

University of Mumbai



No. AAMS_UGS/ICC/2022-23/142

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head of the University Department in Faculty of Inter-disciplinary is invited to the syllabus uploaded Academic Authority Meetings and Services which was accepted by the Academic Council at its meeting held on June, 2016 vide item No.4.70 relating to the revised syllabus of Master of Social Work Syllabus Semester – III & IV (CBCS).

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in **Social Work** at its meeting held on 15th June, 2022 and subsequently passed in the Faculty and then by the Board of Deans at its meeting held on 5th July, 2022 vide item No. 8.1 (R) have been accepted by the Academic Council at its meeting held on 11th July, 2022 vide item No. 8.1 (R) and that in accordance therewith, the revised syllabus of Master of Social Work - Sem III and IV (CBCS) as per appendix and the same be brought into force with effect from the academic year 2022-23. (The same is available on the University's website www.mu.ac.in).

MUMBAI – 400 032

3rd October, 2022

(Dr. Shailendra Deolankar)
I/c Registrar

To

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions the Head of the University Department in faculty of Inter-disciplinary.

A.C/8.1(R)/11/07/2022

No. AAMS_UGS/ICC/ 2022-23/142

3rd October, 2022

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Inter-disciplinary,
- 2) The Chairman, Board of Studies Social Work,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Director, Department of Information & Communication Technology,
- 6) The Co-ordinator, MKCL.

(Dr. Shailendra Deolankar)
I/c Registrar

Copy to :-

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

for information.

University of Mumbai



Revised Syllabus for Master of Social Work Semester – Sem-III and IV (Choice Based Credit System)

(With effect from the academic year 2022-23)

University of Mumbai



Title of Course	Master of Social Work
Eligibility	Any Graduate from UGC Approved College /Institution
Passing Marks	40 Percent out of 100 (separately in 60:40 pattern)
No. of Semesters:	Sem –III and IV
Level:	P.G.
Pattern:	Semester
Status:	Revised
To be implemented from Academic Year:	2022-23

Signature:

Dr. Balaji N, Kendre
Chairman of Board of Studies

Signature:

Dean of Faculty

Preamble

Introduction

The University of Mumbai, Mumbai announced Master of Social Work programme based on Choice Based Credit System from the academic year 2016-17 at Vidyangri Kalina Campus and Ratnagiri sub Centre. Master of Social Work (MSW) is a two year programme consisting of four semesters with several course options in the third and fourth semester. The Syllabus is devised into Core and Elective Courses with four and two credits respectively for each course. Core courses are compulsory for all the students in a given Semester and the Elective courses are optional as specified for each Semester. This syllabus is applicable to the Department of Social Work University of Mumbai at Vidyangri Campus and Ratnagiri Sub Centre of University of Mumbai.

About the Programme

The university provides a generic course of studies at the MSW level. The Choice Based Credit System (CBCS) is followed. The curriculum is carefully designed to ensure that the student has a broad base of the necessary knowledge, skills and attitudes to function in diverse field of Social Work settings. Despite being generic, the course also encourages the students to deepen their interest in certain specific areas through the type of fieldwork selected, research study undertaken, term paper topic chosen and optional subjects selected as electives. Full time and visiting faculties will teach courses (papers) according to their specializations. The curriculum consists of relevant aspects of both theory and field work to help students enhance their practical understanding of social work practice. Theoretical perspectives provided in the programmes hope to achieve the following objectives:

Aims and Objectives (AaOs)

- a) Acquire knowledge of the functioning of individuals and groups in social systems, the interrelationships between them and the manner in which they promote or impede a healthy social functioning
- b) Obtain knowledge from other disciplines which contribute to the understanding of persons in the bio-psycho-social matrix

MSW CBCS Revised Syllabus from 2022-2023

- a) Develop professional capacity for identification of issues and problems violating the human rights of groups and communities and design effective responses for affecting a meaningful change in their situation
- b) Attain the capacity to select and order priorities, to plan, to make realistic goals, and select appropriate strategies to fulfill the goals,
- c) Develop skills in the utilization of social work intervention methods and adopt ethical practices using the principles of the profession while working with individuals and families, groups and communities.

Learning Outcomes (LOs)

- 1) To help students to develop understanding on various socio-economic issues and role of social work practice in different situations
- 2) To help students develop knowledge, skills and attitude to the practice of social work profession
- 3) To develop student understanding on professional social work practice and train them to practice it in the domain of social work.
- 4) to enable students develop creative thinking and ability to apply theoretical knowledge in the practice of social work
- 5) To facilitate interdisciplinary approach for better understanding social work practice

- 6) To develop students understanding theoretically and practically on various methods of social work practice
- 7) To develop student's ability to practice integrated approach to practice social work methods in deferent situation
- 8) To help students to develop their understating in evidence based practice to solve various emerging challenges in the society
- 9) To enable students to understand various governmental policies, schemes and programmes for the development of the society.
- 10) To enable students to understand national-international social concerns and strategies applied by various social work PR actioner solve them across the countries

Field Work

Field Work is an integral part of the programme of training in social work. It comprises learning professional social work practice under the guidance of trained field instructors in selected Government and Non- Government organizations. It enables the student to see the applicability of theoretical knowledge taught in the classroom to actual situations requiring social work intervention. It is both goal-oriented to solve a particular problem to which the student addresses his / her activities and learner-centered in relation to his / her particular interest areas and aptitudes. Field work has the dual purpose of promoting the student's own learning while contributing to the development of the people with whom he / she works, especially the disadvantaged sections of our society. Practical experience in fieldwork aims at the following objectives:

- 1) Provide opportunity for the integration of classroom learning and field practice and vice versa (feedback mechanism for both class and field),
- 2) Develop skills through learning how to utilize the knowledge learnt inthe classroom for analysis of problems affecting the target groups and selection of the appropriate means for problem-solving,

3) Cultivate attitudes, values and commitments of the profession relevant to working with the most disadvantaged sections of society,

4) Develop awareness of self and the way in which student's behavior is affected by past experiences and cultural factors, and the way in which these affect the perceptions of their response to others.

Students will be required to maintain regular recordings of the fieldwork done during the course of their study. All students are required to dress appropriately, giving due respect to the sociocultural practices of the people whom they work with while at fieldwork. For field work students will be placed at various Agencies in urban, rural and tribal areas. A few Tribal, Nomadic Tribal and Urban Slums will be selected for field action project by the Programme where student have to regularly contribute for the development of the Communities.

The Revised Syllabus for Master of Social work Part-II semester 3 and 4 are given below

MSW Semester III Revised Syllabus

(Choice Based Credit System)

Semester III	Elective Basket I Credit 4	Elective Basket II Credit 4	Elective Basket III Credit 4	Elective Basket IV Credit 6 (Skill Workshop Component)	Elective Basket V Field Work Practicum Credit 6 (Internal Evaluation)
Subject	(Choose Any One)	(Choose Any One)	(Choose Any One)	(Choose Any One)	(Choose Any One)
1	i)Gender Studies and Social Work Practice	i) Social Work Practice in Health	i) Mental Health and Psychiatrist Social Work Practice	i) Therapeutic Counselling Skills for Social Workers	i) Institutional Setting
2	ii) Social Work Practice with Rural and Urban Communities	ii) Social Exclusion and Inclusion Studies	ii) Informal Sector and Labor Studies	ii) Teaching, Training and Supervision in Social Work Practice	ii) Community Settings
3	iii) Child Rights	iii) Gerontology and Geriatric Care	iii) Dalit and Tribal Studies	iii) Development Communication Skills	iii) Issue-based Setting
	Total Credits	24			

MSW Semester IV Revised Syllabus

(Choice Based Credit System)

Semester IV	Project Based Course 1 Credit 6	Project Based Course II Credit 6	Optional Choices Basket II Credit 6	Optional Choice Basket III Inter disciplinary Credit 6
Subject			(Skill Workshop Component)	
			(Choose Any One)	(Choose Any One)
1	Research Project with Dissertation	Fieldwork Based Project	i) Skills in Management of Non- Profit Organization	i) Human Resource Management iii) Corporate Social Responsibility and Social Entrepreneurship
2			ii) Sustainable Development and Environment	ii) Disaster Management
Total Credits	24			

Detail Summery of the Courses and Pattern

Total Courses:	12 (Semester –IIIand IV)
Core Courses:	12 (Semester –III and IV)
Total Credits:	48 (12 X 04 = 48) Sem-III and Sem-IV
Scheme of Examination:	60 Marks Semester End Exam (02 Hours) 40 Marks Internal Assessment (Continued)

University Exam Pattern (60 Marks): 03 Broad questions of 15 marks with internal choice and one question (Short Notes) of 15 marks in which four short notes will asked and two need to be answered (7.5 marks) for each.

There shall be 04 teaching hours in a week for each course of 100 marks paper and 15 weeks in one semester.

Internal 40 marks shall be divided into three criteria's such as 20 marks for written exam, 10 marks for assignment and 10 marks for class participation/conduct. The assessment for field work component shall be 60 marks for internal assessment and 40 marks for external assessment by conducting viva-voce at alternate semester i.e. semester 2 and semester 4. Date, time and Panel for viva shall be decided by the Head of the Department for each course. Viva Committee shall consist of Head-Chairperson, Class Teacher -convener and one teacher from the department. However, minimum two teachers can form the quorum of committee in which head or his nominee shall be mandatory.

*Instructions for Field work component are separately given under the course content

Electives Basket I (Choose Any One) (Credits-4)

Course Title: GENDER STUDIES

Course Objectives:

- a) To Study the Historical Factors Affecting The Status of Women in India.
- b) To Understand Feminism and Gender Based Violence
- c) To Study the Women's Movement and LGBT Movement.

Part	Unit	Content
A	I	Scope and Significance of Gender Studies in Social Work Practice 1) Understanding The Difference Between Women's Studies And Gender Studies Importance Of Developing Gender Sensitivity In Social Work Practice 2) Evolution Of Gender Studies (Women And LGBT) As An Independent Discipline And Its Relevance To Social Work 3) History Of Status Of Women in India (Pre Reform Period- 19th Century Reform Movements- 4) Role of Women during Independence Struggle – Post Independence and In Contemporary India.
	II	Understanding Women's Movements (Global & National) 1) Origins of Patriarchy, Understanding Patriarchy through Overview of the Feminist Theories - Contemporary Patriarchy. 2) Concept and Forms of Violence towards Women. Legal Remedies And Interventions To Stop Gender Based Violence 3) Women's Movement at the Global Level- Genesis of Women's Movement in India. 4) Concerns, Achievements and Critique of Women's Movement and Its Future in a Developing Nation.
B	III	Understanding LGBT Issues, Movements and Way Forward 1) Concept, Definition And Forms Of Violence Towards LGBT 2) History of the LGBT Movement in India and Globally. 3) Status of the LGBT Community and Their Issues. 4) Legal Remedies And Interventions To Stop Gender Based Violence 5) Concerns, Achievements and Critique of Women's Movement and Its Future in a Developing Nation.

	IV	Global – National Initiatives for the Empowerment of Women and LGBT 1) International Initiatives, World conferences, CEDAW - by the United Nations for Women and persons who are LGBT 2) Indian initiatives for Women (The ‘Towards equality report’, National perspective plan for women, Statutory bodies for empowerment of women) and persons who are LGBT 3) Understanding personal narratives of the LGBT persons
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Bhattacharya Malini (2004), Globalization, Perspectives in Women's Studies Tulika Books, New Delhi
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Kulkarni, Seema, Ahmed, Sara, et al (2007) Women, Water and Livelihoods: A Review of Policy, Pune: SOPPECOM

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Singh Surendra & Srivastava S P (2001). Gender Equality through Women's Empowerment: Strategies and Approaches. Lucknow. Bharat Book Centre.

Talwar Rajesh: The Third sex and human rights. New Delhi. Gyan Publishing House, 1999.

Course Title: SOCIAL WORK PRACTICE WITH RURAL AND URBAN COMMUNITIES
(Credits-4)

Course Objectives:

- 1) To Study The Concept Of Rural Studies.
- 2) To Understand The Rural Governance And Development
- 3) To Study The Rural Development Programmes
- 4) To Study The Concepts Related To Urban Studies
- 5) To Understand The Urban Governance And Development
- 6) To Study The Issues Related To Slums And Development

Part	Unit	Content
A	I	Rural Community 1) Conceptual Understanding Of A Village And Rural Community 2) Characteristics Of Village Life And Pathologies (Issues And Concerns) Of Rural Areas 3) 73rd Constitutional Amendment Act And Its Implications 4) Rural Community Development Programs And Schemes Government Of India Over The Years
	II	Rural Cooperatives 1) Concept, Scope And Limitations Of The Cooperative Movement; 2) Self-Help Groups: Concept, Formation, And Maintenance; Three Tier Structure In SHGs; Micro Credit And Micro Finance; 3) SHGs And Women's Empowerment
B	III	Urban Community 1) Urban, Urbanism, Urbanization: Conceptual Understanding Of The Terminologies 2) Trends and Patterns and Pathologies (Issues and Concerns) Of Urbanization in India. 3) 74th Constitutional Amendment Act And Its Implications 4) Urban Development Policies And Programs And Schemes Of Government Of India Over The Years

	IV	Urban Planning And Slums Development 1) Functions Of Parasternal Agencies In Enhancing Urban Growth And Development: MMRDA, MHADA, SRA 2) Urban Planning: Concepts And Tools; Water And Sanitation Planning; Public Transport Planning; Affordable Housing For Poor JNNURM; City Development Plan; Urban Poverty Reduction Strategies 3) Urban Slums And Urban Poor: An Overview ; Types Of Slums; Slum Policies And Schemes In India 4) Community Participation Strategies In Urban Slums And Its Impact: The Case Of Sanitation
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Readings

- Apte, P. (2013). Urban Planning and Development: An Indian Perspective. Gurgaon: Zorba Publishers
- Bhattacharya, B. (2006). Urban Development in India: Since Pre-Historic Time. New Delhi, India: Concept Publishing Company.
- Chatterjee Shankar: Rural Development and National Rural Livelihood Mission (NRLM). Jaipur. RBSP Publishers, 2011.
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- GOI. (2005). Urban Infrastructure: Economic Survey 2004–05. New Delhi: Ministry Of Finance
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- Madan, G.R. (1990). India's Developing Villages. New Delhi, India: Allied Publishers.
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- Mohan Sudha: Urban Development New Localism. Jaipur. Rawat Publications, 2005.
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- Narayanasamy N: Participatory Rural Appraisal: Principles, Methods And Application. New Delhi. Sage Publications, 2009
- Patil, A.R. (2013). Community Organization and Development. New Delhi, India: PHI Learning Private Limited.
- Prasad B K: Rural Development: Concept, Approach And Strategy... (1) New Delhi. Sarup and Sons Publishers, 2003.

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Sandhu Ravinder Singh: Urbanization In India: Sociological Contributions...New Delhi. Sage Publications, 2003.

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Sivaramakrishnan K C: Oxford Handbook of Urbanization in India, 2ndEdi. New Delhi. Oxford University Press, 2005.

Soundarapandian M: New Economic Policy and Rural Development. New Delhi. Serials Publications, 2006.

Course Title: CHILD RIGHTS

(Credits – 4)

Course Objectives:

- 1) Enable Students To Understand Discourse Of Child Rights And Understand Its Contemporary Status.
- 2) Understanding of Child Rights through Practice Base Approach.
- 3) Linking Of Child Rights with the Multiple Approaches of Education, Health, Law and Policy.

Part	Unit	Content
A	I	Understanding Of Concept Of Child And Discourse Of Rights For Children 1) Understanding Of Profile Of The Child 2) Fundamental Principles Of Child Rights 3) Rights Of The Child As Human Rights 4) United Nation's Convention On Rights Of The Child 5) Indian Constitution On Rights Of The Child
	II	Child Rights And Ecosystem 1) Role Of Child Surroundings In Child Rights 2) Identification Of Social, Economic, Cultural And Legal Factors Affecting Child Rights 3) Understanding of Violation of Child Rights and Its Impact on Physical, Emotional and Physical Development of the Child.
B	III	Intervention Approaches And Skills 1) Approaches: Curative And Preventive 2) Strategies For Preventing And Addressing Violation Of Rights Of The Child 3) Examples Of Preventing And Addressing Violation Of Rights Of The Child 4) Knowledge And Skills Needed For Professional Social Workers To Work With Approaches Of Child Rights At Policy, Law, Health, Education And Law Enforcement Level.

	IV	Strengthening Of Child Rights Protection System 1) Components Of Child Rights Protection System 2) Identification Of Problems In Child Rights Protection System 3) Multiple Strategies Needed To Work With Individual, Family And At Community Level To Create A Protective Environmental System For Children.
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Readings

Adenwalla maharukh: Child Rights And Law: A Guidebook For Legal Interventions. Mumbai. Child Line, 2002.–(362.7ADE)

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Sarada D & Rajani N: Child Rights and Young Lives. New Delhi. Discovery Publishing House, 2010. 978-81-8356-435-9 Rs. 995–(362.7Sar/Raj)

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Elective Basket II (Choose Any One) (Credits -4)

Course Title: SOCIAL WORK PRACTICE IN HEALTH

Course Objectives:

- 1) To Help The Learner Understanding The Connection Between Health, Community Health And Health Education To Enable The Learner, Gain Conceptual Understanding On The Theme- Health And Development
- 2) To Provide An Overview Of Health System, Programmes And Policies In India
- 3) To Provide Information About Different Diseases, Their Symptoms, Causes, Diagnosis, Treatment Management And Prevention
- 4) To Find The Overall Impact Of Health In Term Of Wellbeing, Gender Justice And Sustainable Development Of The Community

Part	Unit	Content
A	I	Introduction To Health, Community Health And Health Education 1) Concept Of Health; Dimensions Of Health; Standards Of Health, Factors Affecting Health; 2) Concept And Background Of Community Health; Community Diagnosis And Health Action Plan; 3) Concept, Methods And Principles Of Health Education; 4) Organizing And Planning For Community Health Programme

	II	Types Of Diseases, Child Health and Occupational Health 1) Concept Of Disease, Classification Of Diseases 2) Disease Elimination, Disease Control And Disease Eradication 3) Causes, Symptoms, Treatment And Prevention A. Communicable Disease: A) Tuberculosis B) Leprosy C) Typhoid D) Malaria E) Rabies F) Sexually Transmitted Diseases G) Hepatitis H) HIV/ AIDS I) Chicken Guinea J) Dengue K) Swine Flu L) K) Covid 19 B. Non– Communicable Disease : A) Cancer B) Diabetes C) Hyper Tension D) Asthma E) Cardiac Disorders C. Occupational Health a) Occupational Health Hazard B) Common Occupational Diseases Diseases Of Childhood 1) Communicable Diseases- Measles, Mumps, Polio, Chicken Pox, Rubella, Tetanus, Whooping Cough, Diphtheria 2) Acute Respiratory Infections, Worm Infections, Acute Diarrheal Diseases 3) Malnutrition Definition And Concept Of Nutrition Social Aspects Of Nutrition- Types, Anemia, Iodine Deficiency Immunization Schedule For Children
B	III	Health Care Services And Health Care Infrastructure In India 1) Three Tier Health Care System: Primary, Secondary, And Tertiary 2) National and State Level Health Policies and Programs. 3) Public Health Care Programmes In India 4) Family Planning B) Immunization C) ICDS 5) Health Education And Health Promotion 6) Out Of Pocket Expenses On Health; Health Insurance

	IV	Health, Well-Being And Role Of Social Worker I 1) Public Health And Sanitation 2) Ageing, Health And Well-Being 3) Migration And Urban Health 4) Promoting Indigenous Health Systems (AUYSH Department) II. Application Of Social Work Methods, Skills And Techniques In Health Set Up III. Role Of Social Work In The Field Of Health 1) Multi-Disciplinary Approach 2) Advocacy For Patient Rights
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Readings

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Benenson, A. S. (1981). Control of Communicable Diseases in Man (No. Edn 13). American Public Health Association.

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World Health Organization. (2007). Prevention of Cardiovascular disease. World Health Organization.

Course Title: SOCIAL EXCLUSION AND INCLUSION

Credits -4

Course Objectives:

- 1) To Provide An Overview On Concepts, Types And Factors Responsible For The Social Exclusion Of The Marginalized Groups In India And At The International Level.
- 2) To Study The Magnitude And Extent Of Socially Excluded Communities In India And At The International Level.
- 3) To Develop Perspectives On The Struggle And Challenges Faced By The Excluded Communities For Their Inclusion And Integration In India And At The International Level.
- 4) To Provide Knowledge On National And International Inclusive Policies And Processes For Inclusion And Integration Of Excluded Communities.

Part	Unit	Content
A	I	Introduction To The Concepts 1) Emergence Of The Concept Of Social Exclusion And Inclusion 2) Defining Social Exclusion And Inclusion 3) Types Of Social Exclusions Based On Class, Caste, Religion, Gender, Race And Ethnicity 4) Dimensions Of Exclusion Related To Socio-Cultural, Economic And Political Systems And 5) Interdisciplinary Approaches For Its Study 6) Debates On Social Exclusion And Inclusion In India And Around The World

	II	Socially Excluded Communities In India And At International Level 1) Socially Excluded Communities: Profile, Identity, Livelihood Issues 2) Overview On The Socially Excluded Communities In India And Their Struggle For Inclusion & Integration 3) Excluded Communities: Dalit-Caste Based Issues, Tribal-Indigenous People, DT/NT, OBC's, Minorities (Regional, Religious, Linguistic), LGBTQI; 4) Rohingyas, Ching, Tibetans 5) Overview On Excluded Communities At International Level And Their Struggle For Inclusion & Integration 6) Refugees, Asylum Seekers, Migrants, Immigrants 7) Excluded Communities: Roma (Europe), Sami (Scandinavia), Rohingya (Asian), Apache (Red-Indians-North American), Maori (Australia)
B	III	Policies And Programmes For Inclusive Development 1) Constitution Of India: Democratic Perspectives On Inclusive Development, Preamble, Constitutional Provisions For SC, ST, OBC, NT/DT And Minority, 2) Reservation Policy 3) Social Legislations 4) Atrocity Act 5) Special Minority Status 6) Commissions (SC,ST, OBC, Minority, NT/DT), Policies And Programmes For Inclusion Of Excluded Communities 7) International Policy Framework For Inclusion And Integration 8) UNDP, SDG,HDI, European Union: EU Policies And Programmes For Refugees, Immigrants & Migrants 9) Legislative Measures 10) Reservation Policy

	IV	Action For Social Inclusion 1) Role Of People Centered Rights-Based Organizations To Address Issues Of Social Exclusion 2) Social Movements against Exclusionary Practices for Inclusion. 3) Mobilization For Social Change 4) Advocacy & Networking For Social Inclusion 5) Legal Reforms 6) Affirmative Action 7) Social Legislation
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Readings

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S. Vijaykumar, (2012) Challenges Ahead For Inclusive Growth in India, IJRDM (International Journal of Rural Development and Management Studies), Volume 6

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Saxena, Ashish (2013): Marginality, Exclusion and Social Justice, Rawat, Publication, Jaipur

Sen, A. (2000) Social Exclusion: Concepts, Application and Scrutiny. Social Development Papers No. 1, Asian Development Bank, Manila

Sukhadeo Thorat and Narender Kumar (2008), B.R Ambedkar Perspective on Social and Inclusive Policies, Oxford University Press, New Delhi

UNDP, Human Development Report 2016, World's Most Marginalized Still Left behind by Global Development Priorities

Varma, H.S. (2005) The Obstacles and the Dynamics of Social Exclusion in India, Serial Publications, New Delhi.

Course Title: GERONTOLOGY AND GERIATRIC CARE (Credits-4)

Course Objectives:

- 1) To Help The Learner Understand The Multidisciplinary Field Of Gerontology
- 2) To Enable The Learner, Gain Theoretical And Conceptual Understanding On Ageing
- 3) To Provide An Overview Of Process Of Ageing
- 4) To Make The Learner Aware Of The Policies And Programmes Related To Elderly
- 5) To Equip The Students With Skills Related To Geriatric Care

Part	Unit	Content
A	I	Gerontology: A Multidisciplinary Perspective 1) Relevance, Definition And Development Of The Field Of Gerontology 2) Human Rights Perspective On Gerontology; 3) Demographic Aspects: Population Ageing, Global Trends And Cross- Country Variations; 4) Differentiating Between Individual Ageing And Population Ageing
	II	Theories, Approaches, Process And Emerging Issues Of Ageing 1) Theories Of Ageing: Modernization Theory, Disengagement Theory And Activity Theory; 2) Approaches: Psycho-Dynamic, Ecological And Lifespan; 3) Process Of Ageing: Causes And Consequences; 4) Nature Of Degeneration: Diabetes; Cardiovascular Disease 5) Disability-Related Issues: Ophthalmologic, Hearing Impairment, Dental Problems, Difficulties In Speech And Orthopedic Problems Like Arthritis And Osteoporosis; 6) Terminal Illnesses; Psycho-Neurological Issues Like Depression, Anxiety, Dementia, Parkinson's Disease, Alzheimer's Disease; 7) Importance Of Promoting Healthy Methods Of Handling Changes In Physical And Mental Abilities In The Natural Process Of Ageing

B	III	Policies And Programmes 1) International Policies And Provisions: UN Principles For Older Persons (1991), Proclamation On Ageing And The Global Targets For Ageing (2001) And The Universal Declaration Of Human Rights (UDHR, 1948) 2) Constitutional Provisions And Policies In India: National Policy On Older Persons (1999) 3) Older Persons (Maintenance, Care & Protection) Bill, 2005; The Maintenance And Welfare Of Parents And Senior Citizens Bill, 2007 4) Programmes for the Older Adults Over the Five-Year Plans: Welfare Schemes; Shelter and Housing; Health and Disability; Health Insurance. 5) Pension and Retirement; Issues in Access to These Programmes and Denial of Rights.
	IV	Working With The Older People And Services For Older People 1) Defining Role And Functions; 2) Work On Psychological Aspects (Work-Related, Self-Esteem And Mental Health), Social And Cultural Aspects (Social Roles And Support, Family Relationships Leisure, Handling Technology), 3) Work On Economic Security (Dependency, Housing, Retirement And Reduction In Income, Unorganized Sector), 4) Work On Legal And Advocacy Issues (Legal Problems, Wills) Institutional And Non-Institutional Services For Older People 1) Residential Care Services By Government And Non-Government Organizations 2) Nonresidential Care For The Older People 3) Community Based Care For The Older People

Readings

Akundyanand: Anthropology Of Aging: Contexts, Culture And Implications. New Delhi. Serials Publications, 2004. 81-86771-52-2 Rs.625--(362.6AKU)

Care of the Geriatric Patients: Tom J Wachtel, MD, Marsha D. Fretwell, M.D; AI Books

Clinical Geriatrics by T.S. Dharmarajan, Dr. Robert A. Norman-CRC Pressing, 2003

Cowgill, D., and Lowell, D. (1972). *Aging and Modernization*. New York: Appleton-Century-Crofts.

Cumming, E., and William, H. (1961). *Growing Old: The Process of Disengagement*. NY: Basic Books.

Desai Murli & Raju Siva: Gerontological Social Work in India. Delhi. B R Publishing Company, 2000. 81-7646-144-X Rs.900--(362.6Des/Raj)

Diamond, T. (1995). *Making Gray Gold: Narratives of Nursing Home Care*. Chicago, IL: University Of Chicago Press.

Handbook of Geriatric Care Management (3rd Ed): Cathy Joe Cress; AI Books

Practical Geriatric Assessment, Howard M Fillit, Gloria Picariello, Cambridge University Press

Principle and Practice of Geriatric Medicine, M. S. John Pathy, Alan J. Sinclair, John E. Morley

Protocol in Primary Care Geriatrics, John P. Sloan, Springer

Ramamurti P V & Jamuna D: Handbook of Indian Gerontology. New Delhi. Serials Publications, 2004. 81-86771-48-4 Rs.1195--(362.6RAM/JAM)

Electives Basket III (Choose Any One) (Credits-4)

Course Title - MENTAL HEALTH AND PSYCHIATRIST SOCIAL WORK PRACTICE

Credits -4

Course Objectives:

- 1) To Enable Students Develop An Understanding Of The Characteristics Of Positive Mental Health And Differentiate From Normal And Abnormal Behaviors
- 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, Counselling And Support To Patient and Family Member's

Part	Unit	Content
A	I	Introduction To Mental Health 1) Concepts Of Normality And Abnormality 2) Multi-Dimensional Impact Of Mental Health Problems 3) Mental Illness To Mental Health: Indian Perspective 4) Classification Of Mental And Behavioral Disorders-DSM And ICD Systems 5) Mental Illness And The Family 6) The Mental Hygiene Movement's Perspective On Mental Illness

	II	Psychological Disorders And Relevance Of Psychometric Testing Causes, Classification, And Treatment Approaches. An Overview: Defining And Classifying Psychological Disorders A. Anxiety Disorders 1) Phobic Disorder 2) Generalized Anxiety Disorder 3) Panic Disorder 4) Obsessive Compulsive Disorder 5) Post-Traumatic Stress Disorder B. Somatoform And Dissociative Disorders C. Mood Disorders 1) Depression 2) Bi Polar Disorder D. Schizophrenia E. Personality Disorders Antisocial Personality Disorder F. Childhood Disorder 1) Attention Deficit / Hyperactivity Disorder 2) Autistic Disorder Mental Health Relevance Of Psychometric Testing 1) Need For Testing 2) Types of Tests and the Use of Various Tests. 3) IQ Tests: Wechsler Intelligence Scale For Children ,Binetkamat Test Of Intelligence 4) Personality Tests: Checklists For ADHD And Autism Spectrum Disorder
	III	Policies AndLegal Situation Related To Mental Health InIndia 1) UN Convention On The Rights Of Persons With Disability 2) National Mental Health Policy Of India 3) Mental Health Act,1987 4) The Mental Health Care Bill, 2013 5) National Institute Of Mental Health And Neuro Sciences (NIMHANS) 6) National Mental Health Programme (NMPH) In India

	IV	Community, School Mental Health and The Role Of The Social Worker In Different Settings 1) Community Mental Health-Preventive, Promotive And Remedial Approaches 2) Various Approaches In School Mental Health Programme 3) Drug And Addiction Counselling 4) Mental Health Hospitals 5) Child Guidance Clinics 6) Prison Setting 7) School Counsellor
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Readings

Benjamin Lahey, an Introduction to Psychology, Sixth Edition, 1998, New Delhi, Tata McGraw Hill Publishing Company Ltd.

Bentley, K.J. (2001). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing.

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Donna M Gelfand, Clifford J Drew, Understanding Child Behavior Disorders, Fourth Edition, 2003, Thomson, Wadsworth

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Hoekseman Susan Nolen: Abnormal Psychology. (3rd) New Delhi. Tata McGraw-Hill Publishing Co., 2007

Jeffrey S Envied, Spencer A Rathus, Beverly Greens, 2003, New Jersey, Prentice Hall

Kishor, J. (2012). National Health Programmes Of India: National Policies And Legislations Related To Health. New Delhi: Century Publications.

Murthy R Srinivasa & Others, Manual of Mental Health Care for Multipurpose Workers, Bangalore, ICMR, Centre For Advanced Research, MCMH, 1988

Nevid Jeffrey S: Abnormal Psychology ina Changing World. (5th) New Jersey. Prentice Hall, 2003.

Nicky Hayes, Foundations ofPsychology: An Introductory Text, 1994, Routledge

Nolen Hoeksema Susan, Abnormal Psychology, Third Edition, 2005, New Delhi,Tata Mcgraw Hill Publishing Company Ltd.

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Robert S Feldman, Understanding Psychology, 2004, New Delhi, Tata Mcgraw Hill Publishing Co Ltd

Saundra K, Psychology, Ciccarelli, Glenn E Meyer, 2006 Pearson Education.

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Sisti, D. A., Caplan, A. L., &Rimon-Greenspan, H. (Eds.). (2013). Applied Ethics inMental Health Care: An Interdisciplinary Reader. London: MIT Press.

Supriyapaliwal, Social Psychology, RBSA Publishers, 2002

Taylor, E. H. (2014). Assessing, Diagnosing, andTreating Serious Mental Disorders: A Bioecological Approach. New York: Oxford University Press.

Turner, F. (Ed.) (1978) Social Work Treatment: Interlocking Perspectives. New York: The Free Press

Wolf, C., &Serpa, J. G. (2015). A Clinician's Guide to Teaching Mindfulness: TheComprehensive Session-By-Session Program for Mental Health Professionals and Health Care Providers. Oakland: New Harbinger Publications.

World Health Organization. (1992). the ICD-10 Classificationof Mental andBehavioral Disorders: Clinical Descriptions and Diagnostic Guidelines (Vol. 1). World Health Organization.

Course Title: INFORMAL SECTOR AND LABOR STUDIES/ INFORMAL LABOR STUDIES

Credits -04

Course Objectives:

- 1) To Impart Knowledge About The Informal Sector Labor Force And Informal Economy
- 2) To Enable Students To Look At The Linkages Related To The Different Types Of Informal Labor Issues In India
- 3) To Develop Intervention Capacity For Organizing The Informal Labor Force By Having Model NGO Intervention Practice.

Part	Unit	Content
A	I	Introduction To Informal Sector Labor Force 1) Defining Informal Economy 2) Defining Informal Sector, Informal Employment 3) Characteristics Of Informal Sector Labor 4) Growth Of Informal Economy And Informal Employment In India 5) The Labor Commissions And Their Recommendations
	II	Different Shades Of Informal Labor Force 1) Construction Workers, 2) Home Based Industry, 3) Hawkers, And Vendors, 4) Domestic Workers, 5) Solid Waste Management 6) Agriculture And Informal Employment 7) Landless And Bonded Labor 8) Informal Employment In The Home Based Industry 9) Migrant Labor Market 10) Women And Informal Employment

B	III	National AndInternational Interventions 1) TheLabor Legislations Pertaining To Informal Workforce 2) Government Schemes For TheInformal Work Force 3) Financial Institutions andtheInformal Sector. 4) Skill FormationAnd Skill Up GradationInTheInformal Sector 5) ILO 6) WEIGO
	IV	Informal Sector Issues AndModel NGO Interventions 1) InterventionModels Of SEWA 2) Nirman, And Other NGO' 3) National Campaigns For Policy Making 4) Street Mukti Sanghatana (SMS), Aakar And Other NGO Dealing With Waste Management 5) Trade Unions AndCooperatives 6) Strategies For OrganizingThe Unorganized Labor Force

Readings

Agarwal.A. N (2001), Indian Economy Problems Of Development And Planning Vishwasprakashan, Mumbai. Geneva.

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Dutt. R &Sundharam- Indian Economy (2006 Edition).S. Chand&Co, New Delhi.

Fisher.T, Shriram M.S.(2003)- Beyond Micro-Credit- Putting Development Back Into Micro-Finance, Vistaar Publications, New Delhi

Jan Breman2012 ; Outcast Labour InAsia: CirculationAndIn formalizationOf TheWorkforce At TheBottom Of TheEconomy 2012

Martha Chen, Renana Jhabvala, Frances Lund, 2002,' Working Paper OnTheInformal Economy – Supporting Workers InTheInformal Economy, A Policy Framework, (Employment Sector, International Labor Organization

Mukherjee, Dipa (2009), Informal Sector In Indian Economy: TheWay Aahead, Rawat Publication, Jaipur.

Renana Jhabvala , RKA Subramanya' TheUnorganized Sector, Work Security AndSocial Protection

Report Of The National CommissionOnLabor (2002 – 1991 – 1967), Economic Indian Informal Services, 2003

Sarath Davala, (Ed.)1994,' Unprotected Labor InIndia' Friedrich Ebert Stiftung, New Delhi

Sengupta Arjun , National Commission For Enterprises InThe Unorganized Sector (Reports)

Course Title: DALIT ANDTRIBAL STUDIES**Course Objectives:**

- 1) Enable Students To Acquire Knowledge Of The Concept Related To Tribal And Nomadic And Denotified Communities
- 2) Enable Students To Understand The Governance And Development Of The Tribes And Nomadic Communities
- 3) Enable Students To Acquire Knowledge Of The Concept Related To Dalit And Other Subaltern Communities

Part	Unit	Content
A	I	Introduction To TheTribal Community 1) Meaning, DefinitionAndCharacteristics Of Tribal Community 2) Concepts Related To Tribal Studies And Tribal-Caste Continuum 3) Tribes AndIndigenous People; Use Of Terms InIndia; Scheduled Tribes, Adivasi, Primitive Tribes 4) Changing Nature ofTribal Culture- Cultural Transition- Detribalization, ‘Sanskritization’, andReligious Conversions, ‘Detribalization, Assertionof Tribal Identity, Revitalization.
	II	Tribal Governance And Development 1) Overview Of Tribal Development In 5-Year Plans 2) Governance In Tribal Areas; Salient Features Of ThePESA Act 3) 1996, Forest Dwellers Act, And Other Related Legislations 4) Tribal Sub-Plan, Fifth And Sixth Schedule 5) Overview Of Developmental Initiatives For Tribes InMaharashtra AndIndia By Govt AndNGO
	III	IntroductionTo TheNT-DNTSCommunity 1) Meaning, Concept And Definition Of Nomadic AndDenotified Tribes 2) Historical Background Of Nomadic AndDenotified Tribes 3) Contemporary SituationOf NT-DNTs 4) Overview ofDevelopmental Initiatives forNT-DNTsinIndia andMaharashtra byGovt.And NGOs 5) Overview Of National Commissions OnNT-DNTs

	IV	Introduction To The Scheduled Caste Communities 1) Social Legislation For Weaker Sections And Special Groups In India 2) Legal Provisions Related To Scheduled Castes & Scheduled Tribes; 3) Untouchability, Protection Of Civil Rights, Prevention Of Atrocities, 4) Prohibition Of Employment As Manual Scavengers And Rehabilitation 5) Overview Of Developmental Initiatives For SC's In India And Maharashtra By Govt And Ngos
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Readings

Alexander, K.C., Prasad R.R., Jahagirdar M.P. (1991) Tribal- Rehabilitation and Development, Jaipur: Rawat Publications

Bokil, M. (2002). De-Notified And Nomadic Tribes: A Perspective. Economic And Political Weekly, 148-154.

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Idate, D. (2017). Report National Commission For Denotified, Nomadic And Semi Nomadic Tribes. Ministry Of Social Justice & Empowerment, Government Of India.

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Sanap, M. (2012). Contemporary Issues Of Nomadic And Denotified Tribes In Maharashtra (Analytical Review). Compiled Analytical Report.

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Dr. Nathkrishan (Bhowmilk)-Status and Empowerment of Tribal Women Gyan Book PVT LTD Delhi 2005,

Dynamics of Tribal Migration, Sonali Publication New Delhi 4. Frontiers of Social Anthropology, Amitabha Sankar, Dasgupta Samira - Gyan Books PVT LTD Delhi 1990

Gare G M, Social Change, Among the Tribal of Western Maharashtra, 1974

Gihrage G S, the Schedule Tribe 7. Mishra R N, Tribal Cultural and Economy - Ritu Publication 8. Mohanty P K, Encyclopedia of Scheduled Tribes -2006 Gyan PVT LTD

Khan, Mumtaz Ali (1980) Scheduled Caste and Their Status in India, New Delhi: Uppal Publishing House

Mujumdar D N and Madan T N, Introduction to Social Anthropology, Asia Publishing House, Bombay 1973

Rath, Chandra, Govinda (2006) Tribal Development In India: The Contemporary Debate, New Delhi: Sage Publication'

S.L. Doshi (1997) Emerging Tribal Image Jaipur: Rawat Publication 36. Sachindra Narayan (1997) Perspectives in Tribal Development - Gandhian Approach To Plan Development, New Delhi: Commonwealth Publishers

Sachindra Narayan, the Dynamics of Tribal Development Issues and Challenges -2002, Gyan Books PVT LTD Delhi

Shah D V, Education and Social Change Among the Tribal in India- 1979

Singh, Virendra Prakash (Ed), Caste System and Social Change (1992): Caste Culture and Society Series-1, New Delhi: Commonwealth Publishers

Elective Cluster IV (Choose Any One) (Credits-6)

Course Title: THERAPEUTIC COUNSELLING SKILLS FOR SOCIAL WORKERS

Course Objectives:

- 1) To Develop An Understanding Of The Key Elements Involved In The Counselling Process.
- 2) To Develop An Understanding Of The Different Approaches And Models In Therapeutic Interventions And Appreciate The Use Of Eclectic Approach To Therapeutic Intervention.
- 3) To Develop An Understanding Of The Role Of Other Professionals In The Field And The Role Of The Social Worker As A Member Of The Interdisciplinary Team.
- 4) To Develop Attitudes That Will Enhance The Intervention Process.

Part	Unit	Content
A	I	Introduction To Counselling 1) Counseling: Definition, Nature And Goals, Areas Of Counseling, Steps Involved In The Process Of Counseling, Qualities Of An Effective Counselor, Understanding The Pitfalls In Counseling 2) Counseling Situations: Developmental, Preventive, Facilitative, And Crisis. 3) Approaches To Counseling: Theoretical Base, Thrust, Goals, Key Concepts 4) Indigenous Approach: Indigenous Approaches of Help and Self-Help like Yoga and Vipashana.

B	II	Counseling Approaches AndTheories 1) Humanistic Approach Or Person-Centered Counseling 2) Gestalt Therapy 3) Transactional Analysis 4) Rational Emotive BehaviorTherapy 5) Counseling Areas
	III	1) Introduction To Marital And Family Therapy: A. Phases In Marriage B. Sources Of Conflict, Conflict Spiral C. Stages In Marital Counseling 2) Grief And Trauma Counseling - A. Grief Counseling Goals ,Process And Techniques, B. Phases Of Grief, Grief And Bereavement, Anticipatory Grief C. Abnormal Grief Reactions D. Treatment Involved And Issues. E. Kubler Ross's Model Of Stages Of Grief

	IV	Counseling Centers 1) Family Counseling Centers, Family Courts, Counseling Bureau; Premarital And Marital Counseling 2) Child Guidance Clinics , Educational Institutions ,Vocational Counseling Centers, 3) Mental Health Centers, De--AddictionCorrectional Institutions, And Rehabilitation Centers,
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Readings

Brown, Leland(1970) Communicating Facts andIdeas inBusiness, New Jersey: Prentice-Hall Inc., Englewood Cliffs.

Brown, Leland(1970) Communicating Facts andIdeas inBusiness, New Jersey: Prentice-Hall Inc., Englewood Cliffs.

Capuzzi, David &Douglas, R. Gross Counselling &Psychotherapy: Theories &Interventions...Merrill Prentice Hall, Ohio, US (2003)

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D'Souza, Y. K. (1999) Communication Today andTomorrow, New Delhi: Discovery Publishing House.

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Gregory & Smelter. Psychiatry: Essentials of Clinical Practice. Ch. 4. Brooks/ Cole Publishing Co. California
Humphrey, Geraldine M. & Zimpfer, David G. (2008)

Mohan, Krishna and Banerji, Meera (1990) Developing Communication Skills, Macmillan India Ltd...Delhi:

Patterson C.H. -Theories of Counselling & Psychotherapy...Harper & Row Pub. N. York (1986)

Samuel, T. Glading, Merrill -Counselling: A Comprehensive Profession(4th Ed.) An Imprint of Prentice Hall, Ohio US (2000)

Venkatramani, S. H. (1998) Corporate Communications - The Age of Image, New Delhi: Sterling Publishers Private Ltd.

Worden, William J. (2001) Grief Counselling & Grief Therapy: A Handbook for the Mental Health Practitioner. Third Ed. Rutledge. London

Course Title: TEACHING, TRAINING AND SUPERVISION**Objectives:**

1. To Understand The Basic Processes Of Curriculum Development And Field Instruction In Social Work
2. To Develop Skills In Formulating Objectives ,Content Of Education For Social Work Appropriate Teaching And Assessing Methodology
3. To Develop Social Work Student's Skills In The Field Work Supervision
4. To Develop Sensitivity To The Needs Of Adult Students

Part	Unit	Content
A	I	Social Work Education 1) Social Work Education In India And At Global Level 2) Overview Of Review Committee Reports Of Social Work Education In India 3) Current Issues Related To Training And Practice 4) Pedagogy 5) Andragogy 6) Preparing Lesson Plans
	II	Field Instruction and Supervision 1) Field Work Component In Social Work Education 2) Selection Of Learning Tasks 3) Theories Of Supervision 4) Individual And Group Conferences 5) Student And Field Instructor Relationship 6) Ethics In Supervision
B	III	Curriculum Development 1) Goals And Objectives Of Social Work Training 2) Principles And Processes Of Curriculum Development 3) Social Work Training At The Levels Of 4) Para Professional 5) Diploma In Social Work 6) Under Graduation In Social Work 7) Post-Graduation In Social Work 8) Doctoral Degree In Social Work

	IV	Assessment Methods For Field Work In Social Work Education. 1) Objectives Of Field Work Evaluation 2) Criteria For Evaluation 3) Tools For Assessing The Field Work Performance 4) Methodology Of Evaluation 5) Continuous Feedback And Evaluation Learning Patterns 1) Theories Of Learning 2) Principles Of Learning 3) Learning Patterns Of Adolescents And Youth 4) Learning Patterns Of Adults
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Readings

Bhatt S, Phukan D (2015). Social Work Education in India: A Resource Book, New Delhi: Published By National Association of Professional Social Workers in India (NAPSWI)

Congress, Elaine.P. (1997). The Value Dilemmas of Faculty Advising: Significant Issues in a Code of Ethics for Faculty Advisors. Journal of Teaching in Social Work, 14(12).

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Joseph G, George P O (N.D). Social Work Education Emerging Concerns, Kerala: Published By Rajagiri College of Social Sciences.

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Knowles, Malcolm (1990). The Adult Learner: A Neglected Species, 4th Ed...Houston, TX: Gulf Publishing, ISBN 0-87201-074-0.

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Singh S, Srivastava SP (2003) Social Work Education in India Challenges and Opportunities

Subhedar, I. S. (2001) Field Work Training in Social Work, New Delhi: Rawat Publications

Course Title: DEVELOPMENT COMMUNICATION SKILLS

Course Objectives:

- 1) Introduction To Role Of Communication In Deliver Of Social Work
- 2) To Explore How Communication Social Work Leads To Development
- 3) To Study Changing Nature Of Development Communication In Changing Development Discourse

Part	Unit	Content
A	I	Communication: Basic Concepts 1) Meaning of Communication 2) Functions of Communication 3) The Idea Of Development 4) Culture And Communication- Signs, Symbols And Codes In Communication
	II	Social Work And Communication 1) Communication In Social Work And Social Change 2) Role Of Communication In Social Work Methods 3) Communication Approaches: One Way-Two Way, Upward-Downward, Horizontal- Vertical And Participatory
B	III	Communication In Social Work Through Media 1) Posters, PowerPoint Slides And Charts, 2) Alternate Media – Street Theatre, Folk Media And Social Songs 3) Contemporary Media – Social Media And Print Media
	IV	Planning Of Communication In Social Work 1) Steps In Creation Of Effective Communication 2) Skill Needed For Social Worker In Planning Of Communication

Readings

Hall, Christopher, Et Al. *Analyzing Social Work Communication: Discourse in Practice*. Rutledge, 2013.

Mefalopulos, Paolo. *Development Communication Sourcebook: Broadening the Boundaries of Communication*. World Bank Publications, 2008.

Melkote, Srinivasan R. "Communication for Development in the Third World: Theory and Practice." (1991).

Morris, Nancy. "A Comparative Analysis of the Diffusion and Participatory Models in Development Communication." *Communication Theory* 13.2 (2003): 225-248.

Perron, Brian E., Et Al. "Information and Communication Technologies in Social Work." *Advances in Social Work* 11.2 (2010): 67.

Wilkins, Karin Gwinn, and Bella Mody. "Reshaping Development Communication: Developing Communication and Communicating Development." *Communication Theory* 11.4 (2001): 385-396.

Wilkins, Karin Gwinn, and Bella Mody. "Reshaping Development Communication: Developing Communication and Communicating Development." *Communication Theory* 11.4 (2001): 385-396.

Syllabus Semester– IV
(Choice Based Credit System)

Optional Choices Basket II Credits-6 (Choose Any One)

Course Title: SKILLS FOR SOCIAL WORKERS/ MANAGEMENT OF NON PROFIT ORGANIZATIONS

Course Objectives:

- 1) To Understand The Elements Of Governance Of Non-Profit Organizations
- 2) To Study The Components Like Project Planning, Monitoring And Evaluation
- 3) To Learn The Skills Related To Fundraising

Part	Unit	Content
A	I	Fundamentals Of The Nonprofit Sector in India 1) Dimensions Of The Nonprofit Sector, Historical And Legal Foundations 2) Social Value In Management Of NPO 3) Theories In The Nonprofit Sector
	II	Project Planning, Monitoring And Evaluation in NPO 1) Conceptual Awareness On Project Planning, Monitoring And Evaluation 2) Monitoring And Evaluation: Principles, Ethics, Methodologies And Basic Skills

	III	Human Resource & Financial Management 1) Human Resource Management: Process, Planning, Performance Management, 2) Fundamentals Of Fundraising 3) Strategies In Fundraising 4) NPO Relationships In Government Funding 5) Philanthropy In NPO
B	IV	Building Nonprofit Organisations 1) Marketing And Communication In Management Of NPO 2) Performance Measurement In NPO 3) Strategy, Business Planning, Mission 4) Principles Of Optimal Leadership

Readings

Brunt, C. (2017). Human Resource Management in Intern

Fogle, M. (2012). Finance and Legal Handbook for Npos (Fourth Edition). New Delhi: FMSF

Fogle, M. (2012). Comprehensive Commentaries on FCRA 2010. New Delhi: FMSF

Fogle, M. (2014). NPO Governance and Laws in South Asia. New Delhi: FMSF

Fogle, M., And Patra, S. (2007). Handbook on Financial Audit and Reporting In Ngos. New Delhi: FMSF

ISHR (ND.). Project and Organizational Development for Ngos and Cbos. New York: Columbia University Retrieved At [Http://Hrcolumbia.Org/Peacebuilding/Cbos_Manual_En.Pdf](http://Hrcolumbia.Org/Peacebuilding/Cbos_Manual_En.Pdf)

Weinstein, S. (2009). The Complete Guide to Fundraising Management (Third Edition). New Jersey: John Wiley & Sons, Inc.

Course Title: SUSTAINABLE DEVELOPMENT AND ENVIRONMENT (Credit 6)

Course Objectives:

- 1) To Understanding Sustainable Development (Philosophy & Theory)
- 2) To Study The Underlying Framework For Sustainable Development Practice
- 3) To Understand Sustainability Issues In Rural And Urban Areas
- 4) To Study The Interventions By The Government And Non-Government Bodies

Part	Unit	Content
A	I	Sustainable Development: Philosophy And Theory 1) Concept and Principles of Sustainable Development; Theoretical Perspectives of Sustainability. 2) Definition and Historical Evolution of Sustainable Development Growth Models. 3) Significance of Sustainable Development in Social Work Practice. 4) SDGs Leading To Sustainable Development
	II	Framework For Sustainable Development Practice. 1) Climate Change, Food Security and Livelihood Resources. 2) Earth Summit- United Nations Framework Convention On Climate Change (UNFCCC) In 1992; Major Climate Change Protocols (1992-2014)
B	III	Overview Of The Sustainability Concerns In Rural And Urban India 1) Rural- Issues Related To Land, Water & Forest Rights, Development Induced Displacement, De-Forestation And Bio-Diversity Loss. 2) Urban- Issues of Housing and Water, Privatization of Common Property Resources, Waste Management Concerns.

	IV	Sustainable Development, Forest & Environment Laws And Regulatory Bodies. 1) Indian Forests Act, 2019, 2) Environment Laws In India; 3) Role Of MOEF, 4) Pollution Control Board; 5) National Action Plan On Climate Change Of Indian Government (2008); 6) NGO/ CBO Interventions And Indigenous Practices Towards Sustainable Development
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Readings

Ossewaarde Martin J (2018). *Introduction to Sustainable Development*. New Delhi: Sage Publications India Pvt Ltd.

Sharma Himannshu & Sobti Tina (2018). *An Introduction to Sustainable Development Goals*. Asia: Project Education.

Bose B C (2001). *Integrated Approach To Sustainable Development*. New Delhi: Rajat Publications.

Satapathy Nityananda (1998). *Sustainable Development: An Alternative Paradigm*. Ahmedabad: Karnavati Publications.

Kumar Hajira (1997): *Social Work, Social Development and Sustainable Development*. New Delhi: Regency Publications.

Anand Sudhir & Sen Amartya K (1996). *Sustainable Human Development: Concepts and Priorities*. New York: United Nations Development Programme

Saxena H M (2015). *Environmental Ecology, Biodiversity and Climate Change*. Jaipur: Rawat Publications

Patil R B (2014). *Sustainable Development: Local Issues and Global Agendas*. Jaipur: Rawat Publications.

Prasad Kamta (2003). *Water Resources and Sustainable Development*. Delhi: Shipra Publications.

Gole Prakash (2001). *Nature Conservation and Sustainable Development in India*. Jaipur: Rawat Publications.

Ayres Robert U & Wearver Paul M (1998). *Eco-Restructuring: Implications for Sustainable Development Plan*. New Delhi: Vistaar Publications.

Taylor Lance & Pieper Ute (1996). *Reconciling Economic Reform and Sustainable Human Development: Social Consequences of New Liberalization*. New York: United Nations Development Programme.

Padhi Soubhagya Rajan (2013). *Current Tribal Situation Strategies For Planning, Welfare And Sustainable Development*. Delhi: Manglam Publications.

Singh Tara Devi (2013). *Population Development and Environment: A Contemporary Debate*. New Delhi: Concept Publishing Company Pvt Ltd.

The Asiatic Society (2010). *Re-Visioning Mumbai: Conceiving a Manifesto for Sustainable Development*. Mumbai: The Asiatic Society of Mumbai.

Puthenkalam John Joseph (2004). *Empowerment: Sustainable Human Development Strategy for Poverty Alleviation*. Jaipur: Rawat Publications.

Weaver James H (2003). *Achieving Broad Based Sustainable Development: Governance, Environment, And Growth Equality*. Jaipur: Rawat Publications.

Sengupta Ramprasad & Sinha Arup K (2003). *Challenge of Sustainable Development: The Indian Dynamics*. Calcutta: Indian Institute of Management.

Dhindsa K S & Sharma Anju (2001). *Dynamics of Agricultural Development; Vol.II:-Technological Changes and Sustainable Development*. New Delhi: Concept Publishing Company.

Ayres Robert U & Weaver Paul M (1998). *Eco-Restructuring Implications for Sustainable Development Plan*. New Delhi. Vistaar Publications.

Iyer Gopal K (1996). *Sustainable Development: Ecological and Sociocultural Dimensions*. New Delhi: Vikas Publishing House.

**Course Title: CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL ENTREPRENEURSHIP
(Credit 6)**

Objectives:

- 1) To Develop An Understanding Of Corporate Social Responsibility And Social Entrepreneurship
- 2) To Understand The Socio Economic And Political Context Of CSR And Social Enterprises
- 3) To Gain Knowledge Of The Strategies And Processes Of CSR And Social Enterprises
- 4) To Develop Appropriate Skills And Competencies In Managing Socially Responsible Initiatives Of The Corporate And Social Enterprises

Part	Unit	Content
A	I	Corporate Social Responsibility: Concept AndContext 1) Corporate Social Responsibility: Concept And Evolution 2) Models And Perspectives OnCSR 3) Stakeholders InCSR 4) Legal Obligations, Compliances And Reporting InCSR
	II	Corporate Social Responsibility: ActionAndEnvironment 1) Skills For Planning, Implementing, Monitoring And Evaluation Of CSR Activities 2) Identifying Implementing Partners 3) Sustainability AndCSR 4) Ethics And Governance 5) Case Studies, Critique And Best Practices
	III	Social Entrepreneurship Concept AndContext 1) TheHistory, Concept, Types, AndTheories OnSocial Entrepreneurship 2) Social Entrepreneurship AndThe Socio-Economic Context 3) Social Enterprises; Models And Types Social Enterprises And Empowerment Of The 4) Marginalized 5) Legal Framework

	IV	Management Of Social Enterprises Theories Of Change, Social Return On Investment 1) The Motivation Of A Social Entrepreneur 2) Skills And Competencies Of A Social Entrepreneur 3) Financial Management And Fund Raising; Sustainability Of Social Enterprises 4) Case Studies, Critique And Best Practices
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Readings

Banerji, P., & S Hastri, V. (Eds.) (2010). Social Responsibility And Environmental Sustainability In Business: How Organizations Handle Profits And Social Duties. Delhi: Sage.

Blowfield, M., & Murray, A. (2014). Corporate Responsibility, Third Edition. OUP: U.K

Bornstein, D. (2007). How To Change The World: Social Entrepreneurs And The Power Of New Ideas (Updated Edition). New York: Oxford University Press Inc.

Borzaga, C., & Defourny, J. (2001). The Emergence of Social Enterprise. New York: Rutledge.

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Carroll, A. B. (1977). Managing Corporate Social Responsibility. Boston: Little Brown.

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Crane, A., Matten, D., & S Pence, L. J. (Eds.) (2014). Corporate Social Responsibility: Readings and Cases in a Global Context, 2nd Edition. London, New York: Routledge

Creation. Upper Saddle River, New Jersey: Prentice Hall.

Dees, J. G. (2001) The Meaning of Social Entrepreneurship. Chapel Hill, NC: Centre for Advancement of Social Entrepreneurship, Duke University, Fuqua School of Business.

Halkias, D., & Thurman, P. W. (2016). Entrepreneurship and Sustainability: Business Solutions for Poverty Alleviation from Around the World. NY, USA: Routledge

Henriques, A., & Richardson, J. (2013). The Triple Bottom Line: Does It All Add Up. Rutledge.

Intelcap. (2012). On the Path to Sustainability and Scalability: A Study of India's Social Enterprise Landscape. Mumbai: Intelcap.

Laszlo, C. (2008). *Sustainable Value: How The World's Leading Companies Are Doing Well By Doing Good*. Sheffield: Greenleaf Pub.

Leadbeater, C. (1997). *The Rise of the Social Entrepreneur*. London: Demos.

Mallin, & Christine, A. (2016). *Corporate Governance*. OUP: UK

Mitra, N., & Schmidpeter, R. (Eds.) (2016). *Corporate Social Responsibility in India: Cases and Developments after the Legal Mandate*. Switzerland: Springer.

Prahalad, C. K. (2010). *The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits*. Upper Saddle River, N.J: Wharton School Pub.

Rajak, D. (2011). *In Good Company: An Anatomy Of Corporate Social Responsibility*. Stanford University Press.

Sundar, P. (2013). *Business and Community: The Story of Corporate Social Responsibility in India*. India: Sage.

Utting, P., & Marques, J. C. (2010). *Corporate Social Responsibility and Regulatory Governance: Towards Inclusive Development?* New York: Palgrave Macmillan.

Vogel, D. (2005). *The Market for Virtue: The Potential and Limits of Corporate Social Responsibility*. Washington, D.C.: Brookings Institution Press.

Welford, R. (2013). *Hijacking Environmentalism: Corporate Responses to Sustainable Development*. New York: Routledge.

Yunus, M. (1998). *Banker to the Poor: The Autobiography of Muhammad Yunus, Founder of the Grameen Bank*. London: Aurum.

Yunus, M. (2010). *Building Social Business*. New York, USA: Public Affairs

Course Title: DISASTER MANAGEMENT (Credits-4)

Course Objectives:

- 1) To Study The Concept Of Disaster And Disaster Management
- 2) To Understand The Major Requirements For Coping With Disaster
- 3) To Study The Intervention At The Time Of The Disasters.

Part	Unit	Content
A	I	IntroductionTo Disaster Management 1) Disaster: Concept, Typology, Impact AndTheories 2) Disaster Management: Concept AndCycle 3) Disaster Mitigation, Resettlement AndRehabilitation: Issues AndConcerns 4) Disaster Management Act, 2005
	II	Long Term Measures InDisaster Management 1) Prevention: Problem Areas, Resources Relevant To Prevention. 2) Mitigation: Major Mitigation, Components; Problem Areas, Formulationand Implementationof Mitigation Programs. 3) Preparedness: Nature Of Preparedness; Problem Areas, Maintenance Of Preparedness Levels; Resources Relevant To Preparedness Arrangements
B	III	Major Requirements For Coping With Disaster 1) Foundational Factors: Organization, Planning, Training Needs and Specialized Skills, Utilizationof Resources; Graduated Response. 2) Logistics, Leadership, AndPublic Awareness
	IV	Disaster Management AndSocial Work Profession 1) Social Work Response To Disaster Management 2) Specific Role of Professional Social Workers in Community Based Disaster Risk Management.

Readings

Ahmed Naseem: Managing Disaster...New Delhi. Kilaso Books, 2003.

Bhatt Sanjai & Agnimitraneera: Social Work Response to Environment and Disasters. Delhi. Shipra Publications, 2014.

Carter, W. Nick. (1991). Disaster Management: A Disaster Manager's Hand Book. Asian Development Bank, Manila, Philippines.

Gandhi P Jegadish: Disaster Mitigation And Management: Post Tsunami Perspectives...New Delhi. Deep and Deep Publication, 2007.

Goel S.L. (2006). Encyclopedia of Disaster Management, Vol. I, II, & III. Deep & Deep Publications, Pvt. Ltd.; New Delhi.

India National Disaster Management Division [Comp.] & [Ed.]: Disaster Management in India: A Status Report...New Delhi. National Disaster Management Division, 2004.

Jegadish P. (2007). Disaster Mitigation and Management. Deep & Deep Publications, New Delhi.

Kapuranu: Disaster in India: Studies Of Grim Reality...Jaipur. Rawat Publications, 2005.

Prasad R. B.: State Ngos and Disaster Management. New Delhi. Surendra Publications, 2011.

Singh Tej: Disaster Management: Approaches And Strategies...New Delhi. Akansha Publishing House, 2006.

CORE COURSE PRACTICALS (FIELD WORK) (4 CREDITS)

Subject Code: C-206

Hours: 180 hours 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

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

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- 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 indifferent 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

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- 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

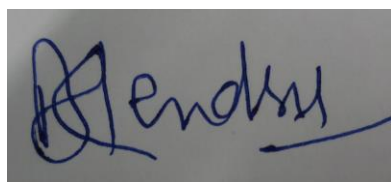
The student understands and recognizes the role of the faculty advisor, field instructor and field contact, and learns to take responsibility for learning.

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.

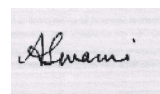
The End

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Dr. Balaji N. Kendre

Chairman BoS in MSW (I/c)



Dean Interdisciplinary Faculty

