

As Per NEP 2020

University of Mumbai

University of Mumbai



Title of The Program

A - P.G. Diploma in Social Work - 2023-24

B – Master of Social Work (Two Year) - 2023-24

C – Master of Social Work (One Year) - 2027-28

Syllabus for

Semester – SEM I, II

Ref- PG GR dated 16th May, 2023 for Credit Structure of P.G.

Preamble

Master of Social Work (MSW)

1. Introduction

The University of Mumbai, announced a 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. As per NEP Guideline 2020 the Syllabus is offering Mandatory and Elective subjects for semester one to four. Into Mandatory and Elective Courses with four and two credits respectively for each course. Mandatory courses are compulsory for all the students in a given Semester and the Elective courses are optional as specified for each Semester.

About The MSW 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 a 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:

2. Aims & Objectives

- 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
- Obtain knowledge from other disciplines which contribute to the understanding of persons in the bio-psycho-social matrix
- Attain the capacity to select and order priorities, to plan, to make realistic goals, and select appropriate strategies to fulfill the goals,
- 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

3. Learning Outcomes (LO)

- To help students to develop understanding on various socio-economic issues and role of social work practice in different situations
- To help students develop knowledge, skills and attitude to the practice of social work profession
- To develop student understanding on professional social work practice and train them to practice it in the domain of social work.
- To enable students develop creative thinking and ability to apply theoretical knowledge in the practice of social work
- To facilitate interdisciplinary approach for better understanding social work practice
- To develop students understanding theoretically and practically on various methods of social work practice
- To develop students ability to practice integrated approach to practice social work methods in different situation
- To help students to develop their understanding in evidence based practice to solve the various emerging challenges in the society.
- To enable students to understand national-international social concerns and strategies applied by various social work practioner solve them across the countries.

4. Any Other Point

- **On Job Training/Field Project**

On Job Training/Field Project and Rural Camp 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 and 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:

- Provide opportunity for the integration of classroom learning and field practice and vice- versa (feedback mechanism for both class and field),
- Develop skills through learning how to utilize the knowledge learnt in the classroom for analysis of problems affecting the target groups and selection of the appropriate means for problem-solving,
- Cultivate attitudes, values and commitments of the profession relevant to working with the most disadvantaged sections of society,
- Develop awareness of self and the way in which a 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 socio-cultural practices of the people whom they work with while at fieldwork. For On Job Training/Field Project 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 projects by the Programme where students have to regularly contribute for the development of the Communities.

MSW Syllabus as Per NEP - 2020

MSW Syllabus as Per NEP - 2020

R: _____

MSW Semester I and II Syllabus: Credit Structure

Year	Level	Semester	Major		RM	OJT/FP	Research Project	Cumulative Credit	
			Mandatory	Elective (Choose Any One)					
I	6.0	Sem I	Work with Individuals and Families (Credit 4)	(a)History Philosophy and Practice of Social Work (Credit 4) . Or	Research Methodology in Professional Social Work (Credit 4) .	-	-	22	P.G Dip (after 3 Years Degree)
			Social Work with Group (Credit 4)	(b) Introduction to Social Sciences-I (Credit 4). Or					
			Field work Practicum I (Credit 4) .	(c) Social Policy and Development Planning (Credit 4).					
			Child Rights (Credit 2) .						
		Sem II	Community Organization (Credit 4) .	(a)Introduction to Social Sciences-II (Credit 4) . Or	OJT(Credit 4) .	-	22		
			Social welfare Administration (Credit 4) .	(b) Informal Sector and Labor Studies (Credit 4). Or					
			Field work Practicum II and rural Camp (Credit 4) .	(c) Gerontology and Geriatric Care (Credit 4) .					
			Social Action and Social Movement (Credit 2) .						

MSW Syllabus as Per NEP - 2020

MSW Syllabus as Per NEP - 2020

Cumulative Credit	28	8	4	4	-	44
-------------------	----	---	---	---	---	----

Exit option: PG Diploma (44 Credits) after Three Years UG Degree

Year	Level	Sem.	Major		RM	OJT/ FP	Research Project	Cumulative Credit	
			Mandatory	Elective (Choose Any One)					
2	6.5	Sem III	Social Work Practice with Rural and Urban Communities (Credit 4).	(a) Dalit and Tribal Studies (Credit 4). Or (b) Social Work Practice in Health (Credit 4). Or (c) Management of Non-Profit Organization (Credit 4).			Research Project I (Credit 4). Broader Themes • Informal Sector • Disability • Gerontology, • Social Legislation, • Developmental Issue and Challenges	22	PG Degree After 3 Year UG
		Sem IV	Mental Health and Psychiatric Social Work (Credit 4). Field work Practicum III and Study Tour (Credit 4). Gender -Studies and Social Work Practice (Credit 2).	(a) Therapeutic Counseling Skill for Social Workers (Credit 4). OR			Research Project II (Credit 6) 180 hours • Child • Youth • Women	22	

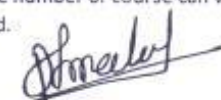
MSW Syllabus as Per NEP - 2020

MSW Syllabus as Per NEP - 2020

			Disaster Management (Credit 4) .	(b)Development Communication Skill (Credit 4) .			• LGBTQ • Inclusion & Exclusion • Social Policy • Local Self Governance • Health • Environment • HRM		
--	--	--	----------------------------------	---	--	--	--	--	--

			Corporate social Responsibility and Social Entrepreneurship s (Credit 4) .					
Cumulative Credit for 1 Yr. Degree			26	8	-	-	10	44
Cumulative Credit for 2 Yr. Degree			54	16	4	4	10	88

Note: The number of course can vary for totaling 14 Credits for major Mandatory Course in a semester as illustrated.



Sign of HOD

Name of the Head of the Department

Name of the Department

Dr. Rita Malache

Sign of Dean

Name of the Dean

Name of the Faculty

Dr. A.K.Singh

MSW SEMISTER I

MSW Semester I Syllabus: Mandatory Courses

DSC -501 Working with Individuals and Families

(4 Credits) 60 hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- Acquire knowledge of work with individuals and families as a method in social work practice
- 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 while working with individuals

Course Outcome

- Students will have gained knowledge of the existing social work practices in casework method
- Students will have developed skills in assessment, diagnosis and treatment, using different modes of interventions and techniques in different social work settings
- Students would have raised levels of self-awareness required in the practice of work with individuals and families.

Unit No.	Content
I	Historical development of Casework (Credit 1) 15 hours 1. Evolution of the casework method, Definitions of casework, core values, principles and underlying assumptions of work with Individuals and families 2. Components of casework: person, problem, place and process 3. Understanding the family system in India: stages of the family
II	Process and Skills in Casework (Credit 1) 15 hours 1. Process: Intake, Assessment, diagnosis and treatment, Tools: Types of interviews, home-visits 2. Recording: Use of records, types: Process/Summary/ Block 3. Use of relationships : empathy, transference, counter- transference
III	Models of Intervention (Credit 1) 15 hours 1. Crisis Intervention Model 2. Kubler Ross's Model of Stages of Grief 3. Task Centered Model
IV	Intervention Techniques in Different Social Work Settings (Credit 1) 15 hours 1. Techniques: Supportive techniques; reflective techniques; Logical discussion, Environmental modification 2. Intervention with people with disability; people affected and infected by HIV, Chronically and terminally ill patients, Women/ children facing

	abuse, violence in families, adoption settings 3. Correctional centers, mental health and rehabilitation institutes, Conflict situations, disaster rehabilitation centers
--	---

Reading List

- Coulshed, Veronica.(1988). Social work Practice. Basicstroke:Macmillan
- Hamilton, Gordon (1970) The New York School of Social Work : Theory and Practice of Social Case Work, New York and London : Columbia University Press
- Hepworth, Dean.H., Rooney, Ronald, H., & Larson, Jo Ann. (2002). Direct Social Work Practice.Theory and Skills. USA: Brooks/Cole Publishing House
- Hollis, Florence and Woods, Mary E. (1981) Casework – A Psychosocial Therapy, New York : Fandom House
- Mathew Grace (1992) An Introduction to Social Case Work, Bombay : Tata Institute of Social Sciences
- Parad, H.J.(ed).(1965). Crisis Intervention: Selected Readings. New York: Family Service Association of America
- Payne, M.(1991). Modern Social Work Theory: A Critical Introduction. Chicago IL: Lyceum. Reid,W.,& Shyne, A.(1969). Brief and Extended Casework. New York: Columbia University Press.
- 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
- Upadhyay, R. K.(2003). Social Casework: A Therapeutic Approach. New Delhi, India: Rawat Publications

Suggested Readings

- Pearlman, H.H. 1957 Social Casework: A Problem Solving Process.Chicago: The University of Chicago Press.
- Pippins, J.A. 1980 Developing Casework Skills. California: Sage Publications.
- Reid, W.J. 1978 TheTask-Centered System. New York: Columbia University Press.
- Richmond, M. E. (2010). What Is Social Case Work? An Introductory Description (1922). New York, USA: Kessinger Publishing
- Robert, R.W. & Nee, R.H. (ed.) 1970 Theories of Social Casework. Chicago: The University of Chicago Press
- Timms, Noel: Recording in Social Work London, Routledge & Kegan Paul; 1972, Noel: Social Case Work: Principles and practices, London, Routledge & Kegan Paul; 1972

DSC -502 Social Work with Groups

(Credit 4) 60 hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- 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.

Course Outcome

- Students will be able to understand the purpose and process of working with different groups.
- Students will have gained the different skills required to facilitate the group work process.
- Students will have developed self-awareness required to professionally facilitate the process of group work.

Unit	Content
I	Introduction to Social Group Work (Credit 1) 15 hours 1. History, Definition and characteristics of groups works 2. Values, principles and assumptions underlying the group work process 3. Types of group, Group dynamics
II	Group Processes and skills (Credit 1) 15 hours 1. Phases and Stages of group development. 2. Leadership and its development in the group work process. 3. Use of Communication, types of recording
III	Program Media in Group Work. (Credit 1) 15 hours 1. Rationale, Importance and characteristics, Types of program media 2. Role of the Social Worker in Group work 3. Role of Relationships in group work
IV	Models of Intervention (Credit 1) 15 hours 1. Life Cycle Model: Social Goals Model, Remedial Model, Reciprocal Model, TEAM's Model in Group work settings 2. Working with children, youth, women, elderly 3. Working with people in different settings such as correctional centers, rehabilitation institutes, government homes, etc

Reading List

- 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.
- Bhattacharya, S. (2003). Social Work: An Integrated Approach. New Delhi: Deep and Deep Publications.
- Corey, M., & Corey, G. (1987). Groups: Process and Practice (3rd ed.). California Brooks/Cole.
- Coyle, G. L. (1947). Group Experience and Democratic Values. New York: The Women's Press.
- Encyclopedia of Social Work (20th ed.). (2008). New York: Oxford.
- Hartford, M., & Coyle, G. L. (1958). Social Process in the Community and the Group. New York: Council of Social Work Education.
- Heap, K. (1977). Group Theory for Social Workers: An Introduction. Oxford: Pergamon Press.
- Northen, H & Kurlannd, R (2001). Social Work with Groups. New York: Columbia University Press.
- Konopka, G. (1972). Social Group Work: A Helping Process. (2nd ed).New Jersey: Prentice Hall Inc.
- Lindsay, A. W. (1952). Group Work Recording: Principles and Practices. New York: Women Press.

Suggested Readings

- Glassman, U., & Kates L. (1990). Group Work: A Humanistic Approach. New Delhi: Sage Publications.
- Gibson, A., & Clarke, G. (1995). Project-Based Group Work Facilitator's Manual: Young People, Youth Workers and Projects. London: Jessica Kingsley Publishers
- Joseph, H. (1997). Social Work with Groups: A Literature Review. Indian Journal of Social Work (IJSW). 58 (2), 195-211.

MSW Syllabus as Per NEP - 2020

- Kirst-Ashma, K.K. (2003). Introduction to Social Work and Social Welfare: Critical Thinking Perspectives. USA-CA: Brooks/Cole-Thomson Learning.
- Netting, E., Kettner, P., & McMurtry, S. (1993). Social Work Macro Practice. New York: Longman.
- Pallassana, R. B. & Vassil, T.V. (1983). Groups in Social Work: An Ecological Perspective. New York: Macmillan Publishing Co Inc.
- Pereira, M. (1994). Development Communication Handbook: Ideas, Skills, Illustrations. Indore: Satprakashan Kendra.
- Pragasam, M., & Yadav, A. (2002). Street Plays on Community Health. Secunderabad: The Catholic Association of India.
- Pragasam, M., & Yadav, A. (2003). Group Media: Trainers' Manual. Secunderabad: The Catholic Association of India.
- Ribes, P. (1989). Helps and Hints to Build Up Your Group: Sundry Exercises for Chaplains, Directors, Moderators, Teachers. Bombay. St Paul Publications.

DSC -503 Field work Practicum I
(Credit 4) 120 hours
[Total Marks: 100 College assessment: 100]

Course Objectives

1. Acquire knowledge of the field work for to work with individuals and groups, Families, community, society, different settings.
2. Obtain knowledge of field work Practicum for attain the capacity to select and set priorities, to plan, to make realistic goals, and select appropriate strategies to fulfill the goals to better development of society.
3. Develop field work skills in the utilization of social work methods, techniques, principles and intervention Strategies for profession while working with individuals and families, groups and communities.

Learning Outcomes

1. To help students to develop understanding on various socio-economic issues and role of social work practice in different situations during field work Practicum
2. To help students develop field work knowledge, skills and attitude to the practice of social work profession during field work Practicum.
3. To develop student understanding on professional social work practice and train them to practice it in the domain of social work through field work Practicum.

Field Work Contents (Tasks /Activities)

Field work practicum I of First Semester comprises 2 components:

I Orientation Visits: There shall be minimum 5-10 orientation visits in a semester to provide an exposure to and understanding of the services provided in responses to people's needs to governmental and non- governmental organization highlighting the role of social work profession (i.e. agencies in health setting, education, community, institutional and Non-institutional services, criminal justice system, civic administration, rehabilitation, Local bodies, etc.).

Soon after the completion of "orientation visits to fields of social work", a student shall be conducted to share the orientation visit experiences and learning. The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of internal viva-voce examination conducted at the end of the semester.

II Concurrent Field Work Practicum:

Ongoing learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days (or its equivalent to 15 clock hours) each week of

the semester and for 24 days (180 clock hours) in the semester excluding the days/hours spent for orientation visits, Individual/Group Conference and Skill laboratory workshops. The first semester students are placed in villages/open community or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organizations for two consecutive semesters (first and second semester). The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Syllabus coverage: During the Field Work Practicum the student will have to practice all the methods of social work which they studied in the classroom structure. Every week the students write a report of their activities and submit them to the concerned faculty supervisor

Field Work Practicum Activities

Sl. No	Particulars	Number of activities	Narration
1.	Rapport Building and Introduction		-Initial assessment of the agency along with rapport building with agency supervisor/staffs
2.	Home Visits	Required to conduct group works, case works and programme	Visiting the homes in the community for field work practice.
3.	Group works	Minimum of 2 group work with 6-8 sessions.	The student must comply with the stages in group work starting with formation and ending with the termination stage
4.	Case Works	Minimum 4 case works consisting of sessions as per the requirement of the case.	The student must comply with the complete process of case work.
5.	Programmes	Minimum 2 programmes in the agency/community	Programmes in agency /community are based on the students assessment of the felt need.

The faculty supervisors compulsorily conduct individual and group conferences (i.e,14 conferences, immediately after the field work practicum in that particular week itself). The faculty supervisors should evaluate the field work records and affix signature. After monitoring the student has completed the stipulated hours in field work before recommending for the Final field work internal viva voce examination. The same should be countersigned by the faculty field work supervisor of the Social Work Department.

DSC -504 Child Rights

(2 Credits) 30 Hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- Enable Students to Understand Discourse Of Child Rights and Understand Its Contemporary Status.
- Understanding of Child Rights through Practice Based Approach.
- Linking Of Child Rights with the Multiple Approaches of Education, Health, Law and Policy

Course Outcomes

- Understanding of Concept of Child and Discourse of Rights for Children
- Gain knowledge about the Child Rights and Ecosystem
- Develop sensitivity about the Intervention Approaches and Skills
- Strengthening of Child Rights Protection System
-

Unit No.	Content
I	Understanding of Concept of Child and Rights for Children 1 Credit (15 Hours) 1. Understanding of Profile of Child, Fundamental Principles of Child 2. United Nations Convention on Rights of the Child, Indian Constitution on Rights of the Child 3. Understanding of Violation of Child Rights and Its Impact on Physical, Emotional Development of the Child.
II	Interventional Approaches and Skills 1 Credit (15 Hours) 1. Approaches: Curative and Preventive, Strategies for Preventing and Addressing Violation of Rights of the Child 2. Knowledge and Skills for Professional Social Workers to Work with Approaches of Child Rights At Policy, Law, Health, Education and Law Enforcement Level 3. Components of Child Rights Protection System

Readings

Unicef : The State Of The World's Children 2000.. Oxford. Unicef, 2000.-(362.7UNICEF)

Unicef: The State Of The World's Children 2005.. New York. Unicef, 2005. 92-806-3817-3-(362.7UNICEF)

Unicef: Rescue And Rehabilitation Of Child Victims Trafficked For Commercial Sexual Exploitation... New Delhi. Ministry Of Human Resource Development, 2005.-(362.7UNI)

Dabirneela: Rebuilding Lives of Street Children... Mumbai. Tata Institute of Social Sciences, 2005.-(362.7DAB)

Cotton Mathew: An Introduction to Working with Children: A Guide For Social Workers... New York. Palgrave Publishers, 2001. 0-333-69308-6–(362.7COT)

Fernandesgracy: Resilience: A Joyful Growth Exercises In Promoting Resilience In Children, Part I And Ii... Mumbai. College Of Social Work, 2006.–(362.7FER)

Kumarived& Brooks Susan L: Creative Child Advocacy: Global Perspectives... New Delhi. Sage Publications, 2004. 0-7619-3241-0 Rs.395–(362.7KUM/BRO)

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)

Goa Initiative Mainstreaming Child Rights: Status Of Children In Goa: An Assessment Report-2007. Goa. Goa Initiative for Mainstreaming Child Rights, 2007. Rs.105–(362.7GIMCR)

Desai Murl: Right-Based Preventative Approach for Psychosocial Well-Being in Childhood. London. Springer Publishing Company, 2010. 978-90-481-9065-2–(362.7DES)

Dabirneela& Athalenaina: From Street To Hope: Faith Based And Secular Programmes In Los Angelos, Mumbai And Nairobi For Street Living Children. New Delhi. Sage Publications India Pvt. Ltd., 2011. 978-81-321-058 Rs. 750–(362.7DAB)

Singh Ajit K.: Family and Child Welfare. New Delhi. Centrum Press, 2011. 978-93-8129370-6 995–(362.7SIN)

Patel Vibhuti: Girls and Girlhoods at Threshold of Youth and Gender VACHA Initiative. Delhi. The Women Press, 2010. 978-8189-1102-77 1595–(362.7PAT)

Sonawatreeta& Dholakiasweta: Young Children's Right to Learning, Participation and Development. Udaipur. Multi Tech Publishing, 2008.–(362.7SON) Naidu Y Gurappa: Child Rights, Law and Development – Emerging Challenges. New Delhi. Serials Publications, 2012. 978-81-8387-566-0–(362.7NAI)

UNICEF: Preventive Strategies For Child Protection: Practical Guide To Form And Strengthen; Child Protection Committees. New Delhi. United Nations Children's Fund, 2013.–(362.7UNI) Bajpai Asha: Child Rights In India: Law, Policy and Practice. New Delhi. Oxford University Press, 2003. 9780195670820 Rs. 575–(362.7BAJ)

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

NCPCR: Convention on the Rights of the Child with Optional Protocols. New Delhi. NCPCR, 2012.–(362.7NCPCR)

Child Abuse: Confronting Reality by Mohuanigudkar. EPW, Vol. 42, Issue No. 27-28, 14 Jul, 2007

Semester I Syllabus: Elective Courses
SSC-505 (a) History, Philosophy and Practice of Social Work
(Credit 4) 60 hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- To understand the historical development of social work profession in India and other countries
- To understand values and ethics in the practice of the Social Work Profession, and recognize the importance of internalizing them.
- To develop the ability to intervene in ways that are in consonance with the Code of Ethics of social work practice

Course Outcomes

- Recognition of values and ethics of social work profession
- The students would be able to recognize areas of ethical dilemmas in the field and make ethical decisions in the area of social work practice
- The student will develop an understanding of the various philosophers, both Indian and others who have influenced the thinking and practice of social work

Unit No.	Content
I	Introduction to Social Work as a Profession (Credit 1) 15 hours 1. Concept, Meaning, definition, significance, goals and objectives, Philosophical values and principles of Social work as a profession 2. History and philosophy of Social Work in UK, USA & India 3. Methods of social work Practice (Direct & Indirect)
II	Theories and Ethics of Social Work Profession (Credit 1) 15 hours 1. Marxian Social Philosophy: Dialectic Materialism, Historical Materialism, Class Struggle and Establishment of Classless Society 2. Lawrence Kohlberg's Stages of Moral Development 3. Importance and functions of code of ethics for social workers and Best Ethical Practices with reference to responsibilities towards Self, Society, Co-workers, Profession, People in need, Employing Organizations and Social Research

III	Changing Context of Social Work Practice (Credit 1) 15 hours 1. Human rights perspective in social 2. Radical & Feminist perspectives of social work 3. Changing nature of social work profession
IV	International Social Work (Credit 1) 15 hours 1. Meaning, scope, definition and objectives of international social work 2. Global issues challenge and social work response 3. Integrated approach to social work practice; Emerging perspectives and trends of social work practice

Reading List

- Banks, S. (2009) 'Professional Values and Accountabilities', in Adams, R., Dominelli, L., Payne, M. (eds) *Critical Practice in Social Work*, 2nd edn, pp. 32–42. London: Palgrave Macmillan.
- Banks, S. (2012) *Ethics and Values in Social Work*, 4th edn. London: Palgrave Macmillan.
- Bastiaan Wielenga (1984) *Introduction to Marxism*, Centre for Social Action, Bangalore.
- Cox, D.R., Pawar, M. (2013) *International Social Work: Issues, Strategies and Programmes*. London: SAGE.
- Cree, V. (2009) 'The Changing Nature of Social Work', in Adams, R., Dominelli, L., Payne, M. (eds) *Social Work: Themes, Issues and Critical Debates*, 3rd edn, pp. 20–9. London: Palgrave Macmillan.
- Horner, N. (2012) *What is Social Work?* 3rd edn. London: SAGE.
- Hugman, R. (2010) *Understanding International Social Work: A Critical Analysis*. London: Palgrave Macmillan.
- Joseph Josantony, Fernandes Gracy (2006) *An Enquiry into Ethical Dilemmas in Social*
- Parton, N. (2009) 'Postmodern and Constructionist Approaches to Social Work', in Adams, R., Dominelli, L., Payne, M. (eds)
- *Practicing Social Work in a Complex World*, 2nd edn, pp. 220–30. London: Palgrave Macmillan.
- Payne, M. (2005) *The Origins of Social Work*. London: Palgrave Macmillan.
- Payne, M. (eds) *Practicing Social Work in a Complex World*, 2nd edn, pp. 15–32. London:

Palgrave Macmillan.

- Wadia, A. R. (Ed.) (1961) History and Philosophy of Social Work in India, Bombay: II Allied Publisher Private Ltd.

Suggested Readings

- Agarwal, M. M. (1998) Ethics and Spirituality, Shimla: Indian Institute of Advanced Study
- Charles, Guzzetta, Katz Arthur J. and English Richard A. (1984) Education for Social Work Practice, Selected International Models, New York: Council on Social Work Education
- Desai, Murali 2002 Ideologies and Social Work: Historical and Contemporary Analyze, Jaipur, Rawat Publications
- Gore, M. S. (1993) The Social Context of Ideology, Ambedkar's Social and Political Thought, New Delhi: Sage Publication· Karen K. Kirst – Ashman (2003) Introduction to Social Work and Social Welfare, Thomson Learning INC CA – USA.
- Malcom Payne (1996) What is Professional Social Work, Venture Press, Birmingham.
- Miley, K.K., O'Melia, M., & DuBois, B.L.1998 Generalist Social Work Practice: An Empowering Approach.Boston: Allyn & Bacon.
- Terry Mizrahi, Larry E. Davis (2008) Encyclopedia of Social Work (20th Edition), Oxford University Press, New York.
- Upadhay Ashok K (1999) John Rawls – Concept of Justice, Rawat Publications, Jaipur.
- Woodrofe, K. (1962) From Charity to Social Work. London: Routledge and Kegan Paul.

SSC -505 (b) Introduction to Social Science - I (Credit 4) 60 hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- Understand basic sociological concepts and its importance to the social work profession.
- Understand the processes of social change in India through relevant theories and processes.
- Understand basic psychological concepts and its importance to the social work profession.

Course Outcomes

- After this course, students will understand the basic concepts in sociology and psychology.
- Students will understand the various perspectives in sociology and psychology.
- Students will understand the various processes and theories of psychology.

Unit No.	Content
I	Introduction to Sociology for Social work Profession (Credit 1) 15 hours 1. Definition, significance Scope & Relevance to social work profession 2. Understanding about Sociological Concepts : Society, Culture, Socialization, Kinship, Social Control Social Institution 3. Sociological Perspective: Conflict Perspective ,Symbolic Interaction Perspective, Positivism.
II	Social Change In India (Credit 1) 15 hours 1. Theories of social change; Evolutionary, Cyclical and Conflict theory 2. Theories of social change in India: Sanskritization, Westernization, Modernization, Secularization and Globalization 3. Current Social issues
III	Introduction to Psychology and Basic Concepts in Psychology (Credit 1) 15 hours 1. Definition, goals and subfields of psychology, Role of Heredity and Environment 2. Relevance of psychology to Social Work practice 3. Emotion, Perception, Prejudice, Frustration, Stress
IV	Concept of Human Behavior and Growth (Credit 1) 15 hours 1. Personality; Definition, types and factors influencing Personality 2. Theories of Personality -Psychoanalytic theory, Behaviorist theory and Humanistic theory 3. Life Span stages of Human Growth and Development

Readings List:

- Haralambos, M. & Holborn, M. (2013). Sociology: Themes and Perspectives. Collins

Educational.

- Giddens, Anthony and P. W. Sutton (2017), Essential Concepts in Sociology, 2nd Edition, New Delhi: Wiley India
- Giddens, Anthony and P. W. Sutton (2017), Sociology, 8th Edition, New Delhi: Atlantic Publishers and Distributors Pvt Ltd.
- Macionis, John J. and Ken Plummer (2013). Sociology: A Global Introduction, New Delhi: Pearson Education India
- Horton, P.S & Hunt, C. L. (2005), Sociology. New Delhi: Tata McGraw Hill
- Beteille, Andre (2002), Sociology. New Delhi: Oxford.
- Ritzer, George (2011), Sociological Theory, McGraw Hill, New Delhi
- Rao, Shankar, C.N. (2005), Sociology. New Delhi: S. Chand and Company Ltd.
- Sharan, Raka (1991), A Handbook of Sociology. New Delhi: Anmol Publications.
- Srinivas, M. N. (1991), Indian Social Structure. New Delhi: Hindustan Publishing House.
- Bee Helen L., Mitchell Sandra K. (1984), The Developing Person: A Lifespan Approach, New York: Harper and Row Publishers Publishing Co. Ltd.
- Clifford, Morgen and King, Richard. (1975), Introduction to Psychology, New York: McGraw Hill Inc.
- Crawford, Karen and Janet Walker. (3rd edition 2010), Social Work and Human Development, UK: Learning Matters Pvt Ltd.
- Hurlock, Elizabeth. (1976). Personality Development, New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Ingleby Ewan. (2006). Applied Psychology for Social Work, UK: Learning Matters Ltd.
- Mangal, S. K. (2007). General Psychology, New Delhi: Sterling Publisher Pvt. Ltd.
- Paula Nicolson, Rowan Bayne and Jenny Owen (2006), Applied Psychology for Social Workers, UK: Palgrave Macmillan Ltd.
- Kakkar, Sudhir (1979), Indian Childhood, Cultural Ideals and Social Reality, Oxford University Press, Delhi
- Clifford, Morgan, King, Weinz & Schopler, Seventh Edition (1986), Introduction to Psychology, New Delhi Tata McGraw Hill Publishing Co Ltd. New Delhi.
- Robert S Feldman, (2004), Understanding Psychology, Tata McGraw Hill Publishing Co Ltd

SSC -505 (c) Social Policy and Development Planning
(4 Credits) 60 Hours
[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives: Students enables to

- To understand the concept of social welfare and nature of social policy
- To acquire a critical understanding of the approaches to welfare and policy formulation process
- To understand the process of planning and the role of planning in development

Course Outcomes

- Develop understanding about social policy within the socio-economic and political contexts
- Understand the role of state and non-state actors in policy formulation and implementation
- Develops an understanding on the developmental planning process.

Unit No	Content
I	Evolution of Social Policy 1 Credit (15 Hours) 1. Concept, definition and history of social of welfare, Concept, definitions and aims of social policy 2. Principles of Equity and Social Justice, Inclusion and exclusion. 3. Social Policy and Role of Professional Social Work
II	Understanding Social Policy 1 Credit (15 Hours) 1. The policy cycle, Agencies involved in policy formulation, design, implementation and review 2. Tools of policy analysis - Census surveys, social and economic indicators, the Constitution, legislations, Government Resolutions and ordinances and the State Budget 3. Welfare and Development Policies in India (with reference to Children, Women, Youth, LGBTQ, Vendors, SC, ST, Farmers)
III	The Indian State and Development Planning 1 Credit (15 Hours) 1. Mixed economy and the State after Independence 2. Development Planning- Its genesis and philosophy, The planning process- An overview and critique, Overview of five year plans 3. Planning institutions at the national, state and local levels, Concept of good governance and its components

IV	Social Advocacy in Influencing Policy 1 Credit (15 Hours) 1. Advocacy as a tool for social change, Elements and principles of advocacy, Campaigns and building Networks and Coalitions 2. Legal activism in advocacy - Using RTI, PIL, office of Lokayukta, etc. 3. Techniques of deepening democracy - Social audit, jan sunvai, e governance
----	---

Reading List

- Arunachalam M (1982). Administration Politics and development in India, New Delhi
- Clrff. Alcock & Payne (ed) (2000) : Introducing Social Policy , Prentice Hall, London
- Dean, Hartley. (2006). Social Policy, UK: Polity 5. Drake, R.F. (2001). The Principles of Social Policy. New York: Palgrave
- Eyden Joan (1969) Social Policy in India, Broadway House, London
- Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India
- GoI, Five-Year Plan – 1 st to 10th, Planning Commission of India, New Delhi
- Hudson, J & Lowe, S. (2007). Understand the Policy Process. New Delhi: Rawat Publication
- Kabra Kamal Nayan (2004) Development Planning In India: Exploring an Alternative Approach Indian Institute of Public Administration, New Delhi
- Kennett, P. (2011). Comparative Social Policy, London: Open University Press
- Kulkarni P.D. (1979) Social Policy and Social Development in India. Lalvani Publishing House, Mumbai
- Livingstone, Arthur (2011). Social Policy in Developing countries, UK: Routledge
- Midgley, J& Michelle Livermore (Eds.). (2009). The handbook of Social Policy, USA: Sage
- Pathak, S.H. (2013). Social Policy, Social Welfare and Social Development, Bangalore: NirutaWeimer. D.L. & Vining, A.R. (1994). Policy Analysis: Concepts and Practice. New Jersey: Prentice Hall Denny David. (1998). Social Policy and Social Work. Oxford: Clarendon Press

Suggested Readings

- Anderson, James E (1994) Public Policymaking: An introduction; 2nd Edition, Boston; Houghton Mifflin Co.
- Baldock, John et.al (1999), Social Policy, Oxford University Press (Chapter 1,2 and 3).
- Chakraborty, Bidyut and Prakash Chand (2016). Public Policy: Concept, Theory and Practice
- Chatterjee, Upamanyu (2000). The mammaries of the welfare state,
- Fernandez, B. (2012). Transformative Policy for poor women. London. Routledge
- Hall, A and J Midgley (2004), Social Policy for Development, Sage Publication.
- Heywood, Andrew (2000), Key concepts in politics, MacMillian Press Ltd, London.
- Hill, M (1997), Understanding Social Policy, 5th Edition, Blackwell Publishing Ltd (Chapter 1, 3 & 4)
- Hill, Michael (2006). Social Policy in modern world, UK: Blackwell Publishing
- Kennett, Patricia, (ed.). 2013. A Handbook of comparative social policy. Cheltenham. Edward Elgar Publishing Ltd , pp. 205-224. ISBN 9781849803663
- Lavalette, M. & Alan Pratt (Eds.). (2006). Social Policy: Theories, concepts and issues, 3rd Edition, New Delhi: Sage

Research Methodology

DSC -506 Research Methodology in Professional Social Work

(4 Credits) 60 hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- To demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination
- To understand the role and characteristics of different Research Designs, Methods and Statistical tools and techniques
- To understand the nature, scope and significance of research in social work practice

Course Outcomes

- Understanding the nature, role and scope of research in social work practice
- Develop the requisite skills and competencies to analyze, interpret and present both quantitative and qualitative research methods.
- Undertake research to practice the social work profession

Unit No.	Content
I	Meaning and Scope of Research in Social Work (Credit 1) 15 hours 1)Philosophy of Science: Natural Science, Social Sciences and Social Work 2)Meaning, Nature Scope and Importance of Social Work Research 3)Ethics and Ethical Considerations in Social Research
II	Research Designs and Methods (Credit 1) 15 hours 1) Meaning and importance of research design; Types of Research Design: Exploratory, Descriptive, experimental, evaluative, case study, participatory research and action research. 2) Meaning, Nature, Scope & Difference in qualitative and quantitative Research 3) Use of mixed methods in social work research & Steps in designing a research proposal
III	Sampling and Data collection (Credit 1) 15 hours 1) Meaning and importance of sampling, types of sampling: probability and non-probability sampling 2) Hypothesis, Types of data, primary and secondary 3) Methods, tools and techniques of data collection in quantitative research & qualitative research
IV	Report Writing Data Processing (Credit 1) 15 hours 1) Data processing in quantitative research and qualitative research 2) Advanced technique in data processing and analysis: SPSS, ATLAS. ti 3) Writing research report: Presentation and styles of referencing, bibliography, citing, Foot-Note ,preparation of abstract and publication.

Reading List

- Ackoff, R. L. 1962 Scientific Method: Optimizing Applied Research Designs, New York: John Wiley and Sons.
- Bailey, Kenneth, D. 1987 Methods of Social Research, New York: The Free Press
- Blaikie, Norman. 1993 Approaches in Social Enquiry, Cambridge: Polity Press.
- Blalock, H. M. 1972, Social Statistics, New York: McGraw Hill.
- Blalock, H. M. and Blalock, A. M. Methodology in Social Research; New York
- Champion, D. J., 1981, Basic Statistics for Social Research, Macmillan Publishing Co., New York.10)
- Chandrasekhar, A.R., Deshpande, V.D., 1984 Descriptive Statistics,S. Chand Co., New Delhi.
- Desai, V. (ed), 2006, Potter, R.B.Doing Development Research,Sage Publications, New Delhi.
- Festinge, L.Katz, D. (ed), 1953, Research Methods in the Behavioural Sciences.
- Hammersley, M. (2013). *What is Qualitative Research?* New York: Bloomsbury.
- Kidder, L.H.Judd, G.M., 1986, Research Methods in Social Relations, CBC College Publishing, New York.
- Mitchell, M. L., & Jolley, J. M. (2013). *Research Design Explained, 8th ed.* New Delhi:
- Wadsworth, Cengage Learning

MSW SEMISTER II

MSW Semester II syllabus: Mandatory Courses

DSC -507 Community Organization

(Credit 4) 60 hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- To understand Community organization as a method to attain collective goal of welfare
- Appreciate the significance of a participatory approach to community intervention
- Develop skills of critical analysis to understand problems of discrimination and oppression in communities

Learning Outcomes

- Student will learn to explore issues related to livelihood realities, mobilize and form core groups, build organizational capacity, and formulate strategy for reaching out to communities
- Students will be able to understand the Dynamics and Power Structure in the community
- Students will gain and understand the different Models that can be used while working in the Community.

Unit No.	Content
I	Understanding Community Organization Practice (Credit 1) 15 hours 1. Concepts, types of communities, History, meaning and definition of community organization 2. The fundamentals of organizing communities – Its implementation and monitoring with changing social dynamics, history of community organization in India 3. Values and principles of Community Organization – Priorities and approaches imbedded in Community Organization
II	Organizing Process in the Community (Credit 1) 15 hours 1) Concept of power and social dynamics in communities - How imbalance of power dynamics influence CO, strengthening of communities through CO 2) Building of conscience for collective goal – How community members get organized and strategies to organize them 3) Cultivation of skilling in to community members suitable for organization – Mobilization, communication coalition building and leadership development and The community problem solving process

III	Western Models of Organizing Communities (Credit 1) 15 hours 1) Empirical evidence and theoretical arguments on community organization 2) Characteristics of western model of Community organization and its relevance with Indian social system 3) Interpretation on ideas of Community Organization by scholars
IV	Models of Organizing Communities in Indian Context (Credit 1) 15 hours 1) Historical overview of organizations of communities in Indian context. 2) Mahatma Gandhi-Approach towards freedom and Survo-day, Community Organization through subaltern lenses - Mahatma Phule and Dr. Ambedkar 3) Genesis and development of community organization over the years in India and its changing nature and discourse in changing

Reading List

- Gangrade, K.D. 1971 Community Organization in India, Bombay: Popular Prakashan.
- Dr.V.V.Kulkarni, (2014), "Social Work and Community Organization", Published by Current Publications, Agra.
- Patil, Asha 2010 Community Organization and Development: An Indian Perspective. PH India Publication, Delhi.
- Sheeba Joseph, Bishnu Mohan Dash, 2012, Community Organization in Social Work, Discovery Publication House, New Delhi
- Ross Murray, G. 1955 Community Organizations: Theory, Principles and Practice, New York: Harper and Row Siddiqui, H.Y. (1997). Working with Communities: An Introduction to Community Work. New Delhi: Hira Publications
- Mayo. H. Jhones, 1974 Community Work, London: Routledge and Kegan Paul
- Poison and Sanderson. 1979 Rural Community Organization, New York: John Wiley and Sons
- Weil, M. (Ed) 1996 Community Practice: Conceptual Models, New York: The Haworth Press. Inc Zaltman and Duncan R. 1977 Strategies for planned change, New York: Association Press
- Ramchandra Raj, G. 1974 Functions and Dysfunctions of Social Conflict, Bombay: Popular Prakashan

Suggested Readings

- Jodhka Surinde (Ed), 2002 Communities & Identities : Sage Publication
- Dunham Arthur (1962) Community Welfare Organization: Principles and Practice, New York : Thomas Crowell
- Dr. Banmala – Community Organisation, Indian Institute of Youth Welfare Nagpur.
- McMillen W. – Community Organisation for Social Welfare, University of Chicago Press.
- Murphy C.G. – Community Organisation Practice – Houghton Mifflin Co
- Peter Baldock – Community Work and Social Work.
- Kranti Rana, 2001, People's participation and voluntary action: Dimensions, roles, and strategies, Kanishka Publishers.
- Brager, G. and Specht, H. 1969 Community Organization, New York: Colombia University Press.

MSW Syllabus as Per NEP - 2020

- Dayal, R. 1960 Community Development program in India, Allahabad:Kitab Mahal Publishers.

DSC -508 Social Welfare Administration

(4 Credits) 60 hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- 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

Course Outcomes

- Students will have understood the fundamentals of social policy formulation and program implementation at the community level
- The course will enable students to use the knowledge gained about the structural arrangements for Social Welfare in India, to help vulnerable/targeted groups to efficiently access Social Welfare schemes and programs
- Students will use their knowledge of the emerging issues in the field, to recommend and design appropriate policies and programs that will be relevant to the people

Unit No.	Content
I	Introduction to Social Welfare Administration (Credit 1) 15 hours 1. Social Welfare – Concept of Social welfare, Welfare State - Historical perspective on social welfare with special reference to India 2. Approaches to social welfare - Behavioral, Residual, and Institutional 3. What is meant by Administration – Process, significance, structure & strategies
II	Social Welfare Model and Its Structural Orientation (Credit 1) 15 hours 1. Principles and changing context of Social Welfare Administration 2. Dimensions of administration in social welfare - Public & Private Sector Role 3. Structural arrangements and layout framework of Social Welfare Administration in India.
III	Social Welfare Programme (Credit 1) 15 hours 1. Social welfare organizations - Nature, types and functions 2. Administration of social welfare programme, Government programmes – Design, intent and issues - Welfare Schemes of Women and Children, OBCs, SC, STs, BCs, DNTs, minorities and differently abled. 3. Understanding of community based Social Welfare Administration and role of people's participation in Social Welfare Administration.

IV	Social Welfare Administration and Social Work Profession (Credit 1) 15 hours 1. Social Welfare Administration and Professional Social Work Practice - social welfare policies and transforming policies into social work practice through welfare administration. 2. Emerging social issues and resilient social welfare administration. 3. Role of Social Worker
----	--

Reading List

- Credibility Alliance: Norms for Enhancing Credibility in the Voluntary Sector. July 2006. Mumbai.
- Encyclopedia of Social Welfare (2008). Social Work Education: Social Welfare Policy
- Jain A. & Unni, S. Seth Development Administration. Publishers Pvt. Ltd. Mumbai 2000 Chp.
- Louise C. Johnson & Charles L. Shwartz. Social Welfare: A Response to Human Need.
- Nagendra, Shilaja. (2007). Voluntary organizations & Social Work., Oxford Book Co.
- Sachdeva, D.R. (2003) Social Welfare Administration in India. (4th Edition)
- Social Work Administration & Development. Bhattacharya, Sanjay. Rawat Publications, Mumbai.2000.
- The People's Movement. Vol. 1, No. 6 Nov. – Dec. 2004. News. Magazine of the National Alliance of People's Movements.

Suggested Readings

- Patti, Rino J. Social welfare administration: Managing social programs in a developmental context. Prentice Hall, 1983.
- Lalkima, C. Social welfare administration in a tribal state: A case study of Mizoram. 2013.
- Dubey, Sumati Narain. Administration of Social Welfare Programmes in India. No. 27. Bombay: Somaiya Publications, 1973.
- Chandra, Shradha. SOCIAL WELFARE ADMINISTRATION IN INDIA. Lulu Press, Inc. Morrisville, North Carolina, United States, 2017.
- Deshpande, Rajeshwari, K. K. Kailash, and Louise Tillin. "States as laboratories: The politics of social welfare policies in India." India Review 16.1 (2017): 85-105.
- Kruks-Wisner, Gabrielle. "The pursuit of social welfare: Citizen claim-making in rural India." World Politics 70.1 (2018): 122-163.
- Kulkarni, P. D. "Social Policy and Social Welfare Administration in India." Social Work Education and Social Work Practice in India. Madras: Association of Schools of Social Work in India (1981): 58-59. Robinson, Nicholas. "Complaining to the State: Grievance Redress and India's Social Welfare Programs." Philadelphia: Center for the Advanced Study of India (2013).
- Caplan, Pat. "Women's voluntary social welfare work in India: the cultural construction of gender and class." Bulletin of Concerned Asian Scholars 17.1 (1985): 20-31.
- Inamdar, N. R., and Nalini Paranjpe. "Administration of Social Welfare Programmes for the Physically Handicapped in India." Indian Journal of Public Administration 27.3 (1981): 567-577.
- Jagannadham, V. "SN Dubey, Administration of Social Welfare Programmes in India, Somaiya Publications, Bombay, 1973, Tata Institute of Social Sciences Series No. 27. xi+ 214 pp. Rs35." Journal of Social Policy 4.2 (1975): 197-198.
- Segal, Elizabeth A. Social welfare policy and social programs: A values perspective. Belmont, CA: Thomson Brooks/Cole, 2010.

DSC -509 FIELD WORK PRACTICUM -II AND RURAL CAMP**(4 Credits) 120 hours****[Total Marks: 100. University assessment: 50;College assessment:50]****Field work practicum II of Second Semester comprises 2 components:**

I Concurrent Field Work Practicum: In this semester the Concurrent Field Work Practicum shall be conducted during two days a week (15) hours in a week, for 24 days (180 clock hours) in this semester excluding the hours spent for individual conference, Group Conference, and Rural camp. (Camp should be conducted during the semester for 07 days. Separate reports should be submitted during the final field work viva voce examination). In the second semester the students shall continue the Social Work Practicum/Field Work in the same agency where the Social Work Practicum/Field Work in the first semester is being practiced. But the learning objectives and skills of the candidates in this semester would be different. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with the agency supervisors.

Syllabus Coverage: The students are expected to practice the methods of social work such as; community organization, social action and social work research which they are studying in the classroom sessions.

Sl. No	Particulars	Number of activities	Narration
1.	Rapport Building and Introduction		-Initial assessment of the agency along with rapport building with agency supervisor/staffs
2.	Home Visits	Required to conduct group works, case works and programme	Visiting the homes in community for the field work practice.
3.	Group works	Minimum of 3 group work with 6-8 sessions.	The student must comply with the stages in group work starting with formation and ending with the termination stage
4.	Case Works	Minimum 5 case works consisting of sessions as per the requirement of the case.	The student must comply with the complete process of case work.
5.	Community Profiling	Minimum 1 Community Profiling Including one Panchayath Visit and attend one Grama Sabha	Brief Profiling of a Community to be studied.

		meeting	
6.	Programmes	Minimum 2 programmes in the agency/community	Programmes in agency /community are based on the students assessment of the felt need.

The faculty supervisors compulsorily conduct individual and group conferences (i.e, 14 conferences, immediately after the field work practicum in that particular week itself). The faculty supervisors should evaluate the field work records and affix signature. After monitoring the student has completed the stipulated hours in field work before recommending for the Final field work External viva voce examination.

II.Rural Camp: In the second semester a Rural/Tribal residential camp of 7 days duration shall be organized by the Department in any suitable location which is possessing possibilities of understanding and applying social work concepts and that must provide an opportunity to students to experience community life, community mapping (PRA), community dynamics, social awareness campaign, social survey and observe the functioning of local self-government and voluntary organizations in the community. It shall be mandatory for each student to attend the camp to become eligible for appearing the External viva-voce examination of concurrent field Work Practicum in that semester.

Each student is required to prepare a detailed report on the activities carried out and experience gained in the rural camp and the report has to be separately given to the Viva-voce examination Board constituted for conducting External viva-voce exam for concurrent field Work Practicum.

DSC -510 Social Action and Social Movements

(2 Credits) 30 hours

[Total Marks: 50. University assessment: 25; College assessment: 25]

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

Course Outcomes

- To apply theory and knowledge of social movements as important to changing social realities.
- To analyze social movements in terms of their organizational structure, decision-making processes, goals, underlying ideology, strategy and tactics.
- To gain skills in issue analysis, advocacy, lobbying, direct action and coalition building and apply them in bringing social change.

Unit No.	Content
I	Social Action & Social Movements 1 Credit (15 hours) 1. Concept, meaning, definition, objectives, characteristics, principles, Process of Social Action 2. Typology of social movements. 3. Theories of Social Movements
II	Social Movements and their contribution to social change :1 Credit (15 Hours) 1. Overview of significant social movements 2. Current situation of rural and urban poor 3. Significant National and International Movements

Readings List

- Rao M.S.A.1978, Social Movements in India, Vol.I and II, Manohar, Delhi, Shah Ghanshyam, 2002, Social Movements and the State, Sage, New Delhi
- Paul Almeida 2019, Social Movements: The Structure of Collective Mobilization, University of California Press.
- James DeFronzo and Jungyun Gill 2015 Social Problems and Social Movements Rowman & Littlefield Publisher
- Biswajit Ghosh, 2020, Social Movements Concepts, Experiences and Concerns, Sage Publication, New Delhi
- Guru Gopal 2004; Dalit Cultural movement and Dalit politics in Maharashtra Vikas Adhyayan Kendra, Mumbai.
- Singh Rajendra, 2001, Social Movements, Old and New, Sage Publications,

New Delhi. Shah Ghanshyam, 1990, Social Movements in India, A Review of Literature, Sage Publication, New Delhi.

- Mullaly, B. (2006). The new structural social work: Ideology, theory, practice (3rd Edition). Oxford University Press
- Donatella della, Porta & Mario Diani., 2006, Social Movements: An Introduction, Blackwell Publication.

Suggested Readings

- T.K.Oommen, 2004, Nation, Civil Society and Social Movements, Sage Publication, New Delhi. Porta, D. D., & Diani, M. (Eds.) (2015). The Oxford handbook of social movements. Oxford University Press.
- Mayo Marjorie 2005; Global Citizens: Social movements and the challenge of globalization, Canadian Scholars Press.
- Payne, Malcolm 2005; Modern Social Work Theory: Palgrave Macmillan Publishers
- James Petras, Henry Vettmeyer, 2005, Social Movements and State Power, Pluto Press, London.
- Kohli Atul, 1987, State and Poverty in India, Cambridge University Press.
- Buechler, S. 1997, Social Movements: Perspectives and Issues. Mountain View: Mayfield Publishing Company.
- Wilson J, 1973, Introduction to Social Movements, Basic Books, INC. Publishers, New York. P.G.Jogdand, 2020, Dalit Movement in India, Rawat Publication, I Edition

MSW Semester II Syllabus: Elective Courses

SSC -511 (a) Introduction to Social Sciences II

(4 Credits) 60 Hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- Understand Politics and Economics as a Social Science and the basic concepts in politics and Economics
- Critically understand the democratic and dictatorial forms of government and process.
- Critically understand and study the major political and economical problems that affect contemporary situations.

Course Outcomes

- This course study will provide understanding of basic concepts in politics & Economics.
- Course will provide critical understanding of the various forms of government and its processes.
- Students will understand the contemporary major political problems & contemporary development Problems.

Unit	Content
I	Introduction to politics and its basic concepts: 1 Credit (15 Hours) 1. Nature and Scope of Politics and Relevance of Politics to Social Work Profession 2. State; Role and functions; Democracy; Concept, Characteristics; 3. Direct and indirect democracy, Parliamentary and presidential democracy, Dictatorship; concept and characteristics
II	Democratic Processes 1 Credit (15 Hours) 1. Election and Representation; Role of Election Commission and independent, impartial elections 2. Political Parties; Pressure Group; Public Opinion; Social Media 3. Political Problems: Political alienation; Corruption; Political violence ; Communal violence
III	Defining Economics of development and understanding theories of development 1 Credit (15 Hours) 1. Nature, meaning, Core values, objectives of development and economics of development 2. The Linear stage theory, The new growth theory, Entitlement approach to Poverty (Amartya Sen) 3. The structural Diversity of developing countries

IV	Globalization and Contemporary Development Problems 1 Credit (15 Hours) 1. The meaning of economic liberalization and globalization 2. Social, Economic and Cultural impact of globalization 3. Concept of Human development Index (HDI) and Global Hunger Index (GHI)
----	---

Reading List

- Appadurai, A. 1975 (11th ed), The Substance of Politics. Oxford University Press, Oxford
- Asirvatham, E & Misra, K.K. (2001), Political Theory. S. Chand, Co. New Delhi.
- Bastian, S. (ed). Luckham, R. (2003), Can Democracy be designed, Zed Books. London Cambridge University Press, Cambridge.
- Chatterjee, P (ed) 1997. State and Politics in India. Oxford University Press. Oxford.
- Deol, D. (1990). Comparative Government and Politics. Sterling Publishers, New Delhi.
- Eisenstadt, S.N. (1989), Political Sociology – A reader. Rawat Publishers, Jaipur.
- Grover, V (ed), (1990), Trends and Challenges to Indian Political System. Deep and Deep Publications, New Delhi.
- Guhan, S (ed) Samuel Paul. Corruption in India- Agenda for Action. Vision Books. New Delhi.
- Haque, R (3rd ed) Harrop, M. Breslin, S. (1993), Comparative Government and Politics– An Introduction. Macmillan Press Ltd., London. Johari, J.C. (1989). Principles of Modern Political Science. Sterling Publisher Pvt. Ltd., New Delhi.
- Kohli, A (ed), (1991), The Success of India's Democracy. Cambridge University Press. Cambridge
- 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. Rawat Publications. Jaipur. Sage Publications. New Delhi.
- 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
- Bow J. (Edited) (2004, 2nd Edition) - The Globalization Reader Blackwell Publishing, Oxford.
- Parsuraman P. Unnikrishnan, P.V. (2003) – Listening to People in Poverty Books for Change, Bangalore.

- Somayaji, Sakarama Somayaji, Ganesh (2006) – Sociology of Globalization perspective from India, Rawat Publication, India.
- Second Commonwealth NGO Forum - (Report 1996).
- Todaro, Michael (2000) – Economic Development, Addison-Wesley Publishers, New York. World Development Reports
- Thirlwall, A.P. Growth and Development 8e. New York: Palgrave MacMillan, 2005.
- Meier, Gerald M. and James E. Rauch. (2006), Leading Issues in Economic Development, 8e. New Delhi: Oxford Univ. Press.
- Basu, Kaushik, (1998), Analytical Development Economics, Oxford University Press, New Delhi.
- Ray, D., (2004), Development Economics, OUP, New Delhi, 2004

Suggested Readings

- Appadurai, A. 1975 (11th ed), The Substance of Politics. Oxford University Press, Oxford
- Asirvatham, E & Misra, K.K. (2001), Political Theory. S. Chand, Co. New Delhi.
- Bastian, S. (ed). Luckham, R. (2003), Can Democracy be designed, Zed Books. London Cambridge University Press, Cambridge.
- Chatterjee, P (ed) 1997. State and Politics in India. Oxford University Press. Oxford.
- Deol, D. (1990). Comparative Government and Politics. Sterling Publishers, New Delhi.
- Eisenstadt, S.N. (1989), Political Sociology – A reader. Rawat Publishers, Jaipur.
- Grover, V (ed), (1990), Trends and Challenges to Indian Political System. Deep and Deep Publications, New Delhi.
- Guhan, S (ed) Samuel Paul. Corruption in India- Agenda for Action. Vision Books. New Delhi.
- Haque, R (3rd ed) Harrop, M. Breslin, S. (1993), Comparative Government and Politics – An Introduction. Macmillan Press Ltd., London.
- Johari, J.C. (1989). Principles of Modern Political Science. Sterling Publisher Pvt. Ltd.,

New Delhi.

- Kohli, A (ed), (1991), The Success of India's Democracy. Cambridge University Press. Cambridge
- 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. Rawat Publications. Jaipur. Sage Publications. New Delhi.
- 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

SSC -511 (b) Informal Sector and Labor Studies

4 Credits (60 Hours)

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

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

Course Outcome:

- Learn the concept and aspects of Informal sector
- To understand concept of issues in Informal sector
- Understand various dimensions of informal sector

Unit No.	Content
I	Introduction To Informal Sector Labor Force 1 Credits (15 Hours) 1. Defining Informal Sector and its Growth 2. Characteristics of Informal Sector Labour 3. The Labour Commissions and Their Recommendations
II	Different Shades of Informal Labour Force 1 Credits (15 Hours) 1. Agriculture and Informal Employment 2. Informal Employment In The Home Based Industry 3. Women and the Informal Employment
III	National And International Interventions 1 Credits (15 Hours) 1. The Labor Legislations Pertaining to Informal Workforce 2. Government Schemes For the Informal Workforce 3. Skill Formation And Skill Up-Gradation in the Informal Sector

IV	Informal Sector Issues and Model NGO Interventions 1 Credits (15 Hours) 1. Intervention Models of SEWA and Other NGOs 2. Stree Mukti Sanghatana (SMS), Aakar And Other NGO Dealing With Waste Management 3. Strategies for Organizing the Unorganized Labor Force
----	--

Reading List

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

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

Decent Work And The Informal Economy', Report VI, 2002 International Labor Office,

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

Mukherjee, Dipa (2009), Informal Sector In Indian Economy: The Way Ahead, Rawat Publication, Jaipur.

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

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

Renana Jhabvala , RKA Subramanya' The Unorganized Sector, Work Security And Social Protection

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

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

Jan Breman 2012 ; Outcast Labour In Asia: Circulation And In formalization Of The Workforce At The Bottom Of The Economy 2012

SSC -511 (c) Gerontology and Geriatric Care
(Credit 4) 60 hours

[Total Marks: 100. University assessment: 50; College assessment: 50]

Course Objectives:

- To Help The Learner Understand The Multidisciplinary Field Of Gerontology
- To Enable The Learner, Gain Theoretical And Conceptual Understanding On Ageing
- To Make The Learner Aware Of The Policies And Programmes Related To Elderly

Course Outcome

- Understand the Multidisciplinary Perspective of Gerontology
- Develop a comprehensive understanding of the Theories, Approaches, process and emerging issues of Ageing
- Understand various Policies and Programmes and comprehend the role of social worker in Working with the Older People

Unit No.	Content
I	Gerontology: A Multidisciplinary Perspective (Credit 1) 15 hours 1. Relevance, Definition And Development Of Gerontology 2. Demographic Aspects: Population Ageing, Global Trends And Cross- Country Variations; 3. Differentiating Between Individual Ageing And Population Ageing
II	Approaches, And Emerging Issues Of Ageing (Credit 1) 15 hours 1. Approaches: Psycho-Dynamic, Ecological And Lifespan; 2. Nature Of Degeneration: Diabetes; Cardiovascular Disease 3. Disability-Related Issues: Ophthalmologic, Hearing Impairment, Dental Problems, Difficulties In Speech And Orthopedic Problems Like Arthritis And Osteoporosis; Terminal Illnesses; Psycho-Neurological Issues Like Depression, Anxiety, Dementia, Parkinson's Disease, Alzheimer's Disease

III	Policies And Programmes (Credit 1) 15 hours 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
IV	Institutional And Non-Institutional Services For Older People (Credit 1) 15 hours 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

Reading List

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.

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

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

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

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

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

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

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

MSW Syllabus as Per NEP - 2020

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

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

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

DSC -512 On Job Training

4 Credits (120 Hours)

[Total Marks: 100 College assessment: 100]

The On Job Training /Internship aims to provide an opportunity to experience day-to-day work in a social work setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. It also enables learners to integrate learning and generate newer learning by participating in the intervention processes over a period of 4 weeks (one month) continuously, in a specific agency. On Job Training/Field Project 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 and 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:

- Provide opportunity for the integration of classroom learning and field practice and vice- versa (feedback mechanism for both class and field),
- Develop skills through learning how to utilize the knowledge learnt in the classroom for analysis of problems affecting the target groups and selection of the appropriate means for problem-solving,
- Cultivate attitudes, values and commitments of the profession relevant to working with the most disadvantaged sections of society,
- Develop awareness of self and the way in which a 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 socio- cultural practices of the people whom they work with while at fieldwork. For On Job Training/Field Project 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 projects by the Program where students have to regularly contribute for the development of the Communities.

It shall be mandatory for each student to carry out on job training. Each student is required to prepare a detailed report on the activities carried out and experience gained in the On Job Training and the report has to be separately given to the Faculty supervisor for College Assessment.

MSW Syllabus as Per NEP - 2020

MSW Syllabus as Per NEP - 2020

Scheme of Examination	For 04 Credit Courses: Total Marks: 100 a) External Assessment: 50 Marks Total Marks: 50 Time: 1.5 Hours 1 Question for long answer (1*20=20 Marks) 3 Questions for short answers (3*10=30 Marks) b) Internal Assessment: 50 Marks Written Assignment: 10 Marks Oral Presentation: 10 Marks Internal Exam: 20 Marks Attendance: 10 Marks For 02 Credits Courses Total Marks: 50 1) External Assessment: 25 Marks Total Marks: 25 Time: 1 Hour 1 Question for long answer (1*15=15 Marks) 1 Questions for short answer (1*10=10 Marks) 2) Internal Assessment: 25 Marks Written Assignment: 5 Marks Oral Presentation: 05 Marks Internal Exam: 10 Marks Attendance: 5 Marks																																
	SEM I - DSC -503 Field work Practicum I (Credit 4) <table><tr><th>Module</th><th>Unit</th><th>Credits</th></tr><tr><td>1</td><td>Analytic Ability</td><td>10 Marks</td></tr><tr><td>2</td><td>Problem Solving</td><td>10 Marks</td></tr><tr><td>3</td><td>Report writing</td><td>20 Marks</td></tr><tr><td>4</td><td>Participation/Orientation visit</td><td>05 Marks</td></tr><tr><td>5</td><td>Use of field instruction</td><td>5 Marks</td></tr><tr><td>6</td><td>Internal Viva-Voce</td><td>50 Marks</td></tr><tr><td></td><td>Total</td><td>100 Marks</td></tr></table> SEM II - DSC-509 Field work Practicum II and Rural Camp (Credit 4) <table><tr><th>Module</th><th>Unit</th><th>Credits</th></tr><tr><td>1</td><td>Analytic Ability</td><td>10 Marks</td></tr><tr><td>2</td><td>Problem Solving</td><td>10 Marks</td></tr></table>	Module	Unit	Credits	1	Analytic Ability	10 Marks	2	Problem Solving	10 Marks	3	Report writing	20 Marks	4	Participation/Orientation visit	05 Marks	5	Use of field instruction	5 Marks	6	Internal Viva-Voce	50 Marks		Total	100 Marks	Module	Unit	Credits	1	Analytic Ability	10 Marks	2	Problem Solving
Module	Unit	Credits																															
1	Analytic Ability	10 Marks																															
2	Problem Solving	10 Marks																															
3	Report writing	20 Marks																															
4	Participation/Orientation visit	05 Marks																															
5	Use of field instruction	5 Marks																															
6	Internal Viva-Voce	50 Marks																															
	Total	100 Marks																															
Module	Unit	Credits																															
1	Analytic Ability	10 Marks																															
2	Problem Solving	10 Marks																															

MSW Syllabus as Per NEP - 2020

MSW Syllabus as Per NEP - 2020

	3	Report writing	20 Marks
	4	Participation//Rural Camp	05 Marks
	5	Use of field instruction	5 Marks
	6	External Viva-Voce	50 Marks
		Total	100 Marks
DSC-512 - OJT(Credit 4)			
	Module	Unit	Credits
	1	Learning	10 Marks
	2	Observation	10 Marks
	3	Participation-Task/Programs/Activities	10 Marks
	4	Report writing	40 Marks
	5	Professional Development	20 Marks
	6	Use of field instruction	10 Marks
	7	Total	100 Marks



Sign of HOD
Name of the Head of the Department
Name of the Department
Dr. Rita Malache

Sign of Dean
Name of the Dean
Name of the Faculty
Dr. A.K.Singh

MSW Syllabus as Per NEP - 2020

MSW Syllabus as Per NEP - 2020

5 Credit Structure of The Program Semester I & II (Table as Per परिशिष्ट 1 with signature of HOD & Dean)

R: _____

Post Graduate Programs in University

Parishishta - 1

Semester GPA/ Program CGPA/Semester/Program	Percentage of Marks	Alpha- sign/Letter grade/Result
9.00-10.00	90.0-100	O (Outstanding)
8.00-9.00	80.0-90.0	A+ (Excellent)
7.00-8.00	70.0-80.0	A (Very Good)
6.00-7.00	60.0-70.0	B+ (Good)
5.50-6.00	55.0-60.0	B (Above Average)
5.00-5.50	50.0-55.0	C (Average)
4.00-5.00	40.0-50.0	P (Pass)



Sign of HOD

Name of the Head of the Department

Name of the Department

Dr. Rita Malache

Sign of Dean

Name of the Dean

Name of the Faculty

Dr. A.K.Singh

MSW Syllabus as Per NEP - 2020

MSW Syllabus as Per NEP - 2020

MSW Syllabus as Per NEP - 2020

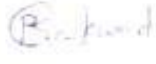
Syllabus

(Title of the program)

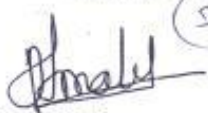
Master of Social Work

(Sem. I, II, .)

Team for Creation of Syllabus

Name	College Name	Sign
Dr. Rita Malache	Department of Sociology, University of Mumbai, Coordinator Rajiv Gandhi Campus	
Mr. Anur Nimale	Department of Social Work, University of Mumbai, Sindhudurg Sub Campus	
Ms. Maya Rahate	Department of Social Work, University of Mumbai, Sindhudurg Sub Campus	
Ms. Punam Gawkwad	Department of Social Work, University of Mumbai, Sindhudurg Sub Campus	
Mr. Mahendra Dhore	Department of Social Work, University of Mumbai, Coordinator Rajiv Gandhi Campus	
Dr. Kalidas Shinde	Department of Social Work, University of Mumbai, Coordinator Rajiv Gandhi Campus	

Sign of HOD



(Dr. Rita Malache)

Sign of HOD

Name of the Head of the Department

Name of the Department

Dr. Rita Malache

Sign of Dean

Name of the Dean

Name of the Faculty

Dr. A.K.Singh

MSW Syllabus as Per NEP - 2020

MSW Syllabus as Per NEP - 2020

Appendix B

Justification for (Name of the New course)

1.	Necessity for starting the course;	Revision of existing programme and courses as per NEP 2020 Guidelines
2.	Whether the UGC has recommended the course:	YES
3.	Whether all the courses have commenced from the academic year 2023-24	YES
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	Self Finance Programme No
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	One Year (Diploma) Two Years (Degree)
6.	The intake capacity of each course and no. of admissions given in the current academic year:	60
7.	Opportunities of Employability / Employment available after undertaking these courses:	1. Government Organizations 2. Work with NGOs 3. CSR 4. Hospital 5. Education 6. Health



Sign of HOD

(Dr. Rita Malache)

Name of the Head of the Department



Sign of Dean,

Name of the Dean

Dr. A.K. Singh