

University of Mumbai



No. AAMS_UGS/ICC/2024-25/135

CIRCULAR:-

Attention of all the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head University Departments is invited to this office Circular No. AAMS_UGS/ICC/2023-24/23 dated 08th September, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the Ad-hoc Board of Studies in Social Work at its meeting held on 14th August, 2024 and subsequently passed by the Board of Deans at its meeting held on 03rd September, 2024 vide item No. 8.12 (N) has been accepted by the Hon'ble Vice Chancellor as per the power confirmed upon him under Section 12(7) of the Maharashtra Public Universities Act, 2016 and that in accordance therewith syllabus for **Master of Social Work Sem – III & IV** is introduced as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The said circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032
21st September, 2024


(Dr. Prasad Karande)
REGISTRAR

To,

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments.

BOD 8.12(N)/03/09/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Interdisciplinary Studies,
- 3) The Chairman, **Board of Studies in Social Work**,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE), Vidyanagari.
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).

Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentre@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE), Dlleuniversityofmumbai@gmail.com

Copy for information :-

1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	Faculty of Humanities, Dean 1. Prof.Anil Singh Dranilsingh129@gmail.com Associate Dean 2. Dr.Suchitra Naik Naiksuchitra27@gmail.com 3.Prof.Manisha Karne mkarne@economics.mu.ac.in
	Faculty of Commerce & Management, Dean 1. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in Associate Dean 2. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu 3. Prin.Kishori Bhagat kishoribhagat@rediffmail.com

	Faculty of Science & Technology Dean 1. Prof. Shivram Garje ssgarje@chem.mu.ac.in Associate Dean 2. Dr. Madhav R. Rajwade Madhavr64@gmail.com 3. Prin. Deven Shah sir.deven@gmail.com
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3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in@gmail.com DSW directr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

As Per NEP 2020

University of Mumbai

University of Mumbai



Title of the Program

Master of Social Work

Syllabus For

Semester – SEM- III, IV

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

(With effect from the academic year 2024-25)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____ B	Master of Social Work
2	Scheme of Examination R: _____	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination
3	Standards of Passing R: _____	40%
4	Credit Structure R. <u>IMP - 65B</u>	Attached herewith
5	Semesters	Sem. III
6	Program Academic Level	6.5
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic Year	2024-25

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Preamble

Master of Social Work

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:

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)

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 students ability to practice integrated approach to practice social work methods in different situation
8. To help students to develop their understanding in evidence based practice to solve the various emerging challenges in the society.
9. To enable students to understand national-international social concerns and strategies applied by various social work practioners solve them across the countries.

4. Any Other Point

1. 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:

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 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 Semester III & IV Syllabus: Mandatory

Courses **R. IMP - 65B**

Post Graduate Programs in University

Parishishta - 1

Exit option: P.G. Diploma (44 Credit) after Three Years UG Degree

Year	Level	Sem.	Major		RM	OJT /FP	Research Project	Cumulative Credit	
			Mandatory	Elective (Choose Any One)					
II	6.5	Sem III	Social Work Practice with Rural and Urban Communities (Credit 4). 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) 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 1 (Credit 4) Broader Themes • Informal Sector • Disability • Gerontology, • Social Legislation, • Developmental Issue and Challenges	22	P.G. Dip after three year degree
		Sem IV	Sustainable Development and Environment (Credit 4) Disaster Management (Credit 4).	(a) Therapeutic Counseling Skill for Social Workers (Credit 4) OR (b) Development Communication Skill (Credit 4).			Research Project II (Credit 6) 180 hours • Child • Youth • Women • LGBTQ • Inclusion & Exclusion • Social Policy • Local Self Governance	22	

			Field work Practicum IV (Credit 4).				• Health • Environment • HRM		
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 courses can vary for totaling 14 Credits for Major Mandatory Courses in a semester as illustrated.

SEMESTER-III

MSW Semester III Syllabus: Mandatory Courses

DSC -513 Social Work Practice with Rural and Urban Communities

4 Credits (60 Hours)

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

Course Objectives:

- To study the concept of Rural Studies & the Rural Governance And Development Programmes
- To understand the Concepts Related to Urban Studies & the Urban Governance And Development
- To study the Issues Related to Slums and Development

Course Outcome:

- Gain theoretical perspectives on Rural and urban society, Rural Economy and Rural Cooperation.
- Acquire comprehensive knowledge on Rural & urban policies and programmes in India
- Develop skills and competencies to work with Rural & urban communities

Unit No.	Content
I	Rural Community 1 Credits (15 Hours) 1. Conceptual Understanding Of A Village And Rural Community, Characteristics of Village Life and Pathologies (Issues and Concerns) Of Rural Areas 2. 73rd Constitutional Amendment Act and Its Implications 3. Rural Community Development Programs and Schemes Government of India over the Years
II	Rural Cooperatives 1 Credits (15 Hours) 1. ‘Concept, Scope and Limitations of the Cooperative Movement; 2. Self-Help Groups: Concept, Formation, and Maintenance; Three Tier Structures in SHGs; Microcredit and Microfinance; 3. SHGs And Women’s Empowerment

III	Urban Community 1 Credits (15 Hours) - Urban, Urbanism, Urbanization: Trends and Patterns (Issues and Concerns) of Urbanization in India. 74th Constitutional Amendment Act and Its Implications - Urban Development Policies and Programs , Schemes of Government of India Over the Years
IV	Urban Planning And Slums Development 1 Credits (15 Hours) - Functions of Agencies in Enhancing Urban Growth and Development: MMRDA, MHADA, SRA - Urban Planning: Concepts and Tools; Water and Sanitation Planning; Public Transport Planning; Affordable Housing for Poor, Urban Poverty Reduction Strategies Urban Slums and Urban Poor, Slum Policies and Schemes in India.

Reading List:

- Apte, P. (2013). Urban Planning and Development: An Indian Perspective. Gurgaon: Zorba Publishers
- GOI. (2005). Urban Infrastructure: Economic Survey 2004–05. New Delhi: Ministry Of Finance
- MCGM. (2010). Mumbai Human Development Report 2009 (Chapters 4 and 8). New Delhi: Oxford University Press
- Singh, Surat& Singh, MO hinder 2006 Rural Development Administration In 21st Century: A Multi- Dimensional Study; Deep & Deep Publications, Delhi
- Sandhu Ravinder Singh: Urbanization In India: Sociological Contributions... New Delhi. Sage Publications, 2003.
- Prasad B K: Urban Development: New Perspective. New Delhi. Sarupand Sons Publishers, 2003.
- Mohan Sudha: Urban Development New Localism. Jaipur. Rawat Publications, 2005.
- Sivaramakrishnan K C: Oxford Handbook of Urbanization in India, 2nd Edi. New Delhi. Oxford University Press, 2005.
- Chaudhary Anjana: Rural Sociology. New Delhi. Dominant Publishers, 2004.
- Mukherjee Amitava: Participatory Rural Appraisal Methods and Applications in Rural Planning. (2nd Revise) New Delhi. Concept Publishing Company, 2004.
- Prasad B K: Rural Development: Concept, Approach And Strategy... (1) New Delhi. Sarupand Sons Publishers, 2003.
- Joshi Divya: Gandhiji on Villages. Mumbai. Mani Bhavan Gandhi Sangrahalaya, 2002.
- Soundarapandian M: New Economic Policy and Rural Development. New Delhi. Serials Publications, 2006.

MSW Syllabus as Per NEP - 2020

Narayanasamy N: Participatory Rural Appraisal: Principles, Methods And Application. New Delhi. Sage Publications, 2009 Singh Katar: Rural Development: Principles, Policies And Management... (3) New Delhi. Sage Publication, 2009.

Chatterjee Shankar: Rural Development and National Rural Livelihood Mission (NRLM). Jaipur. RBSA Publishers, 2011.

Bhattacharya, B. (2006). Urban Development in India: Since Pre-Historic Time. New Delhi, India: Concept Publishing Company.

Gangrade, K.D. (2001). Working With Communities at Grass Roots Level. New Delhi, India: Radha Publications.

DSC -514 Mental Health and Psychiatrist SW Practice

(4 Credit) 60 hours

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

Course Objectives:

- To Enable Students Develop An Understanding Of The Characteristics Of Positive Mental Health And Differentiate From Normal And Abnormal Behaviors
- To Enable Students Develop An Understanding Of The Nature, Causes, Types And Treatment Of Mental Health Disorders In Children, Adolescents And Adults
- To Enable Students Understand And Appreciate The Relevance Of Community Mental Health Programme

Course Outcomes

- Understanding of Concept of Mental Health
- Gain knowledge about the Psychological disorders and Relevance of Psychometric Testing
- Develop sensitivity about the Policies and Legal situation related to Mental Health in India and Students understand the Role of the Social Worker in different Settings

Unit No.	Content
I	Introduction To Mental Health 1 Credit (15 Hours) 1. Concepts of Normality and Abnormality 2. Mental Illness to Mental Health: Indian Perspective, Classification of Mental and Behavioral Disorders-DSM and ICD Systems 3. Mental Illness and role of the Family
II	Psychological Disorders and Relevance of Psychometric Testing Causes, Classification, And Treatment Approaches. An Overview: Defining And Classifying Psychological Disorders 1 Credit (15 Hours) 1. Anxiety Disorders -(Phobic Disorder, Generalized Anxiety Disorder, Panic Disorder, Obsessive Compulsive Disorder, Post-Traumatic Stress Disorder) Schizophrenia Mood Disorders -(Depression, Bi Polar Disorder) 2. Personality Disorders-(Antisocial Personality Disorder), Childhood Disorder-(Attention Deficit / Hyperactivity Disorder, Autistic Disorder) 3. Mental Health Relevance of Psychometric Testing -Need for Testing, Types of Tests and the Use of Various Tests

III	Policies and Legal Situation Related to Mental Health in India 1 Credits (15 Hours) 1. UN Convention On The Rights of Persons with Disability, National Mental Health Policy of India 2. Mental Health Act,1987,The Mental Health Care Bill, 2013 3. National Institute of Mental Health and Neuro Sciences (NIMHANS),National Mental Health Programme (NMPH) In India
IV	Community, School Mental Health and The Role of the Social Worker in different settings 1 Credit (15 Hours) 1. Community Mental Health-Preventive, Promotive and Remedial Approaches 2. Various Approaches in School Mental Health Programme, School Counsellor ,Drug and Addiction Counselling 3. Mental Health Hospitals, Child Guidance Clinics, Prison Setting

Reading List

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

Segrin Chris: Interpersonal Processes in Psychological Problems. New York. The Guilford Press, 2001.

Patil bajirao: Insanity beyond Understanding. New York. Eloquent Books, 2009.

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

Carson Robert C & Butcher James N: Abnormal Psychology and Modern Life. (11th Edition) Boston. Allyn and Bacon, 2000.

Nicky Hayes, Foundations of Psychology: An Introductory Text, 1994, Routledge

Clifford Morgan, King, Weinz&Schopler, Introduction to Psychology, Seventh Edition, 1986, New Delhi Tata Mcgraw Hill Publishing Co Lt

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

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

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

Supriyapaliwal, Social Psychology, RBSA Publishers, 2002

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

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

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

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

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

Birn, A., Pillay, Y. & Holtz, T. H. (2009). Textbook of International Health: Global Health in a Dynamic World. USA: Oxford University Press.

Carson R.C., Butcher, J.N. & Mineka, S. (2000). Abnormal Psychology and Modern Life. Singapore: Pearson Education. Francis, A. P. (Ed.). (2014). Social Work in Mental Health: Areas of Practice, Challenges, and Way Forward. New Delhi: Sage Publications India.

Francis, A. P. (Ed.). (2014). Social Work in Mental Health: Contexts and Theories for Practice. New Delhi: Sage Publications India.

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

Park, J.E. & Park, K. (2009). Textbook Of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot.

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

Taylor, E. H. (2014). Assessing, Diagnosing, and Treating 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: The Comprehensive Session-By-Session Program for Mental Health Professionals and Health Care Providers. Oakland: New Harbinger Publications.

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

DSC -515 SOCIAL WORK PRACTICUM – III AND STUDY TOUR

(4 Credit) 120 hours

[Total Marks: 100 College assessment 100]

Field work practicum III of Third Semester comprises 3 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: In this semester the Concurrent Field Work Practicum shall be conducted during two days a week (15 clock hours in a week), for 24 days (180 clock hours) in this semester excluding the days/hours spent for observational visits, individual conference, Group Conference, and Study tour. In this semester, the learners may be placed in specialization related agencies or in communities to initiate and participate in direct service deliver. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action (field work syllabus) for the respective semester fieldwork activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organizations. The students are expected to practice the primary and secondary methods of social work in their specialized field work agencies and they also need to practice all the theories and principles, skills, professional knowledge which they studied in the classroom sessions.

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.

Syllabus Coverage: During the placement the students are expected to learn about the vision, mission, philosophy, administration, strategies, programmes, activities, achievements and also be involved with the activities of the organization to whatever extent possible. The students also undertake any assignments given to them by the agency and they may also undertake any research for the organization. Every week

the students write a report of their activities and submit it to the concerned field work supervisor. 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 viva voce examination. The same should be countersigned by the Faculty of the Social Work Department: A student should necessarily do the Field Work in a choice based agency/ setting in an Issue Based Setting, Community setting, Institute setting.

Field work activities –III

Sl. No	Options	Particulars	Narration
1.	Administration /Government/ Non-Government Setup /CSR Institution.	Study of the Organization structure and reporting along with SWOT analysis. - Implementation of wage/salary administration - Understanding the process of Recruitment - The role of aligning HR with corporate strategy.	Understanding Organizational structure along with its strengths and weaknesses. Applying theories into practice for understanding the functioning of wage/salary administration, recruitment and the role of HR in a corporate sector.
2.	Health	-Study of the structure of Hospital/Health setting pertaining to Medical discipline. –Minimum 5 Case Studies -Minimum 5 Group Therapies -Minimum Community 3 Awareness Activities	Initiating with institution structure where the student is placed. Building the rapport with the staffs of the institution and the clients. Applying theories in to practice by conducting the case studies and group therapies. Conducting activities to the clients.

3.	Community	-Study of the structure and functions of NGO/Community based Organization. -Minimum 5 Case Studies - Minimum 5 Group Work -Formation of SHG's -Minimum 3 Community Programmes.	Initiating with Agency/NGO structure where the student is placed. Building the rapport with the staffs of the Agency/NGO and the community people. Applying theories in to practice by conducting the Case Work and Group Work and by forming SHG's. Programmes in Agency/community are based on the students' assessment of the felt needs.
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III Study Tour: An exposure educational 7 day's tour shall be organized by the Department/College in the Third semester in any suitable location which is possessing possibilities of understanding and applying social work concepts. During the study tour the students should visit 8-10 agencies consisting of industries, hospital settings and NGO's. A tour report which should be evaluated by the faculty supervisor. It shall be mandatory for each student to attend the study tour to become eligible for appearing the internal viva-voce examination of concurrent field Work Practicum in that semester.

Every report should compulsory contain the following:

1. A day by day report on the agencies attended
2. The observations/reflections made by the student
3. Feedback session conducted at the end of each day by the tour in charge
4. Documentary evidence in the form of photographs etc. showing the concerned student.
5. The reports should also contain an evaluation of their own inputs for planning and implementing the tour.

The tour report should bear the signature of the student/ tour in charge or Field work supervisor of the college.

The evaluated study tour report should present before of Final field work Internal viva voce examination.

DSC -516 Gender Studies and Social Work Practice

2 Credit (30 Hours)

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

Course Objectives:

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

Course Outcome

- Understand the Scope and Significance of Gender Studies in Social Work Practice
- Develop sensitivity towards the Women's Movements (Global & National)
- Understanding LGBT issues, movements and way forwards to understanding National & Global Initiatives for the Empowerment of women and LGBT

Unit No.	Content
I	Scope and Significance of Gender Studies in Social Work Practice 1 Credit (15 Hours) 1. Understanding The Difference Between Women's Studies and Gender Studies Importance of Developing Gender Sensitivity in Social Work Practice 2. History of Status of Women in India (Pre Reform Period- 19th Century Reform Movements) 3. Role of Women during Independence Struggle – Post Independence and in Contemporary India.
II	Understanding Women's Movements (Global & National) 1 Credit (15 Hours) 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 and LGBT Movements at the Global Level- Genesis of Women's Movement in India. Concerns, Achievements and Critique of Women's Movement and Its future in a Developing Nation

Reading List

Eagleton Mary (2003): A Concise Companion to Feminist Theory. USA. Black Well Publishers.

Patel Vibhuti (2002): Women's Challenges of the New Millennium. New Delhi. Gyan Publishing House.

Jain Devaki & Rajput Pam (2003): Narratives from the Women's Studies Family: Recreating Knowledge. New Delhi. Sage Publications.

Murthy N Linga (2007): Towards Gender Equality: India's Experience. New Delhi.

Agrawal Anju: Gendered Bodies: The Case of the Third Gender in India. Contribution to Indian Sociology Vol. 31, 2(01/Jan/1997).

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

Miles Angela R & Finn Geraldine (2002). Feminism: From Pressure to Politics. Jaipur. Rawat Publications.

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

Nanda Serena: The Third Gender: Hijra Community In India. (Manushi Vol. 1992, 72(01/Jan/1992) Page No: 9 - 16).

Bina Agarwal, Jane Humphries (2006) Capabilities, Freedom, and Equality: Amartya Sen's Work from a Gender Perspective/edited by and Ingrid Robeyns. New Delhi, Oxford University Press, xiii, 553 p., \$45. ISBN 0-19-5673-263. Details No. 44059

Bhattacharya Malini (2004), Globalization, Perspectives in Women's Studies Tulika Books, New Delhi

Datar, Chhaya & Prakash, Aseem (Undated) Women Demand Land and Water, Mumbai: Unit for Women's Studies, Tata Institute of Social Sciences

Kulkarni, Seema, Ahmed, Sara, et al (2007) Women, Water and Livelihoods: A Review of Policy, Pune: SOPPECO

MSW Semester III Syllabus: Elective Courses

SSC -517 (a) Dalit and Tribal Studies

4 Credit (60 Hours)

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

Course Objectives:

- Enable Students to Acquire Knowledge of the Concept Related to Tribal and Nomadic and Denotified Communities
- Enable Students to Understand the Governance and Development of the Tribes and Nomadic Communities
- Enable Students to Acquire Knowledge of the Concept Related to Dalit and Other Subaltern Communities

Course Outcomes

- To make understand students about the Administration of Tribal Welfare
- To help students to know the Tribal Welfare Programmes and schemes
- To help students to understand the structure, functions as well as administration of tribal development.

Unit No.	Content
I	Introduction to The Tribal Community 1 Credit (15 Hours) 1. Meaning, Definition and Characteristics of Tribal Community 2. Tribes and Indigenous People; Use of Terms in India; Scheduled Tribes, Adivasi, Primitive Tribes 3. Changing Nature of Tribal Culture- Cultural Transition- Detribalization, 'Sanskritization', and Religious Conversions, Assertion of Tribal Identity
II	Tribal Governance and Development 1 Credit (15 Hours) 1. Governance In Tribal Areas; Salient Features of The PESA Act, Forest Dwellers Act and Other Related Legislations 2. Tribal Sub-Plan, Fifth and Sixth Schedule 3. Overview of Developmental Initiatives for Tribes in Maharashtra and Government of India

III	Introduction to The NT-DNTS Community 1 Credit (15 Hours) 1. Meaning, Concept and Definition, historical background of Nomadic and Denotified Tribes 2. Overview of government Developmental Initiatives for NT-DNTs in India and Maharashtra 3. Overview of National Commissions On NT-DNTs
IV	Introduction to the Scheduled Caste Communities 1 Credit (15 Hours) 1. Social Legislation for Weaker Sections and Special Groups in India 2. Legal Provision: Protection of Civil Rights, Prevention Of Atrocities, Prohibition of Employment as Manual Scavengers and Rehabilitation 3. Overview of Government Developmental Initiatives for SC's in India and Maharashtra and NGO's

Reading List

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

Chaurasia, B. P. (1990) Scheduled Castes and Scheduled Tribes in India, Allahabad: Chugh Publications Delhi: Sarup & Sons Publication

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

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

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

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 LYD

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

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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

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

SSC -517 (b) Social Work Practice in Health

4 Credit (60 Hours)

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

Course Objectives:

- 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
- To Provide an Overview of Health System, Programmes and Policies in India
- To Provide Information About Different Diseases, Their Symptoms, Causes, Diagnosis, Treatment Management and Prevention

Course Outcomes

- Learning the concept and aspects of public health
- To understand concept of health, disease and public health in India
- Understand various dimensions of healthcare services and programmes and application of social work methods, skills and techniques in health set up,

Unit No.	Content
I	Introduction to Health, Community Health and Health Education 1 Credit (15 Hours) 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;Organizing and Planning for Community Health Programme
II	Types of Diseases, Child Health and Occupational Health 1 Credit (15 Hours) 1. Concept of Disease, Classification of Diseases,Disease Elimination, Disease Control and Disease Eradication 2. Causes, Symptoms, Treatment and Prevention-Communicable Disease:(Tuberculosis,Malaria,Sexually Transmitted Diseases,Hepatitis, HIV/ AIDS, Chikungunya,Dengue,Covid 19) Non – Communicable Disease-(Cancer, Diabetes,HyperTension,Asthma,Cardiac Disorders) 3. Disease of Childhood:Communicable Diseases-(Measles,Polio,mumps,Tetanus,Whooping Cough,Diphtheria),Acute Respiratory Infections, Worm Infections,Acute Diarrheal Diseases,Malnutrition;(Types, Anemia, Iodine Deficiency) Immunization Schedule for Children

III	Health Care Services and Health Care structures in India 1 Credit (15 Hours) 1. Three Tier Health Care System: Primary, Secondary, and Tertiary; National and State Level Health Policies and Programs. 2. Public Health Care Programmes In India; Family Planning, Immunization, ICDS 3. Health Education and Health Promotion; Out of Pocket Expenses On Health; Health Insurance
IV	Health, Well-Being and Role of Social Worker 1 Credit (15 Hours) 1. Public Health and Sanitation, Ageing; Health and Well-Being 2. Migration And Urban Health, Promoting Indigenous Health Systems (AUYSH Department) 3. Role of Social Worker in the Field of Health- Multidisciplinary Approach , Advocacy for Patient Rights

Reading List

Government of India (2005). *Health Information of India 2005*, Ministry Of Health and Family Welfare, CBHI, New Delhi

MHFW (2010): “National Health Profile of India-2010”, Central Bureau of Health Intelligence (CBHI), DGHS, New Delhi

Michele, I. (2004). *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*, London, Jones and Bartlett Publishers,

Desai S B & Joshi Bharti: Social Work and Community Health. New Delhi. Alfa Publications, 2012. – (362.1DES)

Akram Mohammad: Sociology of Health. Jaipur. Rawat Publications, - (362.1AKR)

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

Global, H. I. V. (2011). AIDS Response: Epidemic Update and Health Sector Progress towards Universal Access. 3. John, T. J., & Steinhoff, M. C. (1981). Appropriate Strategy for Immunization of Children in India

Community-Based Annual Pulse (Cluster) Immunization. The Indian Journal of Pediatrics, 48(6), 677-683.

Küstner, H. G. (1979). Trends in Four Major Communicable Diseases. South African Medical Journal= Suid-Afrikaansetydskrifvir geneeskunde, 55(12), 460-473.

WHO Expert Committee on Leprosy, & World Health Organization. (1998). WHO Expert Committee on Leprosy: Seventh Report (Vol. 7). World Health Organization

Alli, B. O. (2008). Fundamental Principles of Occupational Health and Safety Second Edition. Geneva, International Labor Organization,

Care, D. (2006). Diagnosis and Classification of Diabetes Mellitus. Diabetes Care.

Dollinger, M., & Rosenbaum, E. H. (2002). Everyone’s Guide to Cancer Therapy; How Cancer Is Diagnosed, Treated, and Managed Day to Day. Andrews Mcmeel Publishing.

National Heart, Lung, & Blood Institute. National Asthma Education Program. Expert Panel on the Management of Asthma. (1991).

Guidelines for the Diagnosis and Management of Asthma (No. 91).

National Asthma Education Program, Office of Prevention, Education, and Control, National Heart, Lung, and Blood Institute, National Institutes of Health.

Park, K. (2002), Textbook of Preventive and Social Medicine, M/S Banarsidasbhanot Publishers, Jabalpur (India).

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

SSC -517 (c) Management of Non Profit Organizations

4 Credit (60 Hours)

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

Course Objectives:

- To Understand the Elements of Governance of Non-Profit Organizations
- To Study the Components Like Project Planning, Monitoring and Evaluation
- To Learn the Skills Related to Fundraising

Course Outcomes:

- Understand the Multidisciplinary Perspective in Management of Non Profit Organizations
- Develop a comprehensive understanding of the Theories, Approaches, process and emerging issues in Management of Non Profit Organizations
- Understand various Policies in Management of Non Profit Organizations

Unit No.	Content
I	Fundamentals of the Nonprofit Sector in India 1 Credit (15 Hours) 1. Dimensions of the Nonprofit Sector, Historical and Legal Foundations 2. Social Value in Management of Non-Profit Organization 3. Theories of the Nonprofit Sector
II	Project Planning, Monitoring and Evaluation in NPO 1 Credit (15 Hours) 1. Conceptual Awareness on Project Planning, process 2. Monitoring 3. Evaluation: Principles and Ethics
III	Human Resource & Financial Management 1 Credit (15 Hours) 1. Human Resource Management: Process, Planning, Performance Management, 2. Fundamentals of Fundraising and Strategies in Fundraising 3. NPO Relationships in Government Funding
IV	Building a Nonprofit organization 1 Credit (15 Hours) 1. Marketing and Communication in Management of NPO 2. Performance Measurement in NPO 3. Strategy, Business Planning, Mission

Reading List:

Fogle, M. (2014). NPO Governance and Laws in South Asia. 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.

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

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

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

DSC -518 Research Project 1

(Credit 4) 120 hours

[Total Marks: 100. College assessment: 100]

Introduction:

Research skills are very important for the practice of professional social work. In addition to the theoretical input, an option is given to the students to acquire research skills by doing the work as part of their academic activity.

Objectives:

- Develop ability to conceptualize, formulate & conduct simple research projects.
- Learn to make informal assessment & judicious use of research studies & findings on a particular subject/area.
- Develop skills for use of library & documentation services for research
- Develop attitudes favorable to the judicious integration of practice, research & theory.
- Develop ability for logical reasoning & critical analysis.

A research project for 04 credits is to be completed in Semester III, under the supervision of the faculty members. Topics chosen in consultation with guides are to be approved by the Department. Suggested broad areas are: Handicrafts in India, Law and Social Change, Urban Environments, Tribal Society in India, Religion, State and Civil Society, Education in Indian Society, Tourism in India (Environment, Economy, and Development), Climate Change & Human Rights, Gender, Space & Livelihoods, Issues of Migration, Health, Wellness, Disability, Rural Society: Change and Development Students are required to finalize the topic of their research in consultation with the supervisor. A research proposal of not more than 8000 words is to be prepared and submitted for assessment and viva voce. The research proposal needs to include the following: Introduction, an extended review of literature, statement of the problem, the significance of the problem, objectives of research, methodology and methods, ethics of research and chapterization.

Major area of Research project

- Informal Sector
- Disability
- Gerontology,
- Social Legislation,
- Developmental Issue and Challenges

Each student is required to prepare a detailed report and the report has to be separately given to the Viva-voce examination Board constituted for conducting Internal viva-voce exam for Research Project I.

SEMESTER-IV

MSW Semester IV Syllabus: Mandatory Courses

DSC -519 Sustainable Development and Environment

4 Credit (60 Hours)

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

Course Objectives: Students enables to

- To Understanding Sustainable Development (Philosophy & Theory)
- To Understand Sustainability Issues in Rural and Urban Areas
- To Study the Interventions by The Government and Non-Government Bodies

Course Outcomes:

- To make students aware about the various environmental issues, consciousness, environment
- policies and laws
- Gain a critical understanding of the two-way relationship between environment and development
- Helping students to make understand climate change and role of social workers

Unit No.	Content
I	Sustainable Development: Philosophy and Theory 1 Credit (15 Hours) 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, SDGs Leading to Sustainable Development
II	Framework for Sustainable Development Practice. 1 Credit (15 Hours) 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) 3. Limitations of existing framework of sustainable development

II	Overview Of The Sustainability Concerns In Rural And Urban India 1 Credit (15 Hours) 1. Rural- Issues Related To Land, Water & Forest Rights, Development Induced Displacement, Deforestation and Biodiversity Loss. 2. Urban- Issues of Housing and Water, Privatization of Common Property Resources, Waste Management Concerns. 3. Strategies for sustainable development
IV	Sustainable Development, Forest & Environment Laws and Regulatory Bodies. 1 Credit (15 Hours) 1. Indian Forests Act, 1919, Environment Laws in India; 2. Role of MOEF, Pollution Control Board; 3. National Action Plan On Climate Change Of Indian Government (2008);NGO/ CBO Interventions and Indigenous Practices towards Sustainable Development

Reading List

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

DSC -520 Disaster Management

4 Credits (60 Hours)

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

Course Objectives:

- To Study the Concept of Disaster and Disaster Management
- To Understand the Major Requirements for Coping with Disaster
- To Study the Intervention at The Time of the Disasters.

Course Outcomes:

- To enable the learner to know and understand the nature and types of disaster.
- To help the learner to acquire skills required during different phases of disaster Management
- Apply social work knowledge and skills for rebuilding of communities and societies devastated by disasters.

Unit No.	Content
I	Introduction to Disaster Management 1 Credit (15 Hours) 1. Disaster: Concept, Typology, Impact and Theories 2. Disaster Management: Concept And Cycle, Disaster Mitigation, Resettlement And Rehabilitation: Issues And Concerns 3. Disaster Management Act, 2005
II	Long Term Measures in Disaster Management 1 Credit (15 Hours) 1. Prevention: Problem Areas, Resources Relevant to Prevention. 2. Mitigation: Major Mitigation, Components; Problem Areas, Formulation and Implementation of Mitigation Programs. 3. Preparedness: Nature Of Preparedness; Problem Areas, Maintenance Of Preparedness Levels; Resources Relevant To Preparedness Arrangements
III	Major Requirements for Coping with Disaster 1 Credit (15 Hours) 1. Foundational Factors: Organization, Planning, Training Needs and Specialized Skills. 2. Utilization of Resources; Graduated Response. 3. Logistics, Leadership, and Public Awareness

IV	Disaster Management and Social Work Profession 1 Credit (15 Hours) 1. Social Work Response to Disaster Management 2. Specific Role of Professional Social Workers in Community Based Disaster Risk Management.
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Reading List

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

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

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

Kapuramu: Disaster in India: Studies of Grim Reality... Jaipur. Rawat Publications, 2005.

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

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

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

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

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

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

DSC – 521 Continuous Field Work Practicum
(Credit 4) 180 hours

[Total marks: 100 College Assessment 100]

In this semester the Concurrent Field Work Practicum shall be conducted during two days a week (15 clock hours in a week), for 24 days (180 clock hours) in this semester excluding the days/hours spent for observational visits, individual conference, Group Conference, and Study tour. In this semester, the learners may be placed in specialization related agencies or in communities to initiate and participate in direct service deliver. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action (field work syllabus) for the respective semester fieldwork activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organizations. The students are expected to practice the primary and secondary methods of social work in their specialized field work agencies and they also need to practice all the theories and principles, skills, professional knowledge which they studied in the classroom sessions.

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.

Syllabus Coverage: During the placement the students are expected to learn about the vision, mission, philosophy, administration, strategies, programmes, activities, achievements and also be involved with the activities of the organization to whatever extent possible. The students also undertake any assignments given to them by the agency and they may also undertake any research for the organization. Every week the students write a report of their activities and submit it to the concerned field work supervisor. 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 viva voce examination. The same should be countersigned by the Faculty of the Social Work Department: A student should necessarily do the Field Work in a choice based agency/ setting in an Issue Based Setting, Community setting, Institute setting.

Field work activities – III

Sl. No	Options	Particulars	Narration
1.	Administration/ Government/ Non- Government Setup /CSR Institution.	Study of the Organization structure and reporting along with SWOT analysis. - Implementation of wage/salary administration -Understanding the process of Recruitment - The role of aligning HR with corporate strategy.	Understanding Organizational structure along with its strengths and weaknesses. Applying theories into practice for understanding the functioning of wage/salary administration, recruitment and the role of HR in a corporate sector.
2.	Health	-Study of the structure of Hospital/Health setting pertaining to Medical discipline. –Minimum 5 Case Studies -Minimum 5 Group Therapies -Minimum Community 3 Awareness Activities	Initiating with institution structure where the student is placed. Building the rapport with the staffs of the institution and the clients. Applying theories in to practice by conducting the case studies and group therapies. Conducting activities to the clients.
3.	Community	Study of the structure and functions of NGO/Community based Organisation. –Minimum 5 Case Studies - Minimum 5 Group Work -Formation of SHG's -Minimum 3 Community Programmes.	Initiating with Agency/NGO structure where the student is placed. Building the rapport with the staffs of the Agency/NGO and the community people. Applying theories in to practice by conducting the Case Work and Group Work and by forming SHG's. Programmes in Agency/community are based on the students' assessment of the felt needs.

Every report should compulsory contain the following:

1. A day by day report on the agencies attended
2. The observations/reflections made by the student
3. Feedback session conducted at the end of each day by the tour in charge
4. Documentary evidence in the form of photographs etc. showing the concerned student.
5. The reports should also contain an evaluation of their own inputs for planning and implementing the tour.

The tour report should bear the signature of the student/ tour in charge or Field work supervisor of the college.

The evaluated study tour report should present before of Final field work Internal viva voce examination

MSW Semester IV Syllabus: Elective Courses
SSC -522(a) Therapeutic Counselling Skills for Social Workers
(4 Credit) (60 Hours)

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

Course Objectives:

- To Develop an Understanding of the Key Elements Involved in The Counselling Process.
- To Develop an Understanding of the Different Approaches and Models in Therapeutic Interventions And Appreciate The Use of Eclectic Approach to Therapeutic Intervention.
- 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.

Course Outcomes:

- Develop theoretical understanding regarding different approaches of psychology and counselling
- Apply a theoretical framework for understanding human behaviour, human sufferings and problems.
- Develop Attitudes and commitment required to work with people in different settings

Unit No.	Content
I	Introduction to Counselling 1 Credit (15 Hours) 1. Counseling: Definition, Nature and Goals, Areas of Counseling, Steps Involved In The Process Of Counseling, Qualities of an Effective Counselor, Counseling Relationship; Understanding the counseling, relationship (boundary issues), Ethical issues in counseling. Confidentiality, shared confidentiality, personal disclosure, personal sharing referrals, emotional involvement, remuneration etc. 2. Stages of counseling; Assessment, Information gathering, Identifying goals for intervention, Contracting Action. 3. Counseling Situations: Developmental, Preventive, Facilitative, And Crisis.
II	Counseling Approaches and Theories 1 Credit (15 Hours) 1. Person-Centered Counseling 2. Gestalt Therapy 3. Transactional Analysis, Rational Emotive Behavior Therapy
III	Introduction to Marital and Family Therapy 1 Credit (15 Hours) 1. Phases in Marriage, Sources Of Conflict, Conflict Spiral ,Stages In Marital Counseling 2. Grief And Trauma Counseling - Grief Counseling Goals, Process, Techniques, Phases, Grief And Bereavement, Anticipatory Grief, Abnormal Grief Reactions 3. Strategies for different client groups; Feminist counseling: HIV / AIDS counseling: Adoption and infertility counseling

IV	Counseling Centers 1 Credit (15 Hours) 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-Addiction & Rehabilitation Centers
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Readings List

Brown, Leland (1970) Communicating Facts and Ideas in Business, New Jersey: Prentice-Hall Inc., Englewood Cliffs.

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

Fisher, Dalmar (1999) Communication in Organizations, Second Edition, Mumbai: Jaico Publishing House.

Fullmer, D. W. And Bernard, H. W. (1972) Counseling: Content and Process, New Delhi: Thomson Press India. Mohan, Krishna and Banerji, Meera (1990) Developing Communication Skills, Macmillan India Ltd... Delhi:

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

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

Dave Mearns & Brian Thorne Person Centered Counselling in Action Sage Publication. New Delhi (1988)

Gerard Egan. The Skilled Helper: Model, Skills & Methods for Effective Helping (2nd Ed.).

Gibson, Robert L. Mitchell, Marianne Introduction to Counselling & Guidance (6th Ed.) Prentice Hall of India Pvt. Ltd. N. Delhi. (2005)

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

Counselling For Grief & Bereavement 2nd Ed. Sage Pub. N. Delhi Les Parrott III - Counseling & Psychology (2nd Ed.). Thomson Brooks/Cole. US, U K (2003)

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

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

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

Brown, Leland (1970) Communicating Facts and Ideas in Business, New Jersey: Prentice-Hall Inc., Englewood Cliffs.

SSC -522(b) Development Communication Skills

4 Credit (60 Hours)

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

Course Objectives:

- Introduction to Role of Communication in Delivery of Social Work
- To Explore How Communication Social Work Leads to Development
- To Study Changing Nature of Development Communication in Changing Development Discourse

Course Outcomes

- To make students aware about the various developmental communication skills
- To make students understand about the various developmental communication skills
- Gain a critical understanding of the two-way relationship in developmental communication skills

Unit No.	Content
I	Communication: Basic Concepts 1 Credit (15 Hours) 1. Meaning of Communication, Functions of Communication 2. Communication in The Idea of Development 3. Culture And Communication- Signs, Symbols And Codes In Communication
II	Social Work and Communication 1 Credit (15 Hours) 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
III	Communication in Social Work Through Media 1 Credit (15 Hours) 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 Credit (15 Hours) 1. Steps in Creation of Effective Communication 2. Skill Needed For Social Worker In Planning Of Communication

Reading List

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

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).

Hall, Christopher, Et Al. *Analyzing Social Work Communication: Discourse in Practice*. Rutledge, 2013. Perron, Brian E., Et Al. "Information and Communication Technologies in Social Work." *Advances in Social Work* 11.2 (2010): 67.

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

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

DSC -523 Research Project II

6 Credits (180 Hours)

[Total Marks: College assessment: 150]

Introduction:

Research skills are very important for the practice of professional social work. In addition to the theoretical input, an option is given to the students to acquire research skills by doing the work as part of their academic activity.

Objectives:

- Develop ability to conceptualize, formulate & conduct simple research projects. Learn to make informal assessment & judicious use of research studies & findings on a particular subject/area.
- Develop skills for use of library & documentation services for research
- Develop attitudes favorable to the judicious integration of practice, research & theory.
- Develop ability for logical reasoning & critical analysis.

Field practice/projects: This course requires students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio- economic contexts. It will aim at giving them exposure to development-related issues in rural and urban settings. It will provide opportunities for them to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study. (UGC Curriculum Framework 2022). Broad areas suggested: Informal sector, infrastructures of development, environment and regional cultures, visual cultures, mapping popular religion

Common Guideline for Research Project:

Research is a mandatory paper in IV semester, A Student shall mandatorily select a research topic in consultation with the faculty in charge of each specialization and/or guide. The topic of such a research project shall be relevant to the choice based syllabus opted by the student.

The student has to submit two bound copies of the Research Dissertation to the College Faculty on or before the last working day of the IV semester in a prescribed format below. Each student shall be compulsorily supervised in their Research Project by the faculty who are eligible to guide.

Common Format of the Research Project:

Each Research Project shall consist of the following sections.

Section I: Preliminaries

Section II: Body of the Report

Section III: Annexure **Section-I: It is a formal general section and shall have the following details;**

1. Title page
2. A Face sheet having details regarding the title of the study, name of the researcher with
3. Register number, name of the guide, department, and institution through which the study has been undertaken under University, year of the work.
4. Forward/Acknowledgement
5. Table of contents with Page Numbers
6. List of Tables, Charts, Graphs
7. Certification from the guide
8. Certification from the agency where study has been carried out (certificate is not compulsory in case of the topic related to the open community)

Section-II: It is a formal technical section which shall consist of the following chapters;

1. Introduction
2. Review of literature.
3. Methodology
4. Data presentation & analysis
5. Major Findings & conclusions reached suggestions or recommendations

Section (Annexure)-III: This section shall consist of all such additional information that is not disclosed in the body of the report.

- a. A copy of the tool/tools of data collection.
- b. Additional statistical tables.
- c. Bibliography d. Photographs etc.

Major area of Research project

- Child
- Youth
- Women
- LGBTQ Inclusion & Exclusion
- Social Policy
- Local Self Governance
- Health
- Environment

Each student is required to prepare a dissertation to the Viva-voce examination Board constituted for conducting External viva-voce exam for Research Project II.

Scheme of Examination																																																																						
	Field Work SEM III: DSC-515 Field work Practicum III and Study Tour (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/Study tour</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> DSC-518 Research Project I (Credit 4) Guidelines for Evaluation of Research Project I: <table><tr><th>Module</th><th>Unit</th><th>Credits</th></tr><tr><td>1</td><td>Topic of the Research Study</td><td>10 Marks</td></tr><tr><td>2</td><td>Research Methodology</td><td>15 Marks</td></tr><tr><td>3</td><td>Review Of Literature</td><td>15 Marks</td></tr><tr><td>4</td><td>Findings</td><td>10 Marks</td></tr><tr><td>5</td><td>Internal Viva-Voce</td><td>50 Marks</td></tr><tr><td></td><td>Total</td><td>100 Marks</td></tr></table> DSC – 521 Field Work Practicum IV (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/Study tour</td><td>05 Marks</td></tr><tr><td>5</td><td>Use of field instruction</td><td>05 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>	Module	Unit	Credits	1	Analytic Ability	10 Marks	2	Problem Solving	10 Marks	3	Report writing	20 Marks	4	Participation/Orientation visit/Study tour	05 Marks	5	Use of field instruction	5 Marks	6	Internal Viva-Voce	50 Marks		Total	100 Marks	Module	Unit	Credits	1	Topic of the Research Study	10 Marks	2	Research Methodology	15 Marks	3	Review Of Literature	15 Marks	4	Findings	10 Marks	5	Internal Viva-Voce	50 Marks		Total	100 Marks	Module	Unit	Credits	1	Analytic Ability	10 Marks	2	Problem Solving	10 Marks	3	Report writing	20 Marks	4	Participation/Orientation visit/Study tour	05 Marks	5	Use of field instruction	05 Marks	6	Internal Viva-Voce	50 Marks		Total	100 Marks
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SEM IV:**DSC-523 Research Project II (Credit 6)****Guidelines for Evaluation of Research Project II:**

Module	Unit	Credits
1	Topic of the Research Study	20 Marks
2	Research Methodology	20 Marks
3	Review Of Literature	20 Marks
4	Findings	20 Marks
5	Data presentation & analysis	10 Marks
6	Instruction	10 Marks
7	External Viva-voce	50 Marks
	Total	150 Marks

Letter Grades and Grade Points:

Semester GPA/Programme CGPA/Semester/Programme	% 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)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

Sign of the BOS Chairman
Name of the Chairman
BOS in

Sign of the
Offg. Associate Dean
Name of the Associate Dean
Faculty of

Sign of the
Offg. Associate Dean
Name of the Associate
Dean
Faculty of

Sign of the
Offg. Dean
Name of the Dean
Faculty of

