style="padding-left: 20px;">a) Social Goals Model</p> <p style="padding-left: 20px;">b) Remedial Model</p> <p style="padding-left: 20px;">c) Reciprocal Model</p> <p>Tuckman’s Model</p> <p>Team Model</p> <p>Mutual Aid/ Self Help Models</p> <p>Needs-ABC Model</p> <p>Neuro-Linguistic Model</p> <p>Impact of psychology, sociology, on understanding group dynamics.</p>
Specific Target Groups (Part	<p>Application of Group Work Techniques in the Context of Working with Specific Target Groups, Special Groups & Different Settings with Remedial Approach</p>

1)	such as De-addiction centres, hospitals, NGOs etc.
Specific Target Groups (Part 2)	Application of Group Work Techniques in the Context of Working with Specific Target Groups, Special Groups & Different Settings with Social Goals Model and Reciprocal Model such as, youth welfare, schools, Correctional Institutions, Anganwadi and Self Help Groups etc.
Role of the Social Worker	Role of the Social Worker, Task Functions, Maintenance Functions, Dysfunctional Behaviour of Group Members. Use of Relationships: Johari Window model for group development
Termination Phase	Phases of Group Development: Termination Phase.

References:

Balagopal, P. (1980). Social Group Wk, from there into the 1980s, 1980 there it is and where it is going. *Indian Journal of Social Work (IJSW)*, 40 (4), 361-368.

Berman-Rossi, T. (1993) *The tasks and skills of the social worker across stages of group development*. New York: Haworth Press.

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Joseph, H. (1997). Social Work with Groups: A Literature Review. *Indian Journal of Social Work (IJSW)*. 58 (2), 195-211.

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Pallassana, R. B. & Vassil, T.V. (1983). *Groups in Social Work: An Ecological Perspective*. New York: Macmillan Publishing Co Inc.

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Pragasam, M., & Yadav, A. (2003). *Group Media: Trainers' Manual*. Secunderabad: The Catholic Association of India.

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Semester: II

Compulsory Courses

Paper III: Community Organisation II

Credits: 3

Course Objectives:

- Understand approaches and ideologies of community organisation in the context of relevant philosophies.
- Develop skills of critical analysis to understand problems of discrimination and oppression in communities.
- Appreciate the significance of a rights- based approach to community work.

Unit No.	Content
1	<p>Framework for studying models of CO:</p> <ul style="list-style-type: none"> ➤ Stability and change in communities; shifting contexts for practice. ➤ Goals and strategies for change; concern with structural inequalities in community practice; working with women, dalit and Tribles

2	<p>Significant ideologies and perspectives influencing Community Organisation :</p> <ul style="list-style-type: none"> ➤ The developmental approach, Radical social work, the post-modern view & Critical Social Work practice.
3	<p>Western Models of Organising Communities:</p> <ul style="list-style-type: none"> ➤ Rothman's approaches to Community Organisation Locality Development, Social Planning, Social Action. ➤ Paulo Freire and Conscientization. ➤ Saul Alinsky and Organised Mass Action.
4	<p>Approaches to Organising communities in the Indian Context:</p> <ul style="list-style-type: none"> ➤ The Gandhian method of organizing : satyagraha, civil disobedience and the philosophy of non-violence. ➤ The Phule-Ambedkar perspective on addressing the issues of subaltern communities.
5	<p>Contemporary models of Organising in the Indian context:</p> <ul style="list-style-type: none"> ➤ The Trade Union model. ➤ The Issue-based model. ➤ The Campaign and Advocacy model.
6	<p>The Rights based approach to community organisation :</p> <ul style="list-style-type: none"> ➤ Concept, philosophy and origin. ➤ Social justice and social change. ➤ Multiculturalism and social inclusion as essential dimensions of the rights- based approach.

References:

1	Adams R., Dominelli L. & Payne M.	<u>Critical Practice in Social Work</u> : Palgrave Macmillan Ltd.UK; 2009
2	Alinsky Saul	<u>Rules for Radicals</u> . Vintage Books Edition, 1972
3	Bailey & Brake (ed.)	<u>Radical Social Work</u> : Edward Arnold Publishers, London; 1975.
4	Buuman Z.	<u>Community : Seeking Safety in an Insecure World</u> . Polity Press; Cambridge ; 2001.
5	Corrigan P. and Leonard P.	<u>Social Work Practice Under Capitalism</u> : Macmillan & Company : London ; 1978.
6	Dominelli Lena	<u>Social Work Theory and Practice for a Changing Profession</u> .: Polity press; UK; 2005
7	Freire Paulo	<u>The Pedagogy of the Oppressed</u> ; Penguin Books,

		UK, 1996
8	Gustavo Esteva & Madhu Suri Prakash	<u>Grassroots Postmodernism</u> : Zed Books ; 1998
9	Irae Guijt & Meera Shah	<u>The Myth of Community : Gender Issues in Participatory Development.</u> Itdg Publishing : 1998
10	Murphy Stephen	<u>A Brief Outline of Gandhi's Philosophy :</u> Writing online ; 1991
11	Omvedt Gail	<u>Ambedkar: Towards an Enlightened India</u> Penguin Books; New Delhi : 2004
12	Pandit Vivek	<u>Fearless Minds. : Rights Based Approach to Organising and Advocacy;</u> National Center for Advocacy Studies, Pune, 2000
13	Rothman Jack	<u>Strategies of Community Interventions :</u> F.E.Peacock Publishers Itasca; 2001.

Semester : II
Compulsory Course
Paper IV: Research Methodology II

Credits: 3

Course Objectives:

Enable students to:

- ☑ Understand the need for research in Social Work practice and different research methods used in Social Work research.
- ☑ Understand the role and characteristics of different Research Designs, Methods and Statistical tools and techniques.
- Develop skills in doing Research.*

UNIT	TOPIC
1. Formulation of a Research Problem	a) Problem Formulation and Variables b) Levels of Measurement -Concepts

	c) Scales and Indices
2. Sampling	a) Meaning of Sampling b) Assumption of Sampling of Sampling Sampling Sampling c) Types - Probability - Non Probability
3. Method, Tools and Techniques of Data Collection	a) Distinction between Primary and Secondary Data. B) Direct Observation Method and non-obtrusive observation. - Participant and non-participant observation. Advantages Limitations Method Telephonic Interview, Internet aided Interview, Personal Interview Group Interview c) Interview - Forms of Interview, Focus Group Interview - Tools of Interview - Interview Schedule, Interview Guide, Questionnaire - Mailed and Personal distributed. - Advantages, limitations.
4. Data Processing and Descriptive Statistics.	Data editing, Categorization, Code Book, Data-entry and the use of SPSS for data processing and analysis. Learning Statistics through SPSS. Frequency Distributions, Percentages, Measures of Central Tendency, Variance, Range, Standard Deviation, Graphs: Frequency Histograms, Charts. Polygons,
5. Inferential Statistics.	Chi square Test, Correlation Test, T Test, ANOVA.
6. Data analysis and Interpretation	Data Interpretation, Discussion, Report Writing.

*As part of the Internal Assessment the students will be expected to do a class practicum covering the following areas of conducting a research project

- Problem Formulation
- Research Design and Tools for data collection
- Collection and processing of Field data
- Analysis of data and
- Presenting a brief (20 pages) Report

References:

- 1) Bailey, K.D. 1987 Methods of Social Research John Wiley & Co., New York.
- 2) Cochran, W.G., 1972, Sampling Techniques, Wiley Eastern Private Ltd., New Delhi.
- 3) Yates, F., 1965, Sampling Methods for Consumer Surveys, Charles Gifts & Camp Ltd., London.
- 4) Moser, C.A. Kalton G., 1975, Survey Method in Social Investigation, Heinemann Educational Books, London.
- 5) Festinge, L. Katz, D. (ed), 1953, Research Methods in the Behavioural Sciences.
- 6) Kidder, L.H. Judd, G.M., 1986, Research Methods in Social Relations, CBC College Publishing, New York.
- 7) Desai, V. (ed), 2006, Potter, R.B. Doing Development Research, Sage Publications, New Delhi.
- 8) Chandrasekhar, A.R., Deshpande, V.D., 1984 Descriptive Statistics, S. Chand Co., New Delhi.
- 9) Champion, D. J., 1981, Basic Statistics for Social Research, Macmillan Publishing Co., New York.
- 10)

Semester: II

Compulsory Course

Paper V: Social Welfare & Development Administration

Credits: 3

Course Objectives:

Enable Students to

- Develop a historical understanding of the concept of Social Welfare with specific reference to India.
- Develop a critical understanding of the role played by the Government and the Voluntary sector in reaching out to vulnerable groups in the country and understanding the role of Public Private partnerships.
- Understand the agencies/institutions of the government and the voluntary sector responsible for the delivery of welfare services and in bringing development to the people.

Unit	Content
1	Social Welfare – Concept and Definition of Social Welfare, History of Social Welfare with special reference to India, Models of Social Welfare.
2.	Structure of Social Welfare Administration History of government effort in Social Welfare. Structural Arrangements for Social Welfare in India (Centre) & Maharashtra (State).
3.	Social Welfare – Government Programmes and Schemes: Government Programmes & Schemes for Welfare with specific reference to SC/STs BCs/ Differently abled. National Commissions for SCs. Minorities, Safai Karmacharis. Role &

	functions of Mahamandals (Annabhau Sathe & MAVIM)
4.	Social Welfare – Voluntary Effort : History, Nature of work in the Voluntary sector, Government-NGO Interface, Public-Private Partnership. Alliance Building.
5.	Governance of Voluntary Organizations: Registration of Organizations. NGO Governance - Role of Trustees, Board of Directors – Legal compliances. Accountability and Transparency.
6.	Development Administration – Concept & Evolution of Development Administration in India. Local Self Govt. – Urban (Municipal Council/ Corporation) Rural – Panchayati Raj Institutions. Main features of the 73 rd & 74 th Constitutional Amendments

References

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Semester: II
Special Course

Course Objectives:

- To develop ability to analyze and understand the contemporary socio-economic realities through the use of relevant economic concepts.
- To gain insight into various approaches to economic development.
- To develop an understanding of the international socio-economic order and its influence on the economy of developing countries.
- To develop an understanding of the different manifestations of the process of underdevelopment.

CONTENTS

Units	Topics
1. Economics and Development Studies and Methods of Social Analysis.	<ul style="list-style-type: none"> - The nature of economic development. - Significance of the Study of Economics of Development. - Meaning of Development. - Core values and objectives of development. - Millennium Development Goals. - Significance of Social Analysis: <ul style="list-style-type: none"> * Historical Analysis * Structural Analysis * Societal Divisions *Levels of Issues Involved: <ul style="list-style-type: none"> Local, Regional, National and Global; and their Inter-connectedness.
2. Diverse Structures and Common Characteristics of Developing Nations.	<ul style="list-style-type: none"> - Classification of Developing Countries. - Concept of Human Development Index (HDI) - The Structural Diversity of Developing Economies. - Common Characteristics of Developing Nations.
3. Underdevelopment – A Historical Phenomenon and Contemporary Dynamics, Role of Multinational Corporations.	<ul style="list-style-type: none"> - Development of Underdevelopment as a Historical Process with Reference to Third World Countries of Asia, Africa and Latin America. - Contemporary Economic, Political, and Military Dynamics. - Multinational Corporations – Agents of Progress or Impoverishment – A Critique.
4. Major Theories of Economic Development.	<ul style="list-style-type: none"> - The Linear Stages Theory. - The International Dependence Revolution. - The Neoclassical Counter Revolution. - The New Growth Theory.
5. Contemporary Development Problems.	<ul style="list-style-type: none"> - Inequality and Poverty; Poverty in India – A Structural Problem. - Entitlement approach to Poverty (Amartya Sen).

	<ul style="list-style-type: none"> - World Hunger – Magnitude, Causes, Consequences and Remedies. - The Development Assistance Debate and Debt Crisis.
6. Issues of Globalization, Liberalization and Privatization and the Socio-Economic Crisis of the Developing Countries.	<ul style="list-style-type: none"> - Meaning of Globalization, Liberalization and Privatization. - Factors contributing to Globalization. - Political, Economic, Cultural and Psychosocial Impact of Globalization.

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1. Bagchi Amiya Kumar (1982) - Political Economy of Underdevelopment, Cambridge University Press.
2. Datt Ruddar, Sundaram K.P., (54th Edition) (2006) - Indian Economy, S. Chand and Company, New Delhi.
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4. Elsenhans, Hartmut (1991) - Development and Underdevelopment.
5. Frank, J. Bow J. (Edited) (2004, 2nd Edition) - The Globalization Reader Blackwell Publishing, Oxford.
6. George, Susane (1976) - How the Other Half Dies, Harmondsworth.
7. Giddens, Anthony (2001) - Sociology, Polity Press, Cambridge.
8. Kothari, Rajni (1988) - Transformation and Survival, Ajanta Publications, New Delhi.
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10. Parsuraman P. Unnikrishnan, P.V. (2003) – Listening to People in Poverty Books for Change, Bangalore.
11. Pereira Winin, Seabrook, Jeremy (1994) – Global Parasites Earthcare Books, Bombay.
12. Somayaji, Sakarama Somayaji, Ganesh (2006) – Sociology of Globalization perspective from India, Rawat Publication, India.
13. Second Commonwealth NGO Forum - (Report 1996).
14. Thakur S.N. (1988) – Economic Theory and Profile of Indian Economy, Deep and Deep Publications, New Delhi.
15. Todaro, Michael (2000) – Economic Development, Addison-Wesley Publishers, New York.
16. World Development Reports – (1999 – 2011).

Semester II

Elective

Paper I: Disability Studies

Credits: 1

Course Objectives:

- Develop a understanding of and sensitivity towards disability, its types of disabilities, causal factors and its effects on family and society.
- Acquire understanding of the various approaches towards disability.
- Understand and review International conventions and interventions in the field of disability, legal provisions, and policies and programmes of government in the context of human rights of persons with disabilities in India.
- Understand the roles of different stakeholders in working with and for persons with disabilities, and the role of the social worker as a vital member of the team.

Contents:

Unit	Topic
Understanding Disability	Definition, Types, Magnitude and causes of disabilities.
Approaches	Approaches towards disability: Medical/Clinical, Psychological, Economic-Vocational, Human Rights, and Socio Political approaches
Impact of Disability	Examining impact of disability's across life domains and specific reference to economic and socially vulnerable groups: <ul style="list-style-type: none"> • Persons with disabilities-their familial and societal contexts; disabling and enabling environments and their impact on the quality of life of persons with disabilities • Problems and issues faced by them related to activities of daily living, education, sexuality, integration, employment, interpersonal relationships, marriage.
International Initiatives	Understand and review International initiatives in the field of disability and UN instruments <ul style="list-style-type: none"> • United Nations Convention on the Rights of Person with Disabilities 2006
National Initiatives	Understand and review legal provision and programmes at National Level: <ul style="list-style-type: none"> • Provisions in the Constitution of India and related legislations in India: The Rehabilitation Council of India Act 1991, The Persons with Disability Act 1995, National Trust Act 2000, and Action taken by the government and their inclusion in development and rehabilitation, using the right based perspectives; Institutional frameworks and the welfare and schemes for the welfare of the person with disabilities
Interventions	Efforts of NGOs and the role of social worker in a multidisciplinary team in the assessment, treatment and rehabilitation of the person with

References:

Anil Bhumali (2009) : Rights of disabled women and children in India. Serials publications, New Delhi.

Arvindrai N Desai (1990): Helping the Handicapped

(Problems and prospects). Ashish publishing house, New Delhi.

Asha Hans and Anne Patri (2003): Women Disability and Identity. Sage Publications, New Delhi.

Bhushan Punani and Nandini Rawal (1993): Handbook Visual Handicap. Ashish Publishing house, New Delhi

Bhushan Punanani and Nandini Rawal (1997): Community Based Rehabilitation(visually impaired). NAB Mumbai.

G.N. Karna(2001) : Disability studies in India- Retrospects and Prospects. Gyan publishing house New Delhi

Manjumohan Mukherjee (2006): Problems of Disabled People. Associated publishers, India.

Mary E Willmuth PhD and Lillian Holcomb, PhD editors (1993): Women with Disabilities – Found Voices. Howorth press New York- London- Norwood (Australia).

Pandey and Advani (1995): Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi

S.R. Mohisini and P. K. Gandhi (1982): The Physically Handicapped and the Government. Seema Publications, Delhi.

S.N. Gajendragadkar (1983): Disabled in India Somaiya publications, Mumbai.

Semester: II**Elective****Paper II: Social Work in the Field of Education****Credits: 1****Course Objectives:**

- Develop understanding about the education system in India.
- Appreciate the perspectives and contributions of Indian and Western thinkers on education.
- Develop understanding of the issues of education in India.
- Understand and appreciate various government and non-government efforts towards universalisation of education.

UNIT	CONTENTS
1.	<p>Education System In India</p> <ul style="list-style-type: none"> • Levels and Types of Education: Primary ,Secondary and Higher Education Distance Education On-line Education • Administration of Education in India Government, aided and private-funded education
2.	<p>Perspectives on Education and Contribution of Indian and Western thinkers:</p> <ul style="list-style-type: none"> • Historical overview of education in pre-independence India • Contributions of Vidyasagar, Mhatma Jyotiba Phule, Dr. Babasaheb Ambedkar Mahtma Gandhi., Abdul Kalam Azad, Dr. Amartya Sen. • Perspectives of Paulo Freire on education of the oppressed and Ivan Illich on deschooling society
3.	<p>Issues related to Inclusive Education in India</p> <ul style="list-style-type: none"> • Problems of availability, access and affordability; impact on enrollment and retention • Exclusion of migrant, tribal and other poverty groups. • Gender and caste discrimination in education. • Difficulties faced by children with disability.
4.	<p>Issues related to Universalisation of education in India.</p> <ul style="list-style-type: none"> • School related factors—infrastructure, curriculum, teacher, employability. • System related factors—commitment of state towards education as reflected in the financing of education, withdrawal of the state from education and growth of self-financing courses, private institutions and universities, commercialization of education.
5.	<p>Overview of International and Government efforts for education :</p> <ul style="list-style-type: none"> • UN statement on child’s right to education. • UNICEF, UNESCO,UNDP programmes, Millennium Development Goals. • Government efforts – education policy from Kothari Commission to Right To Education • Government efforts for the excluded and vulnerable groups- Adult Literacy programmes, Navodaya Vidyalaya, Ashram Schools, Sarva Shiksha Abhiyan, etc
6.	<p>Overview of Non-government efforts in education:</p> <ul style="list-style-type: none"> • Campaigns for the right to education(National Alliance for Fundamental Right to Education)

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| <ul style="list-style-type: none">• Efforts for the enrollment and retention of children in school.• Role of social worker in educational settings. |
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References :

1. ANKUR, Field action report of the College of Social Work N.N. Mumbai.
2. Edutracks Series, Thinkers on Education, Neelkamal Publications, Hyderabad, 2004
3. Fatimuddin, Modernisation of Muslim education in India, Adhyayan Publishers Distributors, Delhi, 2004
4. Freire Paulo & Shor Ira, A pedagogy for liberation: dialogues on transforming education, Macmillan and Company, London, 1987
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8. Gore, Desai and Chitnis, Papers in the sociology of education in India, National council of Education Research and Training, New Delhi, 1975
9. India Ministry of HRD, Status report of literacy and post literacy campaign, Ashish Publishing House, New Delhi, 1993.
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11. Karnath Pratibha and Rozario Joe, Learning Disabilities In India: willing the mind to learn, Sage Publication, New Delhi, 2003
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15. Mohantg J., current issues in education, Cosmo Publication, New Delhi, 1992
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17. NIEPA, India education Report , 2000
18. Sharma S. P., Education and Human Development, Kanishka Publishing House, New Delhi, 2005

Semester: II

Elective

Paper III: Work with Elderly

Credits: 1

Course Objectives:

- To understand ageism and inculcate sensitivity towards the issues and concerns of Elderly
- To critically review the policies, programmes, and services available for the Elderly
- To develop the basic skills for working with the Elderly.

UNIT	TOPIC
I. Demographic Profile of the elderly and theoretical approaches on working with the elderly	Concept and demographic Profile of the Elderly and its implications. Globalization and egeing. Human rights perspective in understanding older adults Myths and assumptions about ageism Theoretical approaches for working with older people ✓ Disengagement Theory ✓ Activity Theory ✓ Continuity Theory: (Psychodynamic, Ecological, Lifespan)
II. The characteristics, changes and special needs of	The changes (Physical, Mental and Emotional) and special needs of Older Adults.

<p>individuals during the developmental stage of Late Adulthood</p>	<p>Factors affecting Healthy Ageing. Importance of promoting Healthy Ageing, Concept and Components of Quality of Life. Ageing and methods of coping with biological and mental changes/degeneration during Late Adulthood.</p>
<p>III. Issues and factors affecting the aged.</p>	<p>Gender dimensions of ageing, Feminization of ageing, Rural Urban perspectives, migration, disability, Socio-Economic and Demographic implications, Health implications. Elder Abuse And Neglect (conceptual understanding of abuse, neglect, violence against and exploitation of older adults, typology of Elder Abuse, Interventions at the preventive and therapeutic level-victims, Abusers and caregivers)</p>
<p>IV. National, international, governmental and nongovernmental initiatives, policies, schemes and legal provisions for Older Adults</p>	<p>UN Policies and Programmes for Older Adults. National Policy on Ageing in India. Constitutional provisions and Legal provisions for Older Adults in India; Role of Government and NGOs in the development of services for the elderly.</p>
<p>V. Types of Services And Schemes For the Elderly:-</p>	<p>Residential and Non-Residential (Day care services, support Groups and home-bound Care) Welfare schemes (Financial and Social Security, Housing, Access Services). Community Care, involving elderly in the community</p>
<p>VI. Skills in working with the Elderly)</p>	<p>Skills for dealing with specific mental health issues of the Elderly. Skills for building a healthy self concept; Stress management skills; Skills in financial management and planning for social and legal security (preparation of Will & Testament), Skills for work with caregivers; Skills for working with the terminally ill; on death, coping with grief and bereavement; Relevance and role of groups in working with the older adults; understanding the impact of community dynamics on older adults; eliciting community response in addressing needs of older adults.</p>

References:

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Atchley, R.C., (1987)Ageing: Continuity and Change, Wadsworth, California Publishing Company

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Perspectives/ Delhi,

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Ramamurti, P.V. & Jamuna.D.(2004), Handbook of Indian Gerontology, Serial Publications

Chakraborti, R.D.,(2004) The Greying of India, New Delhi, Inter-India

Rajan, I; Mishra, U.S; and Sarma, S.P,(1999) India's Elderly 'Burden or Challenge? New Delhi, Sage
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Chowdhry, P.D.(1992) Aging and the Aged, Publications, New Delhi: Inter-India Publications,

Gurumurthy K.J.,(1998) The Aged in India, New Delhi: Reliance Publishing House

Egan G,(1994). The Skilled Helper -A Problem management approach, California, Brooks.

Forsyth, D.R., (1990) & Kosberg, I.J, (1979)

Working with and for the aged, Washington, National Association of Social Workers,

Semester: III

Compulsory Course

Paper I: Therapeutic Interventions

Credits : 3

Course Objectives

Enable Students to

- Develop an understanding of the key elements involved in the therapeutic intervention process.
- Develop an understanding of the different approaches and models in therapeutic intervention and appreciate the use of an eclectic approach to therapeutic intervention.
- Understand the role of other professionals in the field and the role of social worker as a member of an interdisciplinary team
- Develop attitudes that will enhance the intervention process

Content

Unit	Topic
1	Introduction and Overview of the course Guiding Principles in Counselling: Values & Ethics in Counselling, Working with Multi-cultural groups. Understanding Pitfalls in Counseling Person-Centred Therapy Key Concepts, Goals, The Therapeutic Process Therapeutic Techniques & Procedures
2	Marriage & Marital Counselling: Phases in Marriage, Sources of Conflict, Conflict Spiral, Stages in Marriage Counselling. Specific Skills in marital counselling Feminist Counselling with special reference to counselling victims of domestic violence
3.	Gestalt Therapy: Key Concepts, Goals The Therapeutic Process Therapeutic Techniques & Procedures (Workshop)
4.	Rational Emotive Behaviour Therapy : Key Concepts, Goals of REBT The Therapeutic Process Therapeutic Techniques & Procedures. Treatment Techniques- Cognitive, Emotive and Behavioural
5.	Transactional Analysis Goals of TA, Key Concepts – Structural Analysis. Transactional Analysis., Psychopathology. Life Positions. Life Scripts, Developing Ego flexibility.
6 a	Grief & Trauma Counselling Attachment & Loss. Understanding the mourning process. Grief Counselling- Goals, Process, Techniques. Abnormal grief reactions.
6 b	Role of Psychological Testing / Assessment and Referrals. Interdisciplinary approach.

References

1. Capuzzi, David & Douglas, R. Gross Counselling & Psychotherapy: Theories & Interventions.. Merrill Prentice Hall, Ohio, US (2003)
2. Dave Mearns & Brian Thorne Person-Centred Counselling in Action.. Sage Publication. N.Delhi (1988)
3. Gerard Egan. - The Skilled Helper: Model, Skills & Methods for Effective Helping (2nd Ed.).
4. Gibson, Robert L. & Mitchell, Marianne H.Introduction to Counselling & Guidance (6th Ed.) . Prentice Hall of India Pvt. Ltd. N. Delhi. (2005)
5. Gregory & Smelter. Psychiatry: Essentials of Clinical Practice. Ch. 4. Brooks/ Cole Publishing Co. California
6. Humphrey, Geraldine M.& Zimpfer, David G.(2008) Counselling for Grief & Bereavement 2nd Ed. Sage Pub.N.Delhi
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Semester III

Compulsory Course

Paper II : Contemporary Social Movements

Credits : 3

Course Objectives:

- Understand contemporary national and international protest movements.
- Develop ability to situate micro interventions in the context of macro perspectives.
- Appreciate the contribution of social and political movements to social change.

Unit No.	Topic
1.	Current situation of rural and urban poor : <ul style="list-style-type: none">➤ The agrarian crisis and rural – urban migration.➤ Issues of food security, health and employment affecting the poor, as reflected by Human Development Indicators.
2.	Emerging issues in rural and urban communities : <ul style="list-style-type: none">➤ Issues arising due to increasing urbanization and project displacement.

	<ul style="list-style-type: none"> ➤ Culture and identity as arenas of contestation. ➤ Increasing privatization and impact on the poor.
3.	<p>Understanding the politics of protest :</p> <ul style="list-style-type: none"> ➤ Typology of social movements. ➤ Social movements their characteristic features and contribution to social change. ➤ Overview of significant social movements in India and the world.
4.	<p>New Social Movements & their contribution to social change :</p> <ul style="list-style-type: none"> ➤ Meaning and perspectives. ➤ Issue-based, autonomous and sectarian movements, their contribution and limitation. ➤ Overview of environmental and lifestyle movements, their scope and limitation.
5	<p>Social Movements and the state :</p> <ul style="list-style-type: none"> ➤ Strategies employed by social movements ranging from non-violence to violence. ➤ Scope and limitation of the increasing use of social networking in social movements. ➤ Strategies employed by the state to address movements.
6	<p>Significant International and National Movements :</p> <ul style="list-style-type: none"> ➤ Protests against global warming and climate change, World Social Forum, Anti-nuclear Campaigns. ➤ Overview of protests against project displacement and for protection of land, water, forests in India, National Alliance for People's Movements, Citizens' movements against corruption and other issues. ➤ Political Parties and Movements.

References :

1	Appadurai Arjun	<u>Modernity at Large : Cultural Dimensions of Globalisation :</u> University of Minnesota Press; 1996.
2	Bauman Z.	<u>Liquid Modernity:</u> Polity Press: UK; 2000
3	Guru Gopal	<u>Dalit Cultural Movement and Dalit Politics in Maharashtra.</u> Vikas Adhyayan Kendra, Mumbai 2004.
4	Kiely R & Marfleet P. (ed.)	<u>Globalisation and the Third World:-</u> Routledge & Kegan Paul; London; NY 1998.

5	Mayo Marjorie	<u>Global Citizens : Social Movements and the Challenge of Globalisation</u> , Canadian Scholars Press; 2005
6	Muricken A.	<u>Globalisation and SAP : Treads and Impact - An overview</u> : Vikas Adhyayan Kendra, Mumbai 1997
7	Payne, Malcohm	<u>Modern Social Work Theory. :</u> Palgrave Macmillan Publishers; 2005
8	Rao MSA.	<u>Social Movements in India</u> : Manohar Publishers; New Delhi; 2006
9	Routledge P. & Agnew J.	<u>Terrains of Resistance, Non- violent Social Movement and the Contestation of Place in India.</u> Praeger Publisher, Westport, London ; 1993
10	Shah Ghanshyam	<u>Dalit Identity & Politics. :</u> Sage Publication; New Delhi: 2001
11	Singh R.	<u>Social Movement Old and New : A Postmodernist Critique.</u> Sage Publications; New Delhi: 2001.

Semester: III

Compulsory Course

Paper III : Integrated Social Work Practice – I

Credits : 3

Course Objectives:

- Understand the perspectives underlying the practice of social work at the macro level.
- Develop ability to connect interventions to the theoretical perspectives of practice.
- Appreciate the challenges emerging from local and global influence on practice.

Unit No.	Topic
1	Evolution of Integrated practice: <ul style="list-style-type: none"> ➤ Historical evolution from charity orientation to integrated practice; the remedial, developmental and radical paradigms.
2	The Ecological model of integrated practice : <ul style="list-style-type: none"> ➤ Person in environment understanding ; the micro, meso and macro levels

	<p>of intervention, understanding the significance of the four practice systems for analysis and intervention; Problems in scaling up</p> <ul style="list-style-type: none"> ➤ The critique of Ecological Model of Social Work : The normative, consensus based approach and its limitations.
3	<p>The Integrated Approach to Problem Solving :</p> <ul style="list-style-type: none"> ➤ The Ecological perspective, human rights perspective in the context of understanding Global Social Work. ➤ System change and System maintenance as goals of integrated practice. ➤ The generalist and specialist approach to practice. ➤ Critique of the integrated approach to social work.
4	<p>Critical Social Work :</p> <ul style="list-style-type: none"> ➤ Evolution, concept and principles. ➤ Understanding the radical, feminist and post- modern perspectives of Social Work. ➤ Understanding similarities and differences between radical social work and critical social work.
5	<p>International Social Work :</p> <ul style="list-style-type: none"> ➤ Growing significance of anti- racist/ anti- oppressive practice. ➤ Multiculturalism in Social work practice.
6	<p>Challenges / Ethical Dilemmas in Social work Practice:</p> <ul style="list-style-type: none"> ➤ Changing Role of Social Work profession in the context of neo- liberalism ➤ Self- reflexivity and value based concern with structural inequalities. ➤ Issues emerging from ‘ Corporatization ’ and ‘ New managerial ’ techniques in Social Work; evidence- based practice

References :

1	Fook J.	<u>Social Work - Critical Theory and Practice</u> ; Sage Publications , New Delhi, 2002
2	Goldstein H.	<u>Social Work Practice : A Unitary Approach</u> ; University of South Carolina Press, Columbia 1973
3	Gray M. & Webb S.	<u>International Social Work Volume I : Welfare Theory & Approaches</u> ; Sage Publications, London, 2010
4	Hepworth D.,Rooney R. & Larsen J.	<u>Direct Social Work Practice: Theory & Skills</u> ; Wadsworth Publications; California ,1990
5	Miley K., O' Melia M. & Oubois B.	<u>Generalist Social Work Practice, An Empowering Approach</u> ; Allyn & Bacon, Boston; 1995

6	O' Neil Maria Joan	<u>The General Method of Social Work Practice:</u> Prentice Hall , New Jersey; 1984
7	Pincus A. & Minhan A.	<u>Social Work Practice: Model & Method:</u> F.E.Peacock Publishers Inc.; Itasca 1973

Semester: III

Compulsory Course

Paper IV: Social Policy & Planning

Credits : 3

Course Objectives:

- Acquire a critical understanding of the approaches to welfare and policy formulation in the country.
- Understand the process of planning and the role of planning in development.
- Appreciate the role of state and non-state actors in policy formulation and implementation.

Unit	Topic
1	Evolution of Social Policy <ul style="list-style-type: none"> • History& ideology of welfare • Models of social welfare & underlying philosophies • Concept, definitions and aims of social policy
2	Theoretical Concepts and Principles Related to Explain Social Policy <ul style="list-style-type: none"> • The state and models of power: liberal Pluralism, Marxism, Post-modernism • Principles of Equity and Social Justice, Inclusion and exclusion
3	The Indian state and Development Planning <ul style="list-style-type: none"> • Mixed economy and the State after Independence • Development Planning-its genesis and philosophy • Planning institutions at the national, state and local levels • The planning process- an overview and critique • Local self-government- role, strengths and limitations

4	<p>Understanding Social Policy</p> <ul style="list-style-type: none"> • The policy cycle • Agencies involved in policy formulation, design, implementation and review • Tools of policy analysis- census surveys, social and economic indicators, the Constitution, legislations, Government Resolutions and ordinances, the State Budget • Review of any two Policies related to marginalized group • Role of Regulatory bodies, Task Forces and Commissions
5	<p>The Changing state and Planning</p> <ul style="list-style-type: none"> • Policy and the four traditions of planning thought- policy analysis, social learning, social reform and social mobilisation • Planning in the era of privatisation-the role of state, civil society, corporate sector and market • Concept of good governance and its components
6	<p>Social Advocacy in Influencing Policy</p> <ul style="list-style-type: none"> • Advocacy as a tool for social change • Elements and principles of advocacy • Campaigns and building Networks and Coalitions • Legal activism in advocacy- using RTI, PIL, office of Lokayukta, etc. • Techniques of deepening democracy- social audit, jan sunvai, e-governance, etc.

References :

1	Byres T.J.	The State, Development Planning and Liberalization in India ;Oxford University Press : Delhi : 1997
2	Chatterjee, P.	Approach to the Welfare State ; Washington DC, National Association of Social Workers, 1996
3	Cliff. Alcock & Payne (ed)	Introducing Social Policy , Prentice Hall, London; 2000
4	Dreze J. & Sen A. (ed)	India : Economic Development and Social Opportunity; Oxford University Press, New Delhi; 1998
5	Lavalette. M & Pratt. A (ed)	Social Policy : A Conceptual and Theoretical Introduction ; Sage Publication, London, 1997
6	Mandar J.K & Rao V.	An Agenda for caring ; Voluntary Health Association

		of India, New Delhi, 1996
7	Mathur K.	Development Policy and Administration; Sage Publication; New Delhi; 1994
8	Midgley J.	Social Development : The Development perspective in Social Welfare; Sage Publication; London : 1995
9	Midgley J.	Social Welfare in a Global Context; Sage Publication; New Delhi; 1997
10	Mullard M. & Spicker P.	Social Policy in a Changing Society; Routledge & Kegan Paul; London & New York; 1998
11	Singh M.	Social Policy and Administration in India ; M.D.Publication, New Delhi, 1996

Semester III

Compulsory Course

Paper V: Mental Health

Credits: 3

Course Objectives:

1. To enable students develop an understanding of the characteristics of positive mental health and differentiate from normal and abnormal behaviours
2. To enable students develop an understanding of the nature, causes, types and treatment of mental health disorders in children, adolescents and adults
3. To enable students understand and appreciate the relevance of Community Mental Health Programme
4. To enable students function as a member of Multidisciplinary Mental Health Team
5. To enable students to provide basic psycho-education, counseling and support to patients and family members

UNIT	TOPIC
I. Introduction to Mental Health	Overview of Mental Health, concept, definition, characteristics of positive mental health, Symptoms, Classification, and Treatment, Socio-genesis – Environmental Influences on Behavior, Mental Status Examination and Assessment-Disability Assessment
II. Mental Health Disorders	Mental Health Disorders-Functional Psychoses, Organic Psychoses, Substance Abuse Disorders, Neurotic Disorders, Childhood Disorders, Epilepsy, Developmental Psychopathology, Checklist and Specific Learning Disability Porforma

III. Issues affecting Mental Health Issues	Drugs, HIV, Child Sexual Abuse, Migration, Exclusion and Mental Health, Women And Mental health
IV. Community Mental Health Management	Approaches to Community Mental Health; Health-Primary, Secondary and Tertiary Prevention, National Mental Health Programme, Home Care for Psychiatric patients, Extension Clinic Concepts, School Mental Health Programme
V. Multidisciplinary Approaches to Mental Health	Indigenous Approach to Mental Health, Counseling, Group Therapy, Behaviour Therapy, Psychosocial Rehabilitation
VI. Psychosocial Interventions with reference to Mental Health of specific target groups	Psychosocial Interventions with reference to Mental Health of specific target groups-Children, Women, Youth, Social Work Research in Mental Health Setting

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Semester: III

Special Course

Course Objectives:

- Develop respect and recognition for women as equal contributors to development.
- Require knowledge about different kinds of oppression on women.
- Develop an appreciation of the global and Indian initiatives or women's empowerment.

Unit No.	Topic
1	Scope and significance of Gender Studies Social Work Practice: <ul style="list-style-type: none"> ➤ Evolution of Gender Studies as an Independent discipline ➤ Relevance of Gender Studies to Social Work
2	Historical Overview of the factors affecting the Status of Women in India <ul style="list-style-type: none"> ➤ Status of women in the Pre-Reform period. ➤ Role and contribution of the 19th Century Reform Movement towards improving the status of Women. ➤ Status of women in post- Independent, contemporary India.
3	Women's Movement in India <ul style="list-style-type: none"> ➤ The international background to the Women's Movement ➤ The genesis of the Women's Movement in India ➤ The concerns, achievements and critique of the Women's Movement.
4	Understand feminism <ul style="list-style-type: none"> ➤ Overview of feminist theories – Liberal feminism, Radical Feminism, Black feminism, Eco- feminism. ➤ Feminist understanding of caste, Mass and gender in the Indian context.
5	Gender- Based Violence and Related Interventions. <ul style="list-style-type: none"> ➤ Concept and types of gender- based violence. ➤ Legal remedies and Social Welfare Services available to Women Facing Violence.
6	Global and Indian Initiatives for empowerment of Women: <ul style="list-style-type: none"> ➤ International initiatives world conferences, women's decade, CEDAW, etc. ➤ Indian initiatives – the 'Towards Equality' Report, National Perspective Plan for women, National and State women's Commission, etc.

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1

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 - 3 International Women's Decade : A balance Sheet, Center For Women's Development Studies, New Delhi, 1984.
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18 Renavikar M. R. Women and Religion : a Sociological Analysis, Rawat Publication, Jaipur, New Delhi, 2003.

Semester: III

Elective

Paper I : Labour issues in the Informal Sector

Credits: 1

Course Objectives:

Enable students to

1. Developing an understanding about labour issues in the informal sector.
2. To enable students to look at linkages related to caste, class and gender in the informal sector.
3. Developing a critical perspective about legal measures and social security measures concerned with labour in the informal sector.

Sr. No.	Units	Topics
1.	Informal sector	1. Concepts 2. Magnitude 3. Historical evolution 4. Sectoral contribution to Indian economy

2.	Regional and sectoral Profile of the work force (Rural /Urban)	Employment pattern Wage pattern 1. Small scale Industry 2. home based industry 3. Construction industry 4. Solid waste management Industry. 5. Agriculture 6. Mines, quarries , sand Dredging 7. Fishing Industry 8. Salt pans
3.	Caste, gender, age, Religion, Bondage (feudal relations) in the informal sector	1. Types of occupation 2. Problems of different sections 3. Skills components Migration – cause, types
4.	An overview of Trade Unions, Ngo's and cooperatives.	1. The profile of trade unions active in informal sector. 2. Ngo contribution in informal sector 3. Cooperatives movement and informal sector
5	Measures / Remedial measures	1. Social Security for the informal sector labour – The social security bill (2008) 2. Legislative measures- The labour related acts. 3. Non legislative measures- self help groups, Micro finance, poverty alleviation programmes like NREGA
6.	Informal sector in the international context	Impact of globalization and the growth of informal sector

References:

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2. Sarath Davala, 1994, 'Unprotected Labor In India'

3. Dutt. R & Sundharam- Indian Economy (2006 edition).S. Chand & Co, New Delhi.
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Semester: III

Elective

Paper II: Media and Development

Credits: 1

Course Objectives:

To enable students to:

- Understand and appreciate the role of media in social work
- Acquire knowledge of different media and their effective use in social work intervention and develop an ability to critique them
- Understand the utilization of media by government and non-government sectors and civil society groups for development

Unit	Topic
Media and Development	<ul style="list-style-type: none"> • Paradigms of development and their critique • Role of media in development • Importance of people’s participation • Influence of media on different target groups • Priorities of media in development
Group and Folk Media	<ul style="list-style-type: none"> • Group Media: Concept, manufacture and use of different media for a campaign - photos, posters, puppets, flash cards, street play, social networking; Understanding political dialogue created by media usage • Folk Media: Definition, types, problems faced in using folk media • Alternative media: Definition and usage • Analysis of the media popular in the community or culture

Mass Media	<ul style="list-style-type: none"> • Print Media - Newspapers, Magazines, Journals: Historical role of each medium in development, current trends in each medium, strengths and limitations of each medium as a tool for development, effectiveness of each medium for advocacy • Audio-Visual Media - Radio, Advertisements, TV, Cinema: Growth and changing focus of each medium in India, analysis of development programs in each medium, strengths and limitations of each medium as a tool for development, Prasar Bharti Bill, Community radio, attitudes and values conveyed by advertisements and TV programs, appeals used in advertisements, image-making and construction, brand-building, social relevance of advertisements, critique of the role of media in projecting and propagating particular images, censorship and state control in cinema, documentaries, viewing culture • Electronic Media: strengths and limitations of internet as a tool for development, use of social networking, e-databases, blogs and virtual libraries as personal spaces and resources for campaigns • Media ethics
Developing IEC Material for Social Work Intervention	<p>Preparing the following IEC material: (To be conducted as workshops)</p> <ul style="list-style-type: none"> • Photos for photo language • Posters • Puppets • Flash cards • Street play
Media Planning and Advocacy	<ul style="list-style-type: none"> • Media planning: Understanding consumer profile, designing message, identifying locations for display • Writing press releases and letters to editors, press conference • Media advocacy: Social mobilization, Right to Information Act
Public Opinion, Social Marketing and Public Relations	<ul style="list-style-type: none"> • Public opinion: Definitions, stages, determinants and influences on public opinion • Social marketing: Definition, aims, pre-requisites, components, strategies, stages in a social marketing program, difference between commercial and social marketing • Public relations (PR): Definition, need for PR in social work, tools of PR

References:

1. Childs, H.L. (1965). *Public Opinion: nature, Formation and Role*. London: D. Van Nostrand Company Inc.
2. D'Abreo, Desmond (1994). *The Mass Media and You*. Mumbai: Better Yourself Books.
3. Doctor, Aspi et al (1984). *Basic Study in Mass Communication*. Mumbai: Seth Publishers.
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Semester: III

Elective

Paper III: Vulnerable Children

Credits: 1

Course Objectives:

Enable students to:

Understand the situations causing vulnerability among children.

Develop right based perspective for addressing issues of vulnerability among children.

Understand and appreciate various government and non-government efforts.

UNIT	CONTENT
1.	<p>VULNERABILITY AND SITUATIONAL ANALYSIS OF VULNERABLE CHILDREN</p> <ul style="list-style-type: none"> • Concept of vulnerability • Situations contributing to the vulnerability of children- familial, societal, economical • Vulnerability induced due to developmental and global factors, disasters, war and conflicts, trafficking of children
2.	<p>RIGHTS OF THE CHILD, INTERNATIONAL AND NATIONAL INITIATIVES</p> <ul style="list-style-type: none"> • United Nations Convention on Rights of Children- salient features • International initiatives in child protection and child rights • National Commission for protection of child rights, State Commission for protection of child rights, their role and functions • The Juvenile Justice (Care and Protection of Children) Act, 2000
3.	<p>Children in Need of Care and Protection- magnitude, profile and problems</p> <ul style="list-style-type: none"> • Destitute and orphan children, working and street children, the girl child, Children of sex workers, children of alcoholics and substance abusers, children affected by HIV/AIDS • Child Abuse • Children with special needs/ Differently abled children
4.	<p>Children in Conflict with Law.</p> <ul style="list-style-type: none"> • Definition, magnitude, types of offences, profile and problems • Theories of juvenile delinquency- Social Learning theory, Strain theory, Labeling theory, Control theory

5.	<p>INTERVENTIONS- APPROACHES- PREVENTIVE , PROMOTIVE, CURATIVE</p> <ul style="list-style-type: none"> • I- Institutional services- Residential homes for children- shelter homes, children homes, observation homes, special homes, after care homes, homes for special children, SOS Villages • Role of care givers • Issues of residential care <p>II – NON –INSTITUTIONAL SERVICES FOR CHILDREN</p> <ul style="list-style-type: none"> • Sponsorship programmes, day care/ night shelters, Foster care, Adoption.
6.	<p>Right based approaches to work with children</p> <ul style="list-style-type: none"> • The Juvenile Justice (Care and Protection of Children) Act, 2000, • Child Labour (Prohibition and Regulation) Act, 1986 • Immoral Traffic Prevention Act 1986, • The Persons with Disabilities(Equal opportunities, Protection of Rights and Full Participation), Act, 1995 • Campaigns and civil societies initiatives.

References:

1. Adenwalla Maharukh, CHILD Protection and Juvenile Justice System for children in conflict with law, Childline India Foundation, Mumbai, 2008
2. Ahuja Ram, Social Problems in India – Juvenile Delinquency , Ch.4., Rawat Publication, Jaipur, 1997
3. Agarwal, K. G.and Panchal, T. K., Inner World of Handicapped: A Study of Problems of the Disabled, Khanna Publisher, New Delhi, 1993
4. Anderson, D, Social Work and the Mentally Handicapped, Macmillan and Company, London, 1993
5. Ankur , Field action project of college of social work, Mumbai
6. Bajpai Asha, Child Rights in India: law policy and practice, Oxford University Press, New Delhi, 2003
7. Chandra, K. and Devg, P. G., Handbook of Psychology for the Disabled and Handicapped, Anmol Prakashan, New Delhi, 1994
8. Child Labour (Prevention and Regulation) Act, 1986,
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11. Gupta M. C., Child Victims of Crime: Problems and Perspectives, Gyan Publishing house, 2001
12. Gandhi, B. M., Indian Penal Code (relevant sections), Eastern Book Company, Delhi, 1996
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17. National Initiative for Child Protection Childline India Foundation, 2000
18. Rane A., Street Children: a challenge to the social work profession, TISS, Bombay, 1994
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20. Sarkar C., Juvenile Delinquency of India: an etiological analysis, Daya Publishing House, Delhi, 1987
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Semester: IV

Compulsory Course

Paper I: Integrated Social Work Practice II (Seminar)

Credits : 3

The course will be offered as a Seminar in Semester IV. Each student will have to write a seminar paper on a topic of his/her choice from within the compulsory and elective courses offered in the MSW programme. The topic for the paper will be selected by the student at the end of Semester III.

Each student will also have to present the paper in a Seminar at the end of Semester IV.

The written paper will be assessed for 30 marks and the presentation will be assessed for 20 marks.

Semester: IV

Compulsory Course

Paper II : Human Rights

Credits: 3

Course Objectives:

- To develop an understanding about the Concepts of Human Rights and Duties, and their evolution in the Global Context.
- To study the prevailing National and International Conventions, and redressal mechanisms for Protection of Human Rights.
- To create a consciousness among students on the nature, relevance and practice of Human Rights, and
- To develop acceptance and sensitivity towards others with varied cultural, political, religious and ethnic identities consistent with Human Right Principles.

Units	Contents
I. Human Rights and Duties: Conceptual Perspectives.	<ul style="list-style-type: none"> - Concept of Human Rights and Duties - Classification of Rights - Historical evolution of Human Rights, a brief review of different theories of Rights: Natural Right Theory Legal Positivist Theory Liberal Theory Marxist Theory Gandhian Thought. - Relevance of the Study of Human Rights in the Present Context. - Human Rights Movements: International and National.
II. International Perspectives on Human Rights and Duties.	<ul style="list-style-type: none"> International Concern for and Recognition of Human Rights, Norms and Standards: - United Nations Charter - Universal Declaration of Human Rights, 1948 (UDHR). - International Covenant on Economic, Social and Cultural Rights, 1966. - International Covenant on Civil and Political Rights, 1966. Fundamental Duties and Responsibilities: - Duty to respect the rights of others (Article 29 of the

	<p>UDHR, 1948).</p> <ul style="list-style-type: none"> - U.N. Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms, 1999. - UNESCO Declaration on the Responsibilities of the Present Generations towards Future Generations, 1997.
<p>III. Protection and Enforcement of Human Rights at the International Level.</p>	<p>Protection and Enforcement of Human Rights at the International Level:</p> <ul style="list-style-type: none"> - U.N. General Assembly - Economic and Social Council - Human Right Commission - U.N. High Commissioner for Human Rights - Committees under the International Covenants and Conventions.
<p>IV. Human Rights Violations and International Response to some Problems.</p>	<p>Human Rights Violations and International Response</p> <p>Racial Discrimination:</p> <ul style="list-style-type: none"> - International Convention on the Elimination of All Forms of Racial Discrimination, 1965. - UNESCO Declaration on Race and Racial Prejudice, 1978. <p>Freedom from Torture:</p> <ul style="list-style-type: none"> - Convention for the Prevention and Punishment of the Crime of Genocide, 1948. - Convention on the Protection of All Persons from being subjected to Torture and other cruel and inhuman or Degrading Treatment or Punishment, 1984. <p>Rights of Women and Children:</p> <ul style="list-style-type: none"> - Convention on Elimination of All Forms of Discrimination against Women, 1979. - Convention on the Rights of the Child, 1989. <p>Human Rights in Armed Conflict and Rights of Refugees:</p> <ul style="list-style-type: none"> - Geneva Conventions on International Humanitarian Law, 1949. - Geneva Protocols I & II of the Geneva Conventions, 1977. - Convention on Protection of Refugees, 1951 and 1967 Protocol.

<p>V. Protection and Enforcement of Human Rights in India.</p>	<p>Evolution of Human Rights in India – a Historical Perspective.</p> <p>Enforcement of Human Rights and Statutory Mechanism:</p> <ul style="list-style-type: none"> - Legislative, Executive and Judiciary. - National Human Rights Commission and other Commissions and Committees at State and National Level. - NGOs and Human Rights Movements. - Information Media and Education. - Social, Economic, Political and Administrative Problems of Enforcement.
<p>VI. Human Rights Violations in India.</p>	<p>Human Rights Violations in India – Some Specific Problems:</p> <ul style="list-style-type: none"> - Discrimination and Violence against Women and Children. - Custodial Violence - Rights of Minorities - Rights of SCs / STs / OBCs. - Rights of the Displaced.

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- Brownlie, Ian, ed., Basic Documents on Human Rights (Oxford: Clarendon Press, 1983), B020672
- Diwan, Paras and Peeyushi Diwan, Children and Legal Protection (New Delhi: Deep and Deep, 1994), B014941
- Iyer, V.R. Krishna, Human Rights and Inhuman Wrongs (New Delhi: D.K. Publishers, 1996), B017600
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- Rehman, M.M. and others, Human Rights and Human Development: Concepts and Contexts (New Delhi: Manak Publications, 2000), B017538
- Sanajaoba, N., Human Rights in the New Millennium (New Delhi: Manas Publications, 2000).

- Vadaikukchery, James, Human Rights and the Police in India (New Delhi: APH Publishing, 1996), B015744

Semester IV

Compulsory Course

Paper IV: Management of Non-Profit Organisations

Credits 3

Course Objectives:

To expose the students to management principles

To develop in students an understanding of organisational behaviour

To enable students to grasp the concepts of Human Resource Management

To help students apply the above principles and concepts to the NPO sector

Unit	Content
1	Management Principles Development of Management thought & discipline Strategic Planning
2	Introduction to Organisational Behaviour Organisation system, structure, delegation of authority, responsibility and accountability Organisational Communication Management Information Systems
3	Dynamics of Organisational Behaviour I <ul style="list-style-type: none"> • Motivation : various theories • Leadership • Supervision
4	Dynamics of Organisational Behaviour II <ul style="list-style-type: none"> • Team-building • Conflict Management • Time & Stress Management

5	<ul style="list-style-type: none"> • Change Management • Organisational Change • Organisational Development
6	<ul style="list-style-type: none"> • Recruitment & Selection • Appraisals and Performance Management • Volunteer Management • Management of attrition

Skills Lab. Will be organized for the following topics

- Budgeting
- Proposal writing
- Event Management
- Fund Raising
- Evaluating Social Impact & Financial sustainability of projects

References

Hellriegel, Don; Slocum, John W. Jr.; Woodman, Richard W.(2001). 9th Ed. Organizational Behaviour. South Western Thomas Learning. US

Koontz, Harold. (2004). 1st Edition. Principles of Management. Tata McGraw Hill.

Luthans, Fred. (2005). Organisational Behaviour. McGraw-Hill. N. Delhi.

Rao, TVS (2005) 2nd Edition. Human Resources Management. Excel Books

Robbins, Stephen P.(1978).The Administrative Process: Integrating Theory & Practice. Prentice Hall of India Pvt. Ltd.

Robbins, Stephen P. (2009). 13th Edition. Organizational Behaviour. Pearson Education.

Tripathi, P.C. & Reddy, P.N. (1991) Principles of Management. McGraw Hill Co. New Delhi

Weinhrich, Heinz & Koontz, Harold (2006). Management: A Global Perspective, 11th Edition. Tata McGraw-Publication Co. Pvt. Ltd. New Delhi.

Semester: IV

Special Course

Paper I : Legal Literacy

Credits : 3

Course Objectives:

Enable Students to:

- Understand the Indian Constitution and Judicial System.
- Develop an understanding of the legal system and get acquainted with the Civil and Criminal justice system.
- Understand the concept of Social Legislations and its need in a country like India.
- Examine a few recently enacted social legislations with a view to understand their objectives.
- Acquire skills to make appropriate use of legal procedures in social work intervention.

Unit	Topic
1	Indian Constitution <ul style="list-style-type: none">• Preamble• Fundamental Rights• Directive Principles of State Policy• Fundamental Duties• Powers of the Legislature, Executive & Judiciary• Public Interest Litigation
2	Criminal Justice System <ul style="list-style-type: none">• Magistrate & Sessions Courts• FIR, Non-Cognizable Complaint• Offence, Arrest, Bail, Charge Sheet• Police Custody & Judicial Custody• Trial, Arguments & Judgment• Rights of Arrested Person
3	Indian Penal Code <ul style="list-style-type: none">• Mens Rea, Actus Rea, Motive• Offences against State• Offences against Property• Offences Against Human Body
4	Civil Justice System <ul style="list-style-type: none">• Types of Civil Cases• Notice, Affidavit, Plaint, Written Statement, Framing of Issues, Discovery & Inspection, Trial, Arguments• Decree, Judgement• Interim applications & interim orders
5.	(A) Social Legislation <ul style="list-style-type: none">• Concept• Need in social work field and in India (B) Types of Social Legislation <ul style="list-style-type: none">• Legal Services Authorities Act 1987• Right to Information Act 2005• Laws to fight corruption

6.	<p>Land</p> <ul style="list-style-type: none"> • Concept • Land Records • Development [town planning, development plans, land usage] • Special Economic Zone : Concept • The Scheduled Tribes & Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006
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- Basu D: Introduction to the Constitution of India: Prentice Hall of India, New Delhi
- Bhattacharya T: Indian Penal Code: Central Law agency: Allahabad
- Kelkar R: Criminal Procedure Code: Eastern Book Company, Lucknow
- Lal N: Code of Civil Procedure, 1908: Law House, Allahabad
- Mathew P: Indian Constitution: Indian Social Institute, New Delhi
- Mathew P: Indian Legal system: A Legal Series: Indian Social Institute, New Delhi
- Mathew P: Public Interest Litigation: Indian Social Institute, New Delhi
- Narayan P: Pleading and Practice: Asia Law House, Hyderabad
- Bare Acts

Semester: IV

Electives

Paper I: Disaster Management

Credits : 1

Course Objectives:

- ◇ To understand the types and differential impacts of disasters.
- ◇ To understand the functions of disaster management administration in India, relevant policies and legal provisions.
- ◇ To understand the role of relevant institutions, instruments, standards of service and the role of social work profession in disaster response.

Unit	Content
Introduction to Disaster Management	<ul style="list-style-type: none"> - Definitions of Disaster Management. - Classification of Disasters. - Outlines of individual disasters. - The General effects of Disasters. - Traditional disaster threats. - The New Disaster Threats and Modern Loss Factor. - Disaster Management cycle and composition of main activities.

<p>Disaster Management and Social Work Profession</p>	<ul style="list-style-type: none"> - Scope for disaster related action. - The Philosophy for coping with Disasters. - Counter disaster resources. - International disaster assistance. - Social Work Response to disaster management. - Specific role of professional social workers in community based disaster risk management.
<p>Major Requirements for Coping with Disaster</p>	<p><u>Foundational factors:</u></p> <ul style="list-style-type: none"> - Organization - Planning. - Training needs and specialized skills. - Utilization of resources; graduated response. - Logistics. - Leadership. - Public awareness.
<p>Institutions and Instruments in Disaster Response and Standards of Service.</p>	<ul style="list-style-type: none"> - International Decade for Natural Disaster Reductions and UN Resolutions. - Administration of Relief in India and review of disaster related policies; The Disaster Management Act 2005. - Code of conduct for humanitarian workers. - Humanitarian Charter and Minimum standards in Disaster Response.
<p>Long Term Measures in Disaster Management.</p>	<p><u>Prevention:</u></p> <ul style="list-style-type: none"> - Problem areas, Resources relevant to Prevention. <p><u>Mitigation:</u></p> <ul style="list-style-type: none"> - Major mitigation, components, problem areas, formulation and implementation of mitigation programs. <p><u>Preparedness:</u></p> <p>Nature of preparedness,</p> <ul style="list-style-type: none"> - Problem areas, maintenance of preparedness levels. Resources relevant to preparedness arrangements.

<p>Response to Disaster. Impact and Post Impact Factors.</p>	<p><u>Response:</u></p> <ul style="list-style-type: none"> - Characteristics, problem areas, - Requirements for effective response, - Human factors in response, resources relevant to various aspects of response. <p><u>Recovery:</u></p> <ul style="list-style-type: none"> - The bases for recovery action problem areas, Requirements for effective recovery. - Resources relevant. <p><u>Post disaster review:</u></p> <ul style="list-style-type: none"> - The importance of post disaster review. - Aspects covered in post disaster review.
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Semester: IV

Elective

Paper II: Peace Education

Credits : 1

Course Objectives:

Enable students to:

- Develop an understanding of the different dimensions of Peace and its structural deterrents.
- Develop an appreciation for India’s multi-cultural, multi-religious (syncretic) traditions
- Understand the efforts made by individuals, NGOs and the government, and other national and international level bodies in Peace- building.

Unit	Topic
1	Introduction & Understanding Basic Concepts <ul style="list-style-type: none"> • Peace & Non-Violence • Nationalism, Secularism • Communalism & Religious Fundamentalism • Fascism • Terrorism
2	Conflicts in Indian Society <ul style="list-style-type: none"> • Caste Violence

	<ul style="list-style-type: none"> • Communal Violence – State sponsored violence, Role of State in containing or abetting violence • Gender Violence • Resource – based Violence: Conflicts over land, forests, water • Violence on Ethnic Groups
3	Reducing Violence & Promoting Peace <ul style="list-style-type: none"> • Contribution of Mahatma Gandhi, Martin Luther King, Nelson Mandela, Aung Sang Sui in promoting Peace
4	Strategies for Promoting Peace <ul style="list-style-type: none"> • Role of different religions (Hinduism, Islam, Christianity, Jainism, Buddhism) in promoting peace Bhakti & Sufi Movements • Confronting Myths, Prejudices & Stereotypes • Understanding the Syncretic traditions of India
5	Government Role towards Peace Building <ul style="list-style-type: none"> • Indian Constitution • IPC, CRPC • Bill on Communal Violence • National Integration Council
6	Intervention at National & International Level & Role of Media <ul style="list-style-type: none"> • UN Initiative for Peace • UNESCO • Amnesty International • Civil Society Initiatives for Peace Building

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Semester: 1V

Elective

Paper III: Teaching and Supervision in Social Work

Credits : 1

Course Objectives.

1. Enable students to develop understanding of the basic processes of curriculum development and field instruction in social work.
2. Enable students to develop skills in formulating objectives, content of education for social work, appropriate teaching and assessing methodology.
3. Enable students to develop skills in field work supervision of social work students.
4. Enable students to develop sensitivity to the needs of adult learners.

Unit	Content
1 Social Work Education	Review of Social Work education; Indian and global scenario; current issues related to training and practice;
2 Curriculum development	Goals and objectives of social work training; Principles and processes of curriculum development; Social work training at different levels

3 Adult learning patterns	Theories of Learning; Principles of learning with special reference to adult learning patterns;
4 Training pedagogy	Use of creative teaching methods; use of indigenous teaching materials
5Field Instruction and supervision	Theories of supervision; Field work component in social work education; selection of learning tasks; individual and group conferences; student- field instructor relationship; Ethics in supervision
6Field work evaluation	Objectives of evaluation; methodology of evaluation.

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Semester IV

Elective

Paper IV: Ecology

Credits : 1

Course Objectives :

- Develop an understanding about the interrelatedness of human life & environment.
- Develop analytical tools for linking environment action to their philosophies and strategies.
- Develop sensitivity forwards people’s needs in the context of sustainable development

Unit	Topic
1	Environment & Ecology <ul style="list-style-type: none"> • Definitions and concepts • Environmentalism and Different Approaches to Environment studies- Anthropocentric, Bio-centric, Eco-feminist, Deep Ecology and Social Ecology • Eco-spirituality and conservation ethics
2	Environment & Development <ul style="list-style-type: none"> • Current Development paradigm and effects on environment. • The Development versus Environment Debate • Sustainable Development and its principles
3	Sustainability Issues of Rural Areas <ul style="list-style-type: none"> • Issues concerning Land, Water and Forests • Government policies on forests and agriculture and their impact • Development- induced displacement and effects on people • People’s issues and movements
4	Sustainability Issues of Urban Areas <ul style="list-style-type: none"> • Issues concerning access to land, housing and water • Privatisation and its effects on survival of the poor in cities

	<ul style="list-style-type: none"> Waste management as a growing issue in cities
5	<p>Role of the State in Conservation and Protection of Environment</p> <ul style="list-style-type: none"> Major legislations for protection of wildlife-national parks, preserves and sanctuaries Overview of laws related to protection of forests
	<ul style="list-style-type: none"> Environment Impact Assessments and their importance for development projects Administrative mechanisms for environment protection – State Pollution Control Boards and Ministry of Environment and Forests (MOEF).
6	<p>Global Trends in Environment Protection</p> <ul style="list-style-type: none"> The Kyoto Protocol and after, Carbon banks. Climate Change and effect on developing countries Environmental Movements, Green Parties, their ideology and contribution Role of civil society organizations in conserving and protecting the environment.

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Semester: IV

Elective

Paper V: Criminology and Correctional Administration

Credits: 1

Objectives

- To develop understanding of criminology and various theories of crime and punishment.
- To understand crime and delinquency as social problems.
- To acquaint students with the role of a social worker in correctional setting and crime prevention programmes.

Unit	Content
Criminology	<ul style="list-style-type: none"> • Concept of criminology: Social, Psychological and legal approaches • Theories of crime and punishment <ul style="list-style-type: none"> ➤ Classical and neoclassical ➤ Biological school ➤ Psychological and Psychiatric foundations ➤ Sociological theories ➤ Radical School ➤ Critical Criminology
Crime in the context of social problems	<ul style="list-style-type: none"> • Social problems- destitution, child abuse, child labour, alcoholism, drug abuse, beggary, homelessness, trafficking etc • Crime: concept, causes, types of crime and approaches to deal with crime and criminals • Female criminality and atrocities against women • Juvenile delinquency: concept, causes and approaches to deal with delinquency
Criminal Justice System	<ul style="list-style-type: none"> • Analysis of the System: Police, Judiciary; Prison and Correctional services • Critical review of legislations : <p>IPC, Cr. P.C, Prison Act, Juvenile Justice Act, Anti-beggary Act, Immoral Traffic Prevention Act, Child Labour Act, Laws relating to atrocities against women and drug-abuse and special laws to address organized crime, terrorism, NDPS Act etc.</p>
Correctional Administration and Services	<p>Institutional services:</p> <ul style="list-style-type: none"> • Prison, observation homes, special homes, beggar homes, rescue homes, short-stay homes, protective homes, half-way homes, de-addiction centers. <p>Community based corrections and non-institutional services:</p> <ul style="list-style-type: none"> • Early diversion and de-institutionalization, Probation, Parole, adoption, foster care, sponsorship, child guidance centers, family

	<p>counseling, crisis intervention, neighbourhood and self help groups, etc.</p> <ul style="list-style-type: none"> • After-care, rehabilitation and reintegration of offenders
Role of Social worker	<ul style="list-style-type: none"> • Role of social worker in crime prevention and rehabilitation of offenders • Voluntary organizations and community participation in crime prevention, community policing
Emerging dimensions	<ul style="list-style-type: none"> • Victimology and victim assistance programmes • Restorative Justice • Legal interventions- Summary trial, Plea bargaining, fast track courts, application of UN standards and norms and human rights perspective.

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FIELD WORK

Hours: 180 hours in each semester

Marks: 100 in each semester

Field Work is an essential component of the Social Work curriculum. It serves as a laboratory where the students learn to integrate their classroom learning with field experiences/reality. The overall objectives for Field Work are as follows...

- Develop analytical ability to understand various dimensions of problems/issues and approaches to problem solving.
- Develop an integrated approach to social work practice.
- Develop specific skills for intervention at the micro level (individual, family, group and community) and at the macro level (social systems and institutions)
- Develop professional attitudes utilizing principles and values of social work.

Expectations from students in field work are worked out for Semester II and Semester IV. Students are expected to work towards these expectations (outcome goals) in Semester I and Semester III.

Each Semester is allotted 100 marks for field work. Students are expected to put in 15 hours of field work per week (180 hours in the semester). Given below are the Outcome Goals for Semesters II and IV

Semester II Outcome Goals

I. ANALYTICAL ABILITY - (30 Marks)

Outcome Goal

The student acquires knowledge about the agency, its philosophy goals administrative structure and services, as well as the dynamics therein. The student is able to understand his/her role vis a vis the agency goals and plan tasks within this context. The student also develops an understanding of the client system and the problem situation and is able to relate it to the theory taught in class.

The student acquires the ability to reflect in her/his recordings the link between theory and practice.

Indicators

- With the help of the instructor, understands the agency. Its goals, objectives and strategies of work. Able to collect information from different sources and write a report on these at the end of the first semester.
- Is able to identify causes and effect of the problem situation as well as record the same in different reports. Identify and profile the client system through home visits and surveys .
- With the help of the instructor, is able to plan and implement group tasks.
- By the end of the semester is able to independently identify future areas of work and indicate a relevant action plan.
- Understands the roles of the agency personnel and his/her own tasks.
- Is able to write basic reports and articles in relation to work done.

II. PROBLEM SOLVING SKILLS - (30 Marks)

Outcome Goal

The student acquires direct intervention skills, communication skills and administrative and recording skills for problem solving.

Indicators

- Understands and identifies simple intervention strategies in relation to the problem situation.
- Understands and responds to problems of individuals, families and groups.
- Able to develop working relationship with the agency, client system, staff, colleagues and others in the field.
- By the end of the semester, is able to develop expertise in a specific area & mobilize/ resources required in the problem solving process.
- Writes recordings which are process oriented and reflective, with analysis in relation to the dynamics of the problems situation / and indicates ability to relate Theory to Practice.
- Able to suggest appropriate strategies / plan for intervention.
- Plans and implements programmes / and sessions for specific target groups.
- Understands and utilizes effective and appropriate IEC material while communicating with different groups.
- Understands and participates in liaisoning with other organizations and networking on common issues.

- Able to identify areas for research, conduct simple surveys, document and present reports.

III. PROFESSIONAL DEVELOPMENT - (25 Marks)

Outcome Goal

The student shows responsibility and maturity in relation to his / her role within and outside the agency.

Is able to understand and adhere to the ethics of social work by his / her commitment to social work values.

Indicators

- Develops self-awareness with the ability to understand and accept one's own strengths and limitations as a professional.
- Is aware of social dynamics of a problem-situation and the need for sensitivity in dealing with them.
- Is consistent in taking up and completing tasks.
- Shares responsibility in a team recognizes the need for co-operation and teamwork and shows leadership when required.
- Able to understand the ethics of the profession and abide by social work values in practice.
- Shows a willingness to learn through introspection and learning from others.

Participation in Orientation / Exposure Visits / Camps - (5 Marks)

Outcome Goal

The student is able to appreciate the importance of orientation / exposure visit and a camp organized by the College and actively participates in them. The student is able to appreciate and learn from the work of other organizations in the field of social work and is able to understand the importance of community living.

Indicators

- Attends and actively participates in the orientation / exposure visits and camps.
- Involves oneself in the planning and execution of tasks in the organization of the camp.
- Sensitive to people's problems and culture.
- Adheres to camp discipline and values of teamwork and group living.
- Critically evaluates the camp programme and makes constructive suggestions.
- Is actively involved in the process of report writing and presentation.

IV. USE OF FIELD INSTRUCTION - (10 Marks)

Outcome Goal

The student understands and recognizes the role of the faculty advisor, field instructor and field contact, and learns to take responsibility for learning.

Indicators

- Attends conferences regularly
- Submits recordings regularly
- Appreciates instructors' guidance through comments in recordings and uses these to prepare for conferences.
- Appreciates the need to read material that is relevant to field work.
- Follows up on tasks / suggestions discussed with the field instructor / faculty advisor.

Semester IV Outcome Goals

I. ANALYTICAL ABILITY - (30 Marks)

Outcome Goal

Acquires critical understanding of the agency's philosophy, goals, structure and services.

Shows ability to link theory and practice and make a systemic analysis of the problem situation in relation to practice.

Indicators

- Through independent fact – finding, the student is able to assess the magnitude of the problem and make a profile of the various systemic factors involved.
- Able to strategize intervention using an integrated approach to problem solving.
- Able to identify new areas of work.
- Able to appreciate, understand and use research as a tool for problem solving.
- Evaluates agency policies and goals in relation to client needs and proposes alternatives.
- Reviews and analyses Govt. policies and legislations related to the problem area.
- Able to document approaches and strategies used by the agency in various formats.
- Able to review literature in connection with the problem for perspective building and theoretical understanding.

II. PROBLEM SOLVING SKILLS – (30 Marks)

Outcome Goal

Appreciates the need for the systems approach in the process of problem solving at the micro and macro levels.

Indicators

- Uses an integrated approach to problem solving which reflects an understanding of the four practice systems.
- Is able to supervise and evaluate programs and strategies used.
- Is an effective advocate for client's needs.
- Is able to represent the agency to govt., non-govt., and funding agencies.
- Is able to conduct simple researches linked to the agency's needs, and write appropriate reports.
- Is able to understand the roles of various levels of staff in the agency and plan staff development programs for the Para-professional staff.

- Is able to identify, mobilize and appropriately utilize human and materials resources / expertise within and outside the community.
- Is able to sensitively lead her/his team in the field work agency.
- Actively participates in networking with various organizations at the micro and macro levels.
- Independently and objectively able to assess one's own intervention and performance.
- Utilizes the Field instructor as a consultant and shows ability to function independently.

III. PROFESSIONAL DEVELOPMENT - (25 Marks)

Outcome Goal

The student shows responsibility and maturity in his / her functioning in the agency and adheres to the values of social work through his / her commitment to the profession.

Indicators

- Adheres to social work values and principles in one behavior and in problem situations.
- Is responsible and accountable to the agency and the college.
- Takes leadership in the execution of tasks as well as in guiding junior students and para-professional staff of the agency.
- Takes responsibility in sharing tasks in the group.
- Is punctual and regular for field work and in submitting recordings.
- Is sensitive to the needs of others, especially one's colleagues.
- Is able to represent the agency at various fora.

Participation in Orientation / Exposure Visits / Camps - (5 Marks)

Outcome Goal

The student is able to appreciate the importance of orientation / exposure visits / camp organized by the College, and actively participates in them. The student is able to appreciate and learn from the work of other organizations in the field of social work and is able to understand the importance of community living.

Indicators

- Attends and actively participates in these activities.
Takes leadership in the planning and execution of the tasks in the organization of the camp.
- Sensitive to people's problems and culture.
- Adheres to camp discipline and values of team work and group living.
- Critically evaluates the camp program and makes constructive suggestions.
- Is actively involved in the process of report writing and presentation.

IV. USE OF FIELD INSTRUCTION - (10 Marks)

Outcome Goal

Appreciates the role of the faculty advisor, field instructor and contact person and develops a pattern of mutual learning with them.

Indicators

- Appreciates the instructors' efforts at guidance through comments in one's recordings and using them to prepare for individual conferences.
- Takes leadership in initiating, discussing and highlighting issues in group conferences.
- Takes leadership in solving problems within the team.
- Uses the instructor in a consultative capacity.
- Is open to learning and taking suggestions from the instructors