Savitribai Phule Pune University

Master of Social Work(MSW)

(Syllabus as per NEP 2020)

Rules and Regulations w.e.f.

Academic Year - 2024-25

MSW:MASTER OF SOCIALWORK

(Syllabus as per NEP 2020)

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Academic year 2024-25

Introduction:

According to the global definition, social work is described as a practice-based profession and an academic discipline that promotes social change, development, social cohesion, and the empowerment and liberation of individuals. Central to social work are the principles of social justice, human rights, collective responsibility, and respect for diversity. Grounded in theories from social work, social sciences, humanities, and indigenous knowledge, the field actively engages people and structures to tackle life challenges and enhance overall well-being.

As outlined by the National Higher Education Qualifications Framework (NHEQF), the Master's degree in social work qualifies students to apply an advanced body of knowledge across various contexts, enabling professional practice, research, and scholarship, and serving as a pathway for further learning. Graduates of this program are expected to possess specialized knowledge and skills applicable to research, professional practice, and continued education. The Two-Year Master of Social Work (MSW) Degree Program is designed to prepare specialized professional social work practitioners, with the first year covering general topics and the second year focusing on specific areas of specialization.

The purpose of social work education can be articulated as follows: first, to ensure inclusive, equitable, and accountable quality education at all levels within higher education institutions. Second, it aims to prepare a cadre of professional social workers and provide lifelong learning opportunities for achieving social development goals and promoting social welfare and justice for socially excluded groups. This includes collaboration with state agencies, non-governmental organizations, health centers, schools, industries, and criminal justice systems. Additionally, social work education seeks to undertake field action projects that demonstrate the role of social work professionals in often neglected areas of practice. This involves administration, training, practice-based research, and providing fieldwork placements for students. The program also emphasizes the development and dissemination of knowledge to inform social work practice, using a methodology that integrates knowledge and action through critical inquiry into multidisciplinary and applied social sciences, practice wisdom, participatory research, and policy analysis.

Furthermore, the program promotes an egalitarian, participatory, and democratic educational system, while denouncing hierarchical and authoritarian models. A commitment to praxis—an ongoing process of reflection and action—is encouraged, enabling educators and practitioners to move between critical perspectives, teaching, field action, research, administration, and consultation. Consultation on social work policies and programs, along with strengthening professional associations, is also a key objective. Lastly, the program aims to enhance the skills necessary for the employability of students in the social welfare and social development sectors. Based on the guidelines from the UGC and NEP, the following attributes are identified as essential for social work graduates: self-awareness and self-esteem, intellectual curiosity, logical and critical thinking skills, flexible and creative thinking abilities, learning skills, decision-making and problem-solving skills, emotional intelligence, social sensitivity, recognition of social prejudices, moral integrity, leadership skills, a self-directed lifelong learning approach, information and digital literacy, and the capability for economic independence.

Learning Outcomes:

The overall learning outcomes for social work education encompass knowledge, values, competencies, techniques, and skills, which shall be tailored to fit regional, local, and socioeconomic contexts.

The knowledge outcomes for social work focus on understanding social realities within both historical and local contexts, and how these relate to national and international situations. Key areas of emphasis include the history of religion-based charity, social welfare, movements, services, philanthropy, and voluntary work in India. Additionally, it covers the historical development and values of the social work profession in the West, exploring how it has adapted in India through education and professional organizations.

Another crucial aspect is the role of international social work associations and their contributions. Graduates shall become familiar with theories of human development that consider family, community, nation, and the global environment. They will have understood issues of social inequality linked to factors such as age, gender, disability, ethnicity, economic status, and sexual orientation, and how these contribute to social exclusion. Furthermore, the knowledge outcomes encompass the impacts of industrialization, colonization, liberalization, globalization, and privatization on society. Students are expected to grasp the international political economy of economic growth and its connection to social development indicators. Understanding social development policies and programs in India aimed at reducing poverty, ensuring food security, improving sanitation, creating jobs, providing healthcare, and promoting education and social justice is also vital. Lastly, graduates shall become well-versed In policies, laws, and programs that support socially excluded groups, as well as governance systems for implementing social welfare and development policies at various levels.

Social work graduates are expected to cultivate critical self-awareness and professionalism in various ways. They shall develop personal attributes such as integrity, self-awareness, self-esteem, flexibility, creativity, critical thinking, emotional intelligence, and social intelligence. This includes respecting diversity and being sensitive to the needs of others, while fostering collaborative communication and team work skills.CommitmenttothevaluesoftheIndianConstitution—suchassecularism, democracy, social justice, liberty, and equality—is essential. Graduates shall also embrace core values such as truth, righteousness, peace, love, nonviolence, and the upliftment of all individuals, while respecting diversity and plurality. Sensitivity to the thoughts and feelings of others is crucial; this involves avoiding stereotypes, celebrating differences, and recognizing the uniqueness of each person. Moreover, graduates shall nurture values of social responsibility, professionalism, and inclusivity in service delivery, integrating their knowledge, attitudes, and practices. Ethical behavior is paramount, and social workers must maintain integrity in their interactions with themselves, socially excluded groups, society, colleagues, educational settings, and the broader profession.

Social work graduates are expected to develop competencies, techniques, and skills in several key areas. They will learn to employ rights-based, culture-sensitive, strengths-based, gender-sensitive, egalitarian, people-centered, participatory, and empowerment approaches in their interventions. Comprehensive, systemic, preventative, and rehabilitative community-based approaches for delivering services and programs are also essential. Graduates will engage in outcome-based assessments that connect micro-level issues to macro-level problems while managing the planning, implementation, monitoring, evaluation, and termination processes of their work. Providing social work services to individuals—including children, adolescents, and adults—with a focus on counseling and system linkages is a fundamental aspect of their training. In family-centered social work, graduates will learn to provide family life education, counseling, and services tailored to the needs of various demographics, including children, women, couples, and older adults. Additionally, facilitating social work in group settings, such as classrooms and self-help groups, is important for community engagement.

Thus the curriculum is designed to cover developmental and preventive social work, including life skills education, gender and sex education, and health and nutrition education. Graduates are expected to assess community-level indicators of human and sustainable development and plan for their

improvement. Moreover, advocating for social change through collaboration with government, international organizations, and civil society is a crucial competency. Student graduates shall be prepared to intervene with individuals affected by emergencies, such as disasters or armed conflicts, and to apply their skills in schools, hospitals, and criminal justice systems.

Knowing that integration of social work knowledge with interdisciplinary theories is essential for effective practice, graduates shall be capable of managing non-profit organizations and government programs, as well as accessing and utilizing research and emerging technologies effectively. The social work graduates shall have the vital skills required for engaging in practice-based research, conducting needs assessments, and evaluating social policies and programs. They shall also participate in ongoing reflection and improvement across teaching, fieldwork, research, and administration, supervising students during their fieldwork practicum as needed. Lastly, promoting networking among social work professionals and like-minded organizations is critical for fostering community-focused development and contributing to the growth of the social work profession to ensure its integrity, credibility, and relevance.

MSW-Master of Social Work- Course Curriculum Pattern: Semester-wise and choice-based pattern to be implemented w. e. f.-June-July 2024

1. **MSW Programme structure.**

   The MSW degree will be awarded to students who complete a total of 90 credits in minimum of two years taking, total 20 Courses /papers, 12 Generic courses and 08 Specialization courses (student shall select any one specialization), in four semesters. Five papers per semester, field work, research (Dissertation) as per semester structure, components, and credit pattern. Total credits for M.S.W programme will be 90.

The structure of the course shall be as under:	Marks	Credits
1.Written theory papers 5(4cr) x100=500 and16 (2cr) x50=800)	1300 marks	52 Credits
2.Field work:150 marks per semester 150x4	600 marks	24 Credits
3.Research Dissertation (Submitted in Semester IV)	100 marks	04 Credits
4.Skill Lab (Sem.I,II,III) @ 50 x3	**150 marks**	**06Credits**
5.Viva Voce (Semester II and IV) @ 50 marks x 2	100 marks	04 Credits
Total Marks	2250 Marks	90 Credits

1.1 Eligibility: Graduates of any University recognized by the Savitribai Phule Pune are eligible to apply for the MSW degree programme.

1.2 Medium of Instruction: The medium of Instruction shall be English. However, Savitribai Phule Pune University of Pune permits students to write examination answer books in Marathi.

1.3 Subject Areas:

UGC (2019) recommends a two credit Compulsory Community Engagement Course, with at least 50% in the field, in each faculty and discipline for all UG and PG students in HEIs. In fact, social work subject areas focus systematically on community well-being through its knowledge, values, and skill subject areas. The Social Work discipline-specific Core Courses and discipline-specific multidisciplinary Elective Courses and Open General Elective Courses/Social Work Specializations / Concentrations, and Ability Enhancement Courses are identified and adapted based on the learning outcomes at master level and contextualized.

It is important to note that the social work methods and specializations have used the term 'social work,' as some of them have been overlapping with terms used by other disciplines.

1.4 Credit Allocation

The credit allocation for the Two-Years MSW Degree Programmes have been carried out as follows:

Sem.	Social Work mandatory Core Courses	Social Work Specialization Courses 4 credits	Open Elective Courses of 2 credits	Skill Enhancement Courses of 2 credits	Field work Practicum	Research Methodology /Dissertation/ Thesis	Total Credits
I	8credits	-	4credits	2 credits	6credits	2Credits	22credits
II	6credits	-	4credits	4 credits	6credits	2 credits	22credits
III	4credits	8 credits	-	2 credits	6credits	2 credits	22credits
IV	4credits	8 credits	-	2 credits	6credits	4 credits	24credits
Total	22credits	16credits	8credits	10credits	24credits	10credits	90credits

1.5 *Semester Wise* **l**ist **of Courses:** Following is the list of courses for the MSW Degree programme.

Types of Courses	Semester1	Semester2	Semester3	Semester4
Social Work Core Courses (compulsory)	**MSW-01:**Professiona l Social Work: History, Ideologies and Perspectives **MSW-02** : Social Work Method for Working with Individuals and Families **MSW-03**: Social Work Method for Working with Groups **RM-01:**IntroductiontoSocialWorkResearch	**MSW-05:**Social Work Method For Community Organization and Development **MSW-06** Social Work Method for Social Action and Advocacy **MSW-07:** Development Communication **RM-02:** Use of Statistics and application of Computer for Research	**MSW-09:** Social Policies and Programmes **MSW-10**: Social Welfare and Development Administration **RM-03:**SocialWork Research Skills Lab (Tool preparation & Data collection)	**MSW-12** Participatory Planning and Strategic Management **MSW-13**: Management and administration of non-profit organization **RD:** Research Dissertation
	OE-01: Sociology for Social Work	**OE-05:** Green Social Work	**HRM-01:** Human Resource Management	**HRM-03**: Labour Legislation & Industrial Relations

Open General Elective Courses (First and second Semesters)	**OE-02:** Psychology for Social Work **OE-03:** Economics and political Science for Social Work **OE-04:** Universal Human Rights and Indian Constitution	**OE-06:** Disaster Management & Social Work Intervention **OE-07:**SchoolSocialWork **OE-08**: Community Health, Mental Health & Environmental Hygiene **OE:09:**Training and Development **OE:10** Corporate Social Responsibility	**HRM-02:** Employee Welfare & Trade Union **FCW-01:**FamilySociology&FamilyDynamics **FCW-02:** Fields of family & child Development. **MPSW-01**: Fields of medical & Psychiatric social work **MPSW-02:** Advance Medical Information for Medical & Psychiatric Social Workers **TD-01:**Tribal society and issues **TD-02:** Administration of tribal development **URCD-01**: Fields of urban & rural community development **URCD-02:** Development Economics	**HRM- 04:** Organisational Behaviour & Social Aspects in Industry **FCW-03:**SocialisationoftheChild&FamilyDevelopment **FCW-04:** Counselling Theory & Practices **MPSW-03**: Psychiatric Information in Child & Adult Psychiatry **MPSW-04:** Counselling Theory & Practices **URCD-04:** Community Work Sector & Intervention **TD-03:** Tribal Policies and laws **TD-04:** Strategies & Intervention for tribal development
Specialization Elective Courses (Third and fourth Semesters)				

Skill Enhancement Courses	**MSW-04:** Induction and Skill lab for Social Work Practice (2 Credits) (Observation visits, Orientation Sessions, and Lab sessions on Inter-personal and Communication skills,) FW-1:Field work(6credits)	**MSW-08:** Skill Lab for social work practice (Training on essential Life Skills) **(2 Credits)** Viva Voce **(2 Credits)** FW-2: Field work (6 credits) Summer Field Placement	**MSW-11:** Social Work Practice Skills Lab Professional Competencies for Social Work Practice **(2 Credits)** **FW-3:**Fieldwork(6credits)	**FW-4:** Field work (6 credits) Viva Voce **(2 Credits)** Block Placement /Internship

1.6 Semester wise detailed structure of Courses and credit distribution:

Year	Sem	Mandatory /Core Courses	Electives/ Specializations	Research Methodology	OJT/ FP/CC/CEP/RP)	Cumm. Cr
I st year	I	(8credits)	(4credits) Open Electives (2 courses of 2 credits each)	(2 Credits)	(8 Credits)	22
		MSW-01 Professional Social Work: History, Ideologies and Perspectives (4Cr) MSW-02:Social Work Method for Working with Individuals and Families (2Cr) MSW-03:Social Work Method for Working with Groups(2Cr)	OE-01: Sociology for Social Work OE-02: Psychology for Social Work OE-03: Economics and political Science for Social Work OE-04: Universal Human Rights and Indian Constitution (2Cr)	RM-01: Introduction to Social Work Research (2Cr)	MSW-04:Induction And Skill lab for Social Work Practice (2 Cr) (Observation visits, Orientation Sessions And Lab sessions on Inter-personal and Communication skills,.) FW-01:Fieldwork (6 credits)	
I s tyear	II	(6 credits)	(4 credits) Open Electives	2 Credits	10 credits	22Credits
		MSW-05:SocialWork Method for Community Organization and Development(2Cr)	OE-05:Green Social Work OE-06: Disaster Management & Social Work Intervention	RM:02 Use of Statistics and Application of Computer for Research	MSW-08:SkillLabfor social work practice (Training on essential Life Skills)(2Credits)	

		MSW-06: Social Work Method for Social Action and Advocacy **MSW-07:** Development Communication (2 Cr.)	**OE-07:** School Social Work **OE-08:** Community Health, Mental Health & Environmental Hygiene **OE-09:** Training and Development **OE-10:**CorporateSocialResp onsibility **OE-11:** Women's Issues and Development Initiatives **OE-12:** Youth Development **OE-13**: Family Life Education **OE-14:** Social Work Intervention in Illness and Disability **OE-15:** Approaches in Health Care Administration and Management **OE-16:** Natural Resource Management and Climate Change **OE-17:**Advocacy, Human Rights and Social Justice		**FW-02:** Field work(6credits) **VV-1:** Viva (2Credits) **OJT-**1: Summer Field Placement	

2nd Year	III	4 credits	8 credits (2 **courses** of 4 **credits** each)	2 credits	8 credits	22
		MSW-09: Social Policies and Programmes (2Cr) **MSW-10:** Social Welfare and Development Administration (2Cr)	**HRM-01:** Human Resource Management **HRM-02:** Employee Welfare & Trade Union **FCW-01:** Family Sociology & Family Dynamics **FCW-02 :** Fields of family & child Development. **MPSW-01:** Fields of medical & Psychiatric Social work **MPSW-02:** Advance Medical Information for Medical & Psychiatric Social Workers **TD-01:** Tribal society and issues **TD-02:** Administration of tribal development **URCD-01:** Fields of urban & rural community development **URCD-02:** Development Economics	**RM-03:** Social Work Research Skills Lab (Tool preparation & Data collection)	**MSW-11:** Social Work Practice Skills Lab Professional Competencies for Social Work Practice **FW-03** Field Work (6cr.)	
2ndY ear	IV	4 credits	8 credits (2 **courses** of 4 **credits** each)		12credits	24
		MSW-12 Participatory Planning and Strategic Management(2 Cr) **MSW-13** :Management and administration of non-profit organization (2 Cr)	**HRM-03:** Labour Legislation & Industrial Relations **HRM- 04:** Organizational Behaviour & Social Aspects in Industry **FCW-03:** Socialization of the Child & Family Development **FCW-04:** Counselling Theory & Practices		**FW-04** Field work (**One Month's Block Field work in the month of March**) (6Credits) **RD:** **R**esearch Dissertation (4 Credits) **VV-2** Viva (2Credits) **OJT-2:** /Internship	

			MPSW-03: Psychiatric Information in Child & Adult Psychiatry **MPSW-04:**Counselling Theory & Practices **URCD-04:** Management of Community Projects **URCD-04:** Community Work Sector & Intervention **TD-03:** Tribal Policies and laws **TD-04:** Strategies & Intervention for tribal development		

Total Semester and Courses–Total Semesters-4.Total Courses-18.Spread over 4 Semester and 6/7courses per semester.

Core Courses, Open Electives, Specialization /Electives and Skill based courses: Considering the availability of faculty, expertise, strengths and resources, each affiliated center-Institutes /Colleges will have choice and full discretion of offering courses and open elective courses.

Minimum Intake for Specialization and Open Elective (Choice Based Courses): Each center will have choice and full discretion to offer any one/ select or all Specialization/s/ Elective/ Optional/ Choice Based Courses. However minimum intake for each Elective/Specialization/ Optional Subject/Choice Based Paper should be 10 and for self -study/optional papers minimum 5 students.

1.6 Type of Courses

TABLE NO.1

Sr. No.	Courses	Type of Courses	Number of courses
1	Core Domain Courses	Discipline specific courses–compulsory	04
		Research Methodology courses-compulsory	03
		Method courses–Compulsory	05
2	Open Elective Courses	Foundation Open Elective–offered at the1st Semester	02
		Generic open Electives optional offered at 2nd Semester (Centre can decide courses to be offered)	02
3	Specialization Courses	Specialization: offered at 3rd and 4th Semester	04
4	Skill building Courses	Skill Lab sessions complimenting field work practicum	04
		Total Courses	**24**

1.7 Framework of Semester wise Credit Allocation

TABLE NO.2

No	Courses	Type of Courses, Choice & Option	Marks	Credits
	Semester–I			
1	**Open Elective Foundation Courses: (Any Two)** **OE-01:** Sociology for Social Work	**OE:** Generic Foundation Elective Courses **Any TWO out of Four**	100	4
2	**OE-02:**Psychology for Social Work	(OE-1or 2 or 3 or 4)		
3	**OE-03:** Economics and political Science for Social Work			
4	**OE-04:** Universal Human Rights and Indian Constitution			
5	**MSW-01:** Professional Social Work: History, Ideologies and Perspectives	**MSW:** Compulsory Core Domain Course	100	4

6	**MSW-02:** Social Work Method for Working with Individuals and Families **MSW-03:** Social Work Method for Working with Groups	**MSW:** Compulsory Method Courses	100	4
7	**RM-01:** Introduction to Social Work Research	**RM:** Research Methodology Compulsory course.	50	2
8	**MSW-04:** Induction and Skill lab for Social Work Practice	**MSW:** Skill Based Compulsory Course	50	2
9	**FW-1** Field Practicum (Field Work)	**FW:** Skill Bases Compulsory Course	150	6
		Total	**550**	**22**
Semester–II				
10	**MSW-07:**Development Communication	**MSW:** Compulsory Core Domain Course	50	2
11	**MSW-05:**Social Work Method for Community Organization and Development	**MSW:** Compulsory Method Courses	100	4
12	**MSW-06:** Social Work Method for Social Action and Advocacy			
13	**RM-02:** Use of Statistics and application of Computer for Research	**RM:** Research Methodology Compulsory course	50	2
14	**OE-05:**Green Social Work	**OE:** Core Domain Open Elective	100	4
15	**OE-06:**Disaster Management & Social Work Intervention	Courses(Any two)		

16	**OE-07:**School Social Work			
17	**OE-08:**Community Health, Mental Health & Environmental Hygiene			
18	**OE-09:**Training and Development			
19	**OE-10:**Corporate Social Responsibility			
20	**OE-11:**Women's Issues and Development Initiatives			
21	**OE-12:**Youth Development			
22	**OE-13:**Family Life Education			
23	**OE-14:**Social Work Intervention in Illness And Disability			
24	**OE-15:**Approaches in Health Care Administration and Management			
25	**OE-16:**Natural Resource Management and Climate Change			
26	**OE-17:**Advocacy, Human Rights and Social Justice			
27	**MSW-08:**Skill Lab for social work practice (Training on essential Life Skills)	**MSW:** Skill Based Compulsory Course	50	2
28	**FW-2:**Field Practicum(Field Work)	**FW:** Skill Bases Compulsory Course	150	6
29	**OJT**-1:Summer Field Placement	OJT: Mandatory On Job Training	--	--
30	**FV-2**Viva-voce examination (End Sem.-II) (2credits x1)per sem.50 marks	Compulsory	50	2
		Total	550	22
Semester-III				
31	**MSW-09:**Social Policies and Programmes	**MSW:** Compulsory Core Domain Course	50	2
32	**MSW-10:** Social Welfare and Development Administration	**MSW:** Compulsory Core Domain Course	50	2
33-43	**OES:** HRM-01, HRM-02, FCW-01, FCW-02,MPSW-01, MPSW-02,TD-01, TD-02, URCD-01 & URCD-02	**OE:** Elective Specialization Courses any two	200	8
44	**RM-03:** Social Work Research Skills Lab	**RM:** Research Methodology Compulsory course	50	2
45	**MSW-11:**Social Work Practice Skills Lab Professional Competencies for Social Work Practice	**MSW:** Skill Based Compulsory Course	50	2
46	**FW-3**-Field Practicum (Field Work)	**FW:** Skill Bases Compulsory Course	150	6
		Total	550	22
Semester–IV				
47	**MSW-12** Participatory Planning and Strategic	**MSW:** Compulsory Core Domain		

48	Management **MSW-13:**Management and administration of Non-Profit organization	Courses	100	4
49-54	**OES-4.**Specialization Elective Course-4 (FCW-3,HRM-3,MPSW-3,URCD-3,TD-3)	**OE:** Elective Specialization Courses any one	100	4
55-60	**OES5.**Specialization Elective Course 5 (FCW-4,HRM-4,MPSW-4,URCD-4,TD-4)	**OE:** Elective Specialization Courses any one	100	4
61	**RM-04:** Research Dissertation	**RM:** Research Methodology Compulsory course	100	4
62	FW-4:Field Practicum (One Month Block Field Work in month of March)	**FW:** Skill Based Compulsory Course/ **OJT:** Mandatory On Job Training	150	6
63	FV-4 Viva-voce examination (End Sem.-IV) (2 credits x1) per sem.50 marks	Compulsory	50	2
		Total	**600**	**24**
		Total Marks	**2250**	**90**

1.8 Specialization/ Elective-wise Compulsory, Optional and Choice based courses

TABLENO.3

Courses No.	Elective–Compulsory & Optional Courses	Semester	Credits
FCW-Family and Child Welfare			
FCW-1	The Field of Family and Child Welfare	Semester-3	2
FCW-2	Family Sociology and Family Dynamics	Semester-3	2
FCW-3	Socialization of the Child and Child Welfare	Semester-4	2
FCW-4	Counselling- Theory and Practice	Semester-4	2
HRM-Human Resource Management			
HRM–1	Human Resource Management	Semester-3	2
HRM–2	Labour Legislation and Industrial Relations	Semester-3	2
HRM-3	Employee Welfare and Trade Union	Semester-4	2
HRM-4	Organizational Behavior	Semester-4	2
MPSW- Medical and Psychiatric Social Work			
MPSW-1	The Field of Medical and Psychiatric Social Work	Semester–3	2
MPSW-2	Advanced Medical Information for Medical & Psychiatric Social Workers	Semester-3	2
MPSW-3	Psychiatric Information in Child and Adult Psychiatry	Semester-4	2
MPSW-4	Counselling: Theory and Practice	Semester-4	2
URCD-Urban and Rural Community Development			
URCD–1	Issues of Urban, Rural and Tribal Communities and Governance	Semester-3	2
URCD–2	Development Economics	Semester-3	2
URCD–3	Management of Community Projects	Semester-4	2
URCD–4	Community Work Sectors and Interventions	Semester-4	2
TD-Tribal Development			
TD-1	Tribal Society and Issues	Semester-3	2
TD-2	Tribal Development Administration	Semester-3	2
TD-3	Tribal Policies & Laws	Semester-4	2
TD-4	Environment & Tribal Development strategies	Semester-4	2

2. Field Practicum (Field Work):

In order to offer flexibility to the respective affiliated centers- Institutes/ Colleges/ Schools of Social Work can develop the field practicum modules according to available field of opportunities in their region. The field work

over 4 semesters will include the following components -concurrent or block field work or a combination of both; rural camp; study tour; summer placement. However rural camp and study tour may be optional and each center can work out alternatives from amongst any of the following - field project based assignments/visits to rural/urban areas or model projects of social work intervention/social development/ industrial visits in the nearby geographical area. These would be for the entire batch as per available learning opportunities and needs of the specialization. These should be declared in advance by each center.

2.1 Guidelines for Conduct of Field Work and Evaluation:

2.1.1 The Field Work is offered for total 24 credits equally distributed 06 credits for each semester. Thus total marks allocated for Field Work is 600 (150 per semester)

2.1.2 Field work shall be conducted during two days a week for a minimum of 15 (fifteen) clock hours a week or Continuous Block Field Work or combined, minimum 250 Hrs. per Semester, and /or as per the required number of days for a particular semester. A minimum one contact session in a week (of at least ½ hour) with faculty supervisor through Individual and Group conferences is compulsory. Each center is expected to design Field Practicum (Field Work) module, field work manual, orientation components, supervision monitoring mechanisms and assessment criteria.

2.1.3 Field work shall be conducted at a social work/ welfare agency/ organization/ industry/ community/ Govt.NGO recognized by the training Institution. Every student shall be supervised by an experienced/ professional social worker from the agency and a faculty member/professional supervisor duly appointed by the Institute.

2.1.4 In Field Work, it is mandatory on the part of faculty/ professional supervisors appointed or deputed by the institute, to follow all Government, University and institute's service rules, norm of regular monitoring, supervision, supervisory visits, attendance or attending duty at work place. The institute, centers are expected to work out monitoring mechanisms.

2.1.5 A weekly individual / group conference of at least 30 minutes, related to field work of every student, shall be conducted by the field work supervisor. Field work shall be evaluated internally by the assigned Field Work Supervisor and Agency Supervisor.

2.1.6 In order to ensure and maintain quality standards in field work practicum, each center should develop standardized monitoring and evaluation criteria, rules and mechanisms. It is mandatory on the part of students to comply with all the rules and norms designed and adopted by the respective centers. Maintaining Field work Journal, written reports/records or documents, Diary/any other prescribed document by the student is a mandatory requirement.

2.1.7 Attendance: 100% attendance at Field work is compulsory.

2.1.8 A student failing in field work at any semester will be considered as 'Fail' in that semester. However a student who has failed infield work may reappear for the Field Work only twice in the subsequent period, in the same or next semester. In such case his/her credits in theory subjects will be carried forward, subject to the above clauses and/or clearing theory papers as per passing rules and standards. In such failure and repeater case center may provide opportunity through concurrent or Continuous Block Field Work or in combination, (whichever is applicable to the center and within the field work norms and rules of the center)

2.1.9 Revaluation: In any case, there is no provision of revaluation or moderation of field work / research or internal assessment (CA) marks, at the university level.

2.2   Field Work Core Components

The Institute / PG centers offering Master's programme in Social Work will have internal flexibility to decide components and evaluation criteria and weightage for marks, within the given frame work. The following are the broad components for conducting field work.

TABLE NO.4

Semester	Field Work Components
Semester-I	Orientation Visits
	Skill laboratory /Workshop
	Concurrent Field Work (Weekly or Block Field Work or Combination)
	Seminar/ Presentation
Semester-II	Skill laboratory/Workshop
	Concurrent Field Work (Weekly or Block Field Work or Combination)
	Rural Camp /Study tour/ Visits (Option choose any one or combination of these by each center)
	Seminar/Presentation
	Summer Placement
Semester-III	Concurrent Field Work (Weekly or Block Field Work or Combination)
	Advance Observation Visit
	Seminar/Presentations
	Field based tasks/Assignments
	Skill laboratory/Workshop
	Concurrent Field Work (Block Field Work in the month of March)

Semester-IV	Study Tour/ Visits (Optional to choose any one or combination of these by each center)
	Seminar/Presentation

3. Viva Voce:

3.1. There shall be a Viva-Voce Examination at the end of IInd and IVth Semesters based on theory knowledge, research/term paper and field work practicum.(Total marks100 and 50 marks each at the end of Semester II and IV) (Total 2 Credits per viva-voce exam.)

3.2 MSW- I[st] year i.e. second semester Viva-Voce of 50 marks will be conducted before the second semester examination by the Training Institute on behalf of the University and marks obtained by the student shall be submitted to the University by the Heads of the Institutions, for inclusion on the University mark sheet. The minimum marks required for passing the Viva Voce are 50% at each Viva Voce examination.

3.3 A student failing in Viva-Voce (II nd semester) shall be called again for the Viva –Voce within one month of the date of declaration of the Second Semester Examination results. Only Two repeat Viva Voce are permissible to be conducted during the Second semester. However a student failing in the Second Semester Viva Voce Examination shall be eligible for admission to the MSW Third Semester.

3.4 MSW –II nd Year i.e. Fourth Semester Viva-Voce Examination of 50 marks shall be conducted externally by the University. Viva panel will consist of one external and one internal examiner.

3.5 The Viva Voce conducted in the Fourth semester shall be based on theory of two years, field work, research, professional development and related area of specialization.

3.6 A student failing in Viva-Voce(4th semester) shall be called again for the Viva-Voce within one month of the date of declaration of the Fourth Semester Examination results. Only Two repeat Viva Voce are permissible to be conducted during the Fourth semester.

4. Research Dissertation (100 marks, Total 04 credits)

Every student has to complete Research Dissertation during fourth semester of the programme. This is mandatory requirement and 04 credits are allocated for the Research Dissertation**.**

4.1 MSW student is required toselectanappropriatetopicforhis/herresearchdissertation/duringthe second semester and complete the dissertation and submit it the institute before 15th February/ or the date specified by the centre prior to exam, of the fourth semester.

4.2 Completion and submission of the Research Dissertation is a pre-condition for appearing at Semester IV Examination. In any case no extension will be permissible for submission.

4.3 The candidate must bring spiral or hard bound copy of dissertation in internal as well as external viva voce examination of IV th semester.

4.4 There shall be only one Dissertation of 100 marks at MSW –II year and it shall be submitted to the University through the Head of the Institution, recommended for submission after Certification and approval of the concerned Research Guide / faculty supervisor.

4.5 The research dissertation will be assessed and recommended for submission by the Research Guide /internal and external examiner. Combined passing internal, external and viva examination in research shall be (50%) out of total marks.

TABLENO.5

Assessment of Dissertation and Term paper	Dissertation Marks
Internal Guide or Examiners or Specialization wise Presentation /open defense	50
External Examiner–Assessment of Dissertation	50
Total	**100**
Aggregate/combined Passing Marks(50%)	50

4.6 A candidate failing in research dissertation will have to re-write and submit the revised dissertation in the same/ or subsequent academic session within a period of three months after the declaration of results.

4.7 Prescribed standard for Research Dissertation:
    The topic of Research, Dissertation must be related to the area of Social Work. Ethical norms and concerns in research, plagiarism policy of the institute and University, must be adopted.

4.8 In case of dissertation/research, Quantitative and qualitative research is permissible. The candidate must justify the design and follow the scientific process and methods of Social Work Research or Social Research. In case of quantitative research minimum of 50 respondents are essential for collecting field data.

5. Summer Placement/Block placement (Internship):

Every student is required to complete his /her summer placement for the period of one month at the end of 2nd Semester and Block placement/ internship for a period of one month during the fourth semester in the month of March.

5.1 The MSW-II (4th semester) result shall not be declared until a certificate of successful completion of summer /block placement /internship is submitted by the assigned block field work agency, duly attested by the Head of the Institution and submitted to the University.

5.2 After completion of Block placement, the student must submit are part of work to the Head of the teaching

Institute. This report must have been duly certified by appropriate authority in the block placement agency. Ordinarily, no leave of absence will be permissible during block placement. The Block field work during the IV semester must be completed within one month period of March. The submission period is extended only in the extra ordinary conditions with prior permission given at the discretion of the Head of the Institution.

6. Heads, Standard of passing and Conduct of Credit system.

6.1 The following shall be the Independent Heads of Passing:

   i. Written theory papers
   ii. Field work
   iii. Skill Laboratory sessions
   iv. Research Dissertation/Term Paper
   v. Viva Voce

6.2 Standard of passing Marks: Percentage

   i. Written theory papers   -40%marks
   (in the combined examination of Continuous assessment (CA) and End of Semester Examination (ESE) with a minimum passing of 40 % marks (i.e. 40 out of 100 and 20 out of 50)
   ii. Field work in every semester   -50%Marks
   iii. Skill Laboratory sessions   -50%Marks
   iv. Viva Voce   -50%Marks
   v. Research dissertation   -50%Marks(Combined-Internal, External and Viva)

6.3 Conduct of the Credit System

The MSW degree will be awarded to students who complete a total of 90 credits in a minimum of two years for completing on an average 22 each for first three semester and 24 credits in fourth semester. Student shall select any one Specialization/ Elective that covers six / seven papers per semester. Field work and Research Project (Dissertation) shall be compulsory and constitute an independent head of passing.

6.3.1 Credit: A 'credit' is generally a 'value' used to measure a students work load in terms of learning time required to complete course units, resulting in learning outcomes. Credit is used in higher education to summarize and describe an amount of learning.

6.3.2 One (01)creditwillbeequivalentto15clockhoursofteacher-studentclassroomcontact/ learning hours in a semester. A minimum of 30/ 60 Hrs. per subject would be equivalent to 2/4 credits. Field Work per semester (Minimum 250 Hrs. 15 Clock Hrs. per week x 6)= 06 credits.

6.3.3 Credits once gained cannot be lost. One credit is equivalent to 25 marks for evaluation purpose.

6.3.4 Among the minimum number of credits to be earned by a student to complete a Post Graduate degree in social work program (Total 90 credits), the student will have to earn minimum 90% (81 credits) credits from the parent institute / PG Center and the remaining up to 10 % **(**9 Credits) credits could be earned from the other Department/ PG Center or any subject/s of any faculty conducted at other PG Department or PG Center, subject to approval and offered by that particular center. In any case, a student will have to earn compulsory credits from the parent Institute/ PG Center.

7. Rules of Examination

7.1 Conduct of Examination:

7.1.1 University Examination of MSW course shall be conducted by the centers as per University ordinance /rules125 or applicable/ revised from time to time.

7.1.2 Field Work/Dissertation /Term paper/Assignments /CA, will be evaluated as per the evaluation criteria and standards framed by the respective training institute and the University, from time to time.

7.1.3 Assessment shall consist of Continuous assessment (CA) and End of Semester Examination (ESE). Each shall have weight-age of 30%.(i.e. For each100/50Marks papers-30/15Marks) for Continuous assessment (CA)and70%for End of Semester Examination (ESE) (i.e.70/35 Marks for 100/50 marks papers)

7.1.4 The teacher concerned shall announce at the beginning of the course about the mechanisms under which CA would take place. However, the ESE shall cover the entire syllabus prescribed for that course.

7.1.5 The CA towards 30% marks will be a continuous assessment for 5 marks for two credits course and 10 marks for 4 credit course. Written test of 10 marks for 2 credit course and 20 marks for 4 credit course must be conducted for a full course of 2/4 credits and the teacher should select a variety of mechanisms for continuous assessment such as:

    i. Journal/Lecture/ Library notes
    ii. Seminar presentation;
    iii. Short Quizzes;
    iv. Group/Individual Assignments
    v. An Open Book Test (with the concerned teacher deciding which books are to be allowed for this purpose);

7.1.6 The concerned teacher, in consultation with the Head of the PG Department /center, shall decide the nature of questions for a Written Test.

7.1.7 ESE for the remaining 70% marks will be conducted by the SPPU.

7.1.8 A student has to obtain 40 % marks (i.e.40 out of100 and 20 out of 50) in the combined examination of CA and ESE.

7.1.9 To pass the degree program, a student will have to obtain a minimum aggregate of 40% marks(i.e.40 out of 100 and 20 out of 50) (E and above in grade point scale) in each course.

7.1.10 If a student misses an internal assessment examinations/he will have a second chance with the endorsement of the Principal in consultation with the concerned teacher. Such a second chance however, shall not be the right of the student.

7.1.11 Students who have failed in a theory course and or field practicum (Field Work) may reappear for the ESE and or field practicum (Field work) only twice in the subsequent period. The student will be finally declared as failed ifs\he does not pass in all credits within a total period of four years. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.

7.1.12 A student cannot register for the third/fourth semester, if s/he fails to complete 50% credits of the total credits expected and pass in field practicum/ field work to be ordinarily completed within two semesters.

7.1.13 There shall be a revaluation of the answer scripts of ESE but not of CA as per the university Ordinance No.134 A & B/ and/or applicable rules.

7.1.14 While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the PG center to which the candidate belongs.

7.2 Assessment and Grade point average
    The system of evaluation will be as follows:
    7.2.1 Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average.

    7.2.2 Results will be declared for each semester and the final examination will give total grades and grade point average.

    7.2.3 After the gain of minimum number of credits towards a completion of a PG program, a student will get a grade sheet with total grades earned and a grade point average.

    7.2.4 Marks/Grade/Grade Point. (As per UGC, Government & University Standards)

TABLENO.6:FINAL GRADE POINTS

Grade Points	Final Grade
09.00-10.00	O
08.50-08.99	A+
07.50-08.49	A
06.50-07.49	B+
05.50-06.49	B
04.25-05.49	C
04.00-04.24	P
00.00-03.99	F

Final Grade Points (As per UGC, Government & University Standards)

TABLENO.7:EXPLANATION OF GRADE & GRADE POINTS AVERAGE

Marks Obtained(%)	Grade	Grade Point
80-100	O :Outstanding	10
70-79	A+: Excellent	9
60-69	A:VeryGood	8
55-59	B+:Good	7
50-54	B:AboveAverage	6
45-49	C:Average	5
40-44	P: Pass	4
0-39	F: Fail	0
-	Ab:Absent	0

TABLENO.8

Grade Point	% of Marks	Grade Point	% of Marks
4	40	8.1	61
4.2	41	8.2	62
4.4	42	8.3	63
4.6	43	8.4	64
4.8	44	8.5	65
5	45	8.6	66
5.2	46	8.7	67
5.4	47	8.8	68
5.6	48	8.9	69
5.8	49	9	70
6	50	9.1	71
6.2	51	9.2	72
6.4	52	9.3	73

7.2.5 'B+' Grade is equivalent to at least 55% and 'B' is equivalent to 50% of the total marks.

7.2.6 If the (C) GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting (C)GPA of 4.492 may be awarded 'A' grade).

7.2.7 There will be only final compilation and moderation at CGPA (Final) level. While declaring the result, the

existing relevant ordinances are applicable. There is also a provision for verification and revaluation. In case of verification, the existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.

7.2.8 For grade improvement a student must reappear for ESE for aminimum30 credits in case of Science, Engineering, Technology, Management and Pharmacy, 20 credits for other faculties and 12credits in case of one year degree program. These courses will be from the parent Department (subject). A student can appear only once for the Grade Improvement Program only after the successful completion of PG Degree program and at the end of the next academic year after completion of the Degree and within two years of completion of the Degree.

7.2.8The formula for (C) GPA will be based on Weighted Average. The final CGPA will not be printed unless a

Student earns minimum100 credits, 80 credits or 64 credits, as the case may be, from the coursesat PG programs.

The description for the grades is as follows:

O: Outstanding: Excellent analysis of the topic, (80%andabove) Accurate

knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style;

A+: Excellent: Excellent analysis of the topic (70to79%) Accurate knowledge

of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

A: Very Good: Good analysis and treatment of the topic (60 to 69%) Almost accurate knowledge of the primary material, acquaintance with seminar publications, logical development of ideas, Fair and systematic organization of content, effective and clear expression;

B+:Good: Good analysis and treatment of the topic (55 to 59%) Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

B:Above Average: Some important points covered (50to54%) Basic knowledge of

the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression;

C: Average: Some points discussed (45to49%) Basic knowledge of the primary material, some organization, acceptable language or expression;

P:Pass: Any two of the above(40to44%)

F:Fail: None of the above(0to39%)

7.3 End Semester Examination (ESE) Evaluation/paper pattern:

7.3.1 There will be an evaluation of each course by students at the end of every semester. One credit is equivalent to 25 marks for evaluation purpose.

7.3.2 ESE: Each credit will be evaluated for a maximum period of 45 minutes. The following would be an outline for setting the question paper for ESE.

TABLENO.9

Credits	Time	Questions with internal choice	Total 70/35 Marks
4	180 Min.(3Hrs.)	2 Questions x15Marks (2 out of 4)	30 Marks
		3 Questions x10Marks (3 out of 5)	30 Marks
		2 Questions x 05Marks (2 out of 4)	10 Marks
		Total 7 Questions(out of 13)	**Total 70 Marks**

Credits	Time	Questions with internal choice	Total 35 Marks
2	120 Min.(2Hrs.)	1Questions x 15 Marks (1 out of 3)	15 Marks
		1Questions x 10 Marks (1 out of 3)	10 Marks
		2Questions x 05 Marks (2 out of 4)	10 Marks
		Total 4 Questions (out of 10)	**Total 35 Marks**

7.3.3 The policies and procedures determined by the S. P. University of Pune from time to time will be followed for the conduct of Examinations and declaration of the result of a candidate.

7.3.4 In case of any incongruence the Dean of the faculty, Mental Moral and Social Sciences or appropriate authority of university, if required in consultation with the BOS Chairman/Head/ Director/ Principal or University Examination Committee may intervene to resolve such cases within the curriculum rules and frame work of SPPU.

8. Admission procedure:

The candidate must apply only on a prescribed form online or attached to the Prospectus of the Institution/ PG centers. Incomplete forms and those received after the prescribed date and time will not be accepted. The selected candidate must, at the time of admission, produce all original certificates (HSC, and Graduation, caste certificate, Domicile Certificate, Income Certificate, Non- creamy layer certificate and other relevant certificates or documents) and mark-lists. The candidate should come prepared to pay the full fees at the time of selection test and pay the full fees on admission, if selected. Candidates will have to obtain their transference certificate indicating the College last attended and the Examination last passed. The candidates who have passed their last qualifying Examination from a University other than S. P. Pune University must submit a migration certificate immediately after securing admission. As per S. P. University of Pune rules every candidate must obtain an eligibility certificate Application forms for eligibility will be available at the Office and the dates will be announced accordingly. Applications for eligibility certificate are to be sent to the Registrar, University of Pune along with the transfer, migration and passing certificates and statement of marks. Documents must be submitted in time. A student who fails to obtain the eligibility certificate will not be permitted to appear for the Semester IV Examination.

8.1 Reservation of Seats:

There will be reservation of seats as per rules of S P University of Pune. Reservation is based on Government GR's, rules of the University and other competent authorities, framed and implemented, from time to time.

9. Discipline:

Students are expected to follow all rules and maintain discipline throughout the period of the course. Students will be made aware of all rules and expected norms of discipline at the beginning of the course.

9.1 Ragging in any form, within or outside the campus, is strictly prohibited. In case a student is found violating the rules of discipline, the Director/ Principal/ Head of the Institution can initiate appropriate course of action and ask him/her to discontinue the course or cancel his/her admission at any point of time, during the course.

10. Grant of terms:

100 per cent attendance is expected at the orientation programme, orientation visits, and field work. Minimum 75% attendance is expected at the class room lectures. Leave is ordinarily not granted. In very exceptional circumstances leave subject to prior permission of the Head of the Institution must be obtained. The Head of the Institution reserves the right to grant terms. Every student will have to give an undertaking in relation to compliance of all rules and regulations of the training institution. The decision of the Head of the Institution shall be final and binding in all matters pertaining to discipline and professional behavior.

11. Theory Courses: (For course details refer MSW revised syllabus–unipune.ac.in)

S.P. University of Pune offers five specialization courses of 04 papers each divided over two semesters. Currently the following specializations are approved by S. P. Pune University.

12. Specialization/Elective Courses:

Every recognized training Center of S.P Pune University selects its own areas of specialized training. The following Specialization Courses are offered by the three Recognized Institutions of S.P University of Pune:

i)   Family and Child Welfare
ii) Human Resource Management
iii) Medical and Psychiatric Social Work
iv) Urban and Rural Community Development
v)   Tribal Development.

MSW I Semester I

Revised Syllabus

MSW 01: Professional Social Work: History, Ideologies & Perspectives (4CREDITS)

Name of the Programme	Master of Social Work
Semester	1
Corse Code	MSW-01
Course Title	Professional Social Work: History, Ideologies & Perspectives
Credits	4

Course Description: The course proposes to help learners to acquire knowledge about the concept, goals, historical growth and development of social work education and profession. It develops a foundation for acquiring fundamental knowledge, professional skills working with individuals, groups and communities focusing on social change and development. It will help to obtainand enhance in-depth and comprehensive knowledge in social workthat will prepare student to become well-informed, skilled and competent professional social worker.

Learner's Objectives:

1. To understand the history of evolution of social work profession in UK, USA and India.
2. To understand the concepts and basics of social work
3. To facilitate the students to learn various principles, philosophy and models of social work.
4. To understand the nature of social work practice in different settings
5. To develop understanding about the influence of various social movements in contributing to the perspectives of social work practice in India.
6. To develop insight into the ideologies that have shaped professional social work

Learning outcomes:

1. Develop basic understanding about social work & related concepts
2. Acquire and inculcate professional values, ethics and use of principles and techniques
3. Develop understanding about various perspectives, theories and models of social work practice
4. Introduce and create interest in working with specific target group as a professional social worker
5. Develop sensitivity, rationality and analytical abilities to deal with social problems and serve the society

Unit No.	Contents
UNIT1	**BASIC CONCEPTS AND INTRODUCTION TO SOCIAL WORK** 1. Social work: Meaning, concept, definition, and nature of social work practice. 2. Social work: Values, principles, objectives, functions, methods, and process 3. Levels of Social Work Practice: Micro, Macro & Mezzo Level and Interventions

	Personal attributes of a social worker
	4. Theoretical terms in social work: Understanding social work given, • Charity and philanthropy, • Social service, • Social welfare, • Social reform, • Social policy, • Social movement, • Social development • Human rights
UNIT 2	**HISTORY OF SOCIAL WORK IN THE UK, USA & INDIA**
	1. Evolution of social work in the United Kingdom & United States of America
	2. Evolution of Social work in India - Historical evolution of social work practice
	3. Contribution of Social Reformers in the 19th and 20th Century to the Development of Professional Social Work in India
	4. Contribution of Gandhi, Ambedkar, Phule, Vinoba, Shahu Maharaj and significant others to social change
UNIT 3	**SOCIAL WORK PRACTICE IN VARIOUS SETTINGS**
	1. Family and Child Welfare,
	2. Youth Social Work,
	3. Geriatric Social Work;
	4. Correctional Social Work,
	5. Industrial Social Work& CSR
	6. Medical and Psychiatric Social Work,
	7. Community welfare: Urban, rural & tribal
	8. Social Work with Persons with Disabilities,
	9. Social Work with LGBT, Migrants, Refugees,
	10. Disaster Management and Displacement,
	11. Environmental Social Work.
UNIT 4	**SOCIAL WORK PROFESSION AND SOCIAL WORK EDUCATION IN INDIA**
	1. Professional Social Work: Attributes and present status in India
	2. Issues and challenges of the social work profession in India
	3. Social Work Education – Content, Training, Supervision, Problems and Challenges
	4. Professional associations for social workers – Regional, national & international Objectives and functions Professional Associations
UNIT 5	**SOCIAL WORK THEORIES, PERSPECTIVES AND INTERNATIONAL SOCIAL WORK**
	1. Major Theories in Social Work Practice:Developmental theories, System Theory, Social Learning Theory, Conflict theory
	2. Primary Perspectives: Strength-based, Feminist, Eco-Systems, right-based, Radical and post modern perspectives of social work
	3. Meaning, definition, scope, and objectives of international social work
	4. Global issues challenge and social work response

Teaching Pedagogy: Classroom teaching, knowledge focused topics through interactive discussions, Skill

workshops, field visits, audio-visual aids, video films and special lectures by field practitioners

Readings:

Encyclopedia of Vol. 1, 2, 3. Director, publication division, ministry of social work in India information and broadcasting, New Delhi

Madan, G. (1967).Indian social problems: Social disorganization & reconstruction.Bombay: Allied Publishers

Antony, A. Vass (1996) New directions in social work-social work competencies - core knowledge values and skills, New Delhi: sage publications

Rameshwari, Devi and Ravi Prakash (2000) Social Work Practice, Jaipur: Mangal Deep Publications

Gore, M.S. (1993) Social context of Ideology; Ambedkar's social and political thought, New Delhi: sage publications

Kinduka, S.K., (1965) Social Work in India, Sarvodaya Sahitya Samaj, Rajasthan.

Natarajan, S, (1962) A century of social reform in India, Bombay: Asia publishing house.

Stroup, H.H. (1960) Social Work – An Introduction to the field, Eurasia publishing house, New Delhi

UGC: Review of socialwork in India: Retrospect and Prospect; Report of the second review education committee, New Delhi

Singh, R.R (1985) Field Work in social work education (Ed), Concept publications, New Delhi.

Paul Choudhry, 2000, Introduction to Social Work, New Delhi, Atma Ram and Sons.

Singh, R.R. (1985) Field Work in Social Work Education, A Perspective for Human Service Profession,

New Delhi: Concept Publishing Company

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

Sanjay Bhattacharya, 2008, Introduction to Social Work, New Delhi, Deep & Deep Publications Pvt Ltd.

Joshi.S.C, 2004, The Handbook of Social Work, New Delhi, Akansha Publishing House

Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur: Raj Publishing House

Bhattacharya, Integrated Approach to Social Work in India, Jaipur: Raj Publishing House

Dasgupta, Sugata (1964) Towards a Philosophy of Social Work in India, New Delhi: Popular Book Services

Desai, Murali (2002) Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur: Rawat Publication

Bhatt. S.& Singh, A.P. (2015). Social Work Practice: The Changing Context, The Readers Paradise, New Delhi.

MSW 02 Social Work Method of Working with Individuals and Families

Name of the Programme	Master of Social Work
Semester	I
Corse Code	MSW-02
Course Title	**Social Work Method of Working with Individuals and Families**
Credits	2

Course Description / Rationale:

This course is intended to provide knowledge about one of the primary Social work methods known as Casework / Working with Individuals and Families. This paper aims at enabling the social work practitioners to engage with individuals' uniqueness, strengths, issues, barriers and difficulties and interventions with the use of principles, tools and techniques and skills for helping the individual in better social functioning.

Course Objectives (Learner's Objectives)

1.To understand the case work and its application in practice

2. To equip learners with theoretical knowledge for work with individuals and families

3. To develop competencies in learners to use the method in practice while working with individuals

4. To equip learner with values and skills necessary for working with individuals and families.

Learning Outcomes:

1. Develop theoretical perspectives on social work method of working with individuals and families

2. Develop competence to work with individuals to solve their problems, to help them to function effectively in the society and finally to empower them for self-help.

3. Have the requisite attitude, values, principles, tools, skills, techniques and competencies to work with individuals and their families

Detailed Course Contents

Unit No.	Contents
Unit - 1	**Social Case Work as a Method of Social Work** 1. Introduction to Case Work Method - meaning and nature, Concept, Definitions

	2. History and Development of Social Case Work in UK, USA and India 3. Philosophical assumptions and values of case work as a method 4. Components of Case Work – Person, Problem, Place and Process 5. Principles of Social Case Work Practice
Unit - 2	**The Process and Scope of Case Work Practice** 1. Knowledge of cultural context in casework practice, 2. Process of Case Work - Continuous assessment and analysis, Psycho-social diagnosis, Intervention, Termination & Follow up 3. Scope of Casework Practice – Primary and Secondary Settings 4. Models of case work 5. Casework counselling in crises situations like violence, abuse, and rape, conflicts, disaster and other calamities
Unit - 3	**Tools, Techniques and Skills of Social Case Work** 1. Tools of Case Work- Intake-record / sheet and intake interview (client engagement), Casework interview, Home visit, 2. *Techniques* of Case Work- Case worker-client relationship, Knowledge of resources (networking), explorative, supportive and resource building 3. Skills for Case Work- Communication – verbal, non-verbal, 4. Recording and its types – narrative, process, summary 5. *Roles of case worker* – enabler, facilitator, resource mobiliser and guide

Recommended Readings:

1. Aptekar, Herbert (1955) *The Dynamics of Casework and Counselling*, New York: Houghton Mifflin Co.

2. Babara, J. G. (1991) *Beyond Case Work*, London: Palgrave Macmillan Limited,

3. Biestek, Felix (1968) *The Casework Relationship*, London: Unwin University Book

4. Fisher, Joe (1978) *Effective Case Work Practice – An eclectic approach*, New York: McGraw Hill

5. Garrett, Annett (1972) *Interviewing – Its Principles and Methods*, Family Service Association of America, New York

6. Government of India (1987) *Encyclopedia in Social Work*, New Delhi: Publication Division (Social Welfare Ministry)

7. Hamilton, Gordon (1970) *Theory and Practice of Social Case Work*, New York and London: Columbia University Press

8. Holis, Florence and Woods, Mary E. (1981) *Casework – A Psychosocial Therapy*, New York:

Fandom House

9. Kadushin, Alfred (1990) *The Social Work Interview*, New York: Columbia University Press

10. Keats, Daphne (2002) *Interviewing – A Practical Guide for Students and Professionals*, New Delhi: Viva Books Pvt. Ltd.

11. Lishman, Joyce (1994) *Communication in Social Work*, New York: Palgrave Macmillan

12. Mathew Grace (1992) *An Introduction to Social Case Work*, Bombay: Tata Institute of Social Sciences

13. Nelson Jones, Richard, (1984) *Practical Counselling and Helping Skills*, London: Harper and Row

14. Nursten, Jean (1974) *Process of Case Work*, Pitman Publishing Corporation

15. O'Hagan, Kieran, Kingsley, Jessica (2003) *Competence in Social Work Practice – A Practical Guide for Professionals*, London: Jessica Kingsley Publishers

16. Perlman, Helen Harris (1964) *Social Case Work – A Problem Solving Process*, London: University of Chicago Press

17. Rameshwari Devi, Ravi Prakash (2004) *Social Work Methods, Practices and Perspectives (Models of Casework Practice)*, Vol. II, Ch.3, Jaipur: Mangal Deep Publication

18. Richmond, Mary (1917) *Social Diagnosis*, New York: Free Press

19. Sena, Fine & Glass, Paul H. (1966) *The First Helping Interview Engaging the Client & Building Trust*, New York: Sage Publications

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

21. Thompson, Neil (2006 2nd Ed.) *People Skills*, New York: Palgrave Macmillan

22. Timms, Noel (1966) *Social Case Work*, London: Routledge & Kegan Paul

General References:

1. Banerjee, G. R. (1967) Concept of Being & Becoming in the Practice of Social Work, *Indian Journal of Social Work*,*27*(4), Mumbai: TISS

2. Banerjee, Gauri Rani (1973) *Papers on Social Work – An Indian Perspective*, Bombay: Tata Institute of Social Sciences

3. Bubois and Miley (1999) *Social Work - An Empowering Profession*, London: Allyn and Bacon

4. Choudhary, D. Paul (2000) *Introduction of Social Work*, Delhi: Atmaram & Sons

5. Davies, Martin (2002) *Companion to Social Work*, Oxford, UK: Blackwell Ltd.

6. Dealing, Alan, Longam (1993) *The Social Welfare Work Book*, U.K.

7. Feltham, Colin, Dryden, Windy (2005) *Dictionary of Counselling*, Mumbai: I.K. International Pvt. Ltd.

8.   Friedlander, W. A. (1978) *Concepts & Methods of Social Work*, New Delhi: Prentice Hall International Inc.

9.   Institute of Sustainable Development. *Encyclopaedia in Social Work*, New Delhi: Anmol Prakashan

10.   McMohan M.O., (1996) *Social Work Practice*, London: Allyn Bacon

11.   Reading, Hugo (1996) *Dictionary of Social Sciences*, New Delhi: Atlantic Publishers and Distributors

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

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

14.   Walter Friedlander (1977) *Concepts and Methods of Social Work*, New Delhi: Allyn Bacon

MSW 03 - Social Work Method of Working with Groups

Name of the Programme	Master of Social Work
Semester	I
Course Code	MSW-03
Course Title	Social Work Method of Working with Groups
Credits	2

Course Description/Rationale:

Social work with groups is a method of practice in which group experience is used to influence individual well-being and as a mutual support system to facilitate mutual aid among diverse stakeholders. The paper aims to equip the students with the values, principles, knowledge and techniques to work with individuals in a group setting to develop positive interpersonal relationships, impart skills that will help students to enable individuals to enhance societal functioning and find effective forms of expression to influence large social systems.

Course Objectives:

1.To develop an understanding of group work as a method of social work

2.To provide an insight into various dimensions of group processes and group work practice

3.To develop skills and competencies for working with groups in diverse settings.

4.To develop the knowledge of skills, techniques and competencies for working with groups in diverse settings.

Learning Outcomes:

1.Understand group as a dynamic social unit and a resource for intervention

2.Develop skills for application of the group work method in various practice settings

3.An understanding of various theoretical frameworks and their applications for group work practice

Unit	Content
1.	**Introduction to Social Groups and Social Group Work Method**

	1. Social Groups: Definitions, characteristics, significance and classification 2. History and evolution of group work method – international and Indian context 3. Group work: definition, characteristics, goals (purpose), values, principles and scope 4. Theoretical Assumptions and Approaches to group work 5. Models for group work practice
2.	**Group Work Process** 1. Pre-group phase of group development – concept, characteristics, Need Assessment - Formulating objectives - Developing plan for group work roles, responsibilities, indicators and skills of group worker in facilitation. 2. Initial phase of group development – concept, characteristics, roles, responsibilities, indicators and skills of group worker in facilitation, 3. Middle phase of group development – concept, characteristics, roles, responsibilities, indicators and skills of group worker in facilitation 4. Patterns in group processes and group dynamics 5. Termination phase -concept, characteristics, roles, responsibilities, indicators, skills and types
3.	**Application of Social Group Work** 1. Program - concept, significance, planning, monitoring and evaluation 2. Tools - conflict resolution, relationship, communication, use of environment. - 3. Techniques - group discussion, group counseling, sociometry, fish bowl & Skills of social group work 4. Evaluation - concept, significance, types, methods, content of evaluation and recording - importance, principles, structure, techniques and strategies for intervention 5. Group work in different settings - health, child development, women development, family welfare, industrial, difficult circumstances, differently abled, elderly, communities – urban, rural, tribal,

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2. Davies Barhard (1975) The Use of Groups in Social Work Practice, USA: Routlede& Kegan Paul Ltd. 3. Delhi School of Social Work (1958) Field Work Records in Group Work and Community organization, London: Tavistock Publication
3. Doel, Mark & Sawda, Catherine (2003) The Essentials of Group Worker, London: Jessica Kingsley Pub.
4. Douglas, Tom (1976): Group Process in Social Work - a Theoretical Synthesis, New York: John Wiley & Sons
5. Dougles Tom (1978) Basic Group Work, London: Tavistock Publication

6. Klein Josphine (1967) The Study of Groups, London: Routledge and Kegan Paul Ltd.
7. Konopka Gisela (1954) Group Work in Institution, New York: Associate Press
8. Konopka Gisela (1983 3rd Ed.), Social Group Work a Helping Process, New Jersey: Prentice Hall 10. Northen, Helen (1969) Social Work with Groups, New York: Columbia University Press
9. Northen, Helene, Roberts (1976) Theory of Social Work with Groups, New York: Columbia University Press
10. Phillips, Helen (1962) Essentials of Social Group Work Skills, New York: Associate Press
11. Reid E. Kenneth (1996) Social Work Practice with Groups - A Clinical Perspective, USA: Brook/Cole Publishing Company
12. Ryland and Wilson (1949) Social Group Work Practice, USA: Houghton Mifflin Co.
13. Trecker, Herleigh (1955) Group Work-Foundations & Frontiers, New York: Whiteside & William Marrow & Co.
14. Trecker, Herleigh (1970) Social Group Work-Principles and Practices, New York: Associate Press

General Readings:

1. Battacharya, Sanjay Social Work an Integrated Approach, New Delhi : Deep & Deep Publications Pvt. Ltd.
2. Berne, Eric (1966) Principles of Group Treatment, New York : Gnve Press
3. Bradford (Ed.) (1964) T Group Theory & Laboratory Method, New York : John Wiley & Sons
4. Cartwright, Dorwin &Zandev, Alvin (1968) Group Dynamics, Research and Theory, London : Tavistock Publications
5. Choudhary, Paul (1983) Introduction to Social Work, Delhi : Atma Ram & Sons
6. Corey, Geral (1977) Groups Process and Practice, USA: Brook/Cole Publishing Company
7. Douglas, Tom (1977) Group Work Practice, London : Tavistock Publication
8. Garland, J.A. Group Work Reaching out, People places and Power
9. Gravin, Charles D (1981) Contemporary Group Work, New Jersey : Prentice-Hard-ING
10. Gravin, Charles D., Lorriae M. Gulier (Ed.) (2007) A Hand Book of Social Work with Groups, Rawat Publication
11. Heap, Ken 1(985) The Practices of Social Work with Groups- Systematic Approach, UK : George Allen & Unwin
12. Jha, Jainendra Kumar : Encyclopaedia of Social Work, New Delhi : Anmol Publications Pvt. Ltd.
13. Shaw, Marllin E. (2nd Ed.) Group Dynamics, New Delhi : Tata – McGraw Hill Publishing
14. Wilson, Gertrude & Ryland, Gladys (1949) Social Group Work Practice, Haughton Mifflin Company
15. ignou the people university indira Gandhi national open university school of social work, MSW-008 social group work-working with groups
16. S.Rengasamy - Social Group Work
17. Alissi, A.S. 1980 Perspectives on Social Group Work Practice: A Book of Readings. New

York: The Free Press.

18. Balgopal, P.R. and Vassil, Groups in Social Work - An Ecological Perspective. New T.V. 1983 York: Macmillan Publishing Co. Inc.

19. Brandler S. and Roman, CP 1999 Group Work, Skills and Strategies for Effective Interventions, New York. The Haworth Press.

20. Brandler, S. and Roman, Group work: Skills and Strategies for Effective Intervention, C.P. 1991 New York: The Haworth Press.

21. Garland, J. A. (Ed.) 1992 Group Work Reaching Out: People, Places and Power, New York: The Haworth Press.

22. Garwin, C. 1987 Contemporary Group Work, New York: Prentice-Hall Inc. Kemp, C.G. 1970 Perspectives on the Group Process. Boston: Houghton

23. Mifflin C. Klein, A.F. 1970. Social Work Through Group Process: School of Social Welfare- Albany: State University of New York,

24. Konopka, G. 1963 Social Group Work: A Helping Process; Prentice Hall, Inc.

25. Kurland, R. and Salmon, R. 1998 Teaching a Methods Course in Social Work with Groups, Alexandria: Council on Social Work Education.

26. Middleman, R.R. The Non-Verbal Method in Working with Groups.

27. Northen, H. 1969 Social Work with Groups. New York: Columbia University Press.

28. Pepell, C.P. and Rothman, B Social Work with Groups, New York: The Haworth Press

29. Sundel, M., Glasser P., Sarri, Individual Change Through Small Groups. New York: The R., Vinter, R. 1985 Free Press.

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31. Trecker, Harleigh B. 1990 Social Group Work: Principles and Practice. New York: Association Press.

32. Wilson, G. Ryland, G. Social Group Work Practice.

33. Handbook of social work with a group edited by Charles D. Garvin, Lorraine M. Gutierrez Maeda J. Galinsky, The Guilford Press, New York London

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35. डॉ. साळीवकरसंजय(2015) समाजकार्य-पद्धती,क्षेत्र,विचारधारावसमाजसुधार,नागपूर:मंगेशप्रकाशन

36. डॉटांकसाळेप्राजक्ता, गटकार्यभाग१(पूर्वार्धी),2012,नागपूर,मंगेशप्रकाशन.

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MSW 04: INDUCTION AND SKILL LAB FOR SOCIAL WORK PRACTICE

Name of the Programme	Master of Social Work
Semester	I
Course Code	MSW-04
Course Title	INDUCTION AND SKILL LAB FOR SOCIAL WORK PRACTICE
Credits	02

Course Description/Rationale:

The course Induction and skill lab for social work practice especially focusing on orientation of social work field and education. Orientation and practice of basic social work skills aims at inculcating in the students both personal and professional skills in the areas of: understanding of the self and others, interpersonal skills, high-performance teams, leadership potential, communication and presentation skills, techniques of problem-solving, decision-making, fostering creativity, the innovation for personal and professional excellence, stress management, time management and conflict management, and the inculcation of human values at postgraduate level. The course requires active participation of the students and the faculty as Facilitator, Mentor, and Trainer. For this purpose, various activities have been incorporated into the courses, such as — oral presentations, impromptu (extempore) speaking, quizzes, debates, case studies, creative thinking, team-building exercises, field visits, projects, and psychometric analysis. We believe that for a professional to succeed in today's complex environment, he or she has to demonstrate mastery in all the relevant areas as mentioned in the course.

Course Objectives:

1. To orient learners about social work education and fields of social work
2. To enhance the ability to be fully self-aware by overcoming all fears and insecurities and grow fully from inside-out and outside-in.
3. To provide the opportunity for realizing self-potential through practical experience.
4. To develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others.

Learning Outcomes:

By the end of the course, students will be able to

1. Understand fields and dimensions of social work
2. Understand and use of basic social work skills
3. Aim to develop creative thinking

Detailed Course Content

Module No.	Skill Set	Methods	Pedagogy
		The following major areas of activities may be taken under skill laboratory for the students to orient, enhance, and practice and application of skills.	
1	Induction and orientation of social work field	1. Induction Program 2. Orientation visit 3. Role Plays 4. Use of motivational songs and other interactive visual media 5. Discussions on case studies 6. Preparation for street plays including script writing/street theatre 7. Simulation exercises 8. Films screening 9. Posters and slogans making 10. Story telling 11. Practice of counseling techniques 12. Practice of participative techniques 13. Theme based workshops and sessions 14. Workshops for self-development 15. Workshops on communication 16. Method Trainings 17. Group discussions 18. Mock interviews 19. Strategic planning for advocacy	1. Knowledge-focused topics may be learnt through interactive lectures by faculty or guest speakers, audio-visual aids, local creative literature, songs, etc. and individual/ group study and seminar presentations. 2. Attitude-focused topics may be learnt through reflective self-assessment and small group discussions. 3. Skill-based topics may be learnt through experiential methods such as simulations and role plays, through skill workshops/ labs. 4. Field-based topics may be learnt through fieldwork practicum, discussion of video films and case studies, field visits and observations, and inviting field practitioners to class. 5. All the methods need to be followed by self-reflection and discussion in small and large groups.
2	Self-awareness and self-esteem		
3	Logical, critical, analytical, and reflective thinking skills		
4	Flexible and creative thinking skills		
5	Learning skills		

Further Reading:

1. Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin Brown, T. 2012. Change by Design. New York: Harper Business.
2. Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education.
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4. Elkington, J., and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press.
5. Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
6. Kalam, A.P.J. 2003. Ignited Minds: Unleashing the Power within India. New Delhi: Penguin Books India.
7. Kelly, T., and Kelly, D. 2014. Creative Confidence: Unleashing the Creative Potential Within Us All. New Delhi: Harper Collins Publishers India.
8. Kurien, V., and Salve, G. 2012. I Too Had a Dream. New Delhi: Roli Books Private Limited.
9. Livermore, D.A. 2010. Leading with Cultural Intelligence: The New Secret to Success. New York: American Management Association.
10. McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham.
11. O'Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good. New York: Harper Collins Publishers.
12. Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin.
13. Sternberg, R.J., and Baltes P.B. (Eds.). 2004. International Handbook of Intelligence. Cambridge, UK: Cambridge University Press.

RM-01: INTRODUCTION TO SOCIAL WORK RESEARCH

Name of the Programme	Master of Social Work
Semester	I
Course Code	RM 01
Course Title	INTRODUCTION TO SOCIAL WORK RESEARCH
Credits	02

Course Description/Rationale:

Social work research is considered both as a method of practice and a process of inquiry helping in practice and supplementing knowledge to the discipline. Therefore, basic research competency is essential for a student of social work. The course deals with the philosophy of inquiry, ethical issues and dilemmas and the process of undertaking research. The paper prepares the student to develop skills and competencies in identifying a research problem and undertaking systematic research with an aim to meaningfully intervene in that problem area. The paper helps in developing requisite skills and competencies for preparing methods and tools of data collection, collecting data from the field and analysing and interpreting the data.

Course Objectives:

1. To understand the application of scientific methods in furthering knowledge base of social work.
2. To understand the nature, scope and significance of research in social work practice.
3. To develop competence in conceptualizing, designing and implementing research using quantitative and qualitative paradigms and techniques.
4. To creatively use social work research in addressing the issues of social justice, human rights and equality

Learning Outcomes:

By the end of the course, students will be able to

1. Develop theoretical perspectives on methods of inquiry
2. Develop competence to undertake social work research
3. Have the requisite skills and competencies to analyze, interpret and present both quantitative and qualitative data.
4. Use social work research as a tool for social change

Detailed Course Contents

Unit	Content
1	**Research Methods for Social Work** 1. Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena. 2. Social Research and Social Work Research: Meaning, nature and their significance 3. Qualitative, Quantitative & Intervention research in social work: Meaning, essential features, importance and to theoretical perspectives 4. Steps in research process 5. Ethics in social work research
2	**Research Design and Methodology** 1. Developing a social work research proposal : Framing research question & Hypothesis 2. Research title, objectives, Statement of the problem 3. Review of related literature 4. Research designs: Types of research designs (Exploratory, Descriptive, Experimental, and Quasi experimental designs). 5. Sampling design: Universe and Sample, rationale, importance, characteristics and types of sampling, general considerations in the determination of sample size, sampling error and non-sampling error, limitations of sampling.
3	**Data Collection and Management** 1. Sources of data: Primary and secondary 2. Methods and tools of quantitative data collection. 3. Methods and tools of qualitative data collection: Case study, Interviews, Focus group discussion, observation 4. Data processing, data analysis and interpretation 5. Writing research reports, Presentation and styles of referencing & citation

Core Readings:

1. Babbie, E. (2014). *The Basics of Social Research, 6th ed*. New Delhi: Wadsworth,.
2. Bordens, K. S., & Abbott, B. B. (2018). *Research Design and Methods: A Process Approach, 10th*

ed. New York: McGraw-Hill.

3. Bryman, A. (2012). *Social Research Methods, 4th ed*. New Delhi: Oxford.
4. Christensen, L. B., Johnson, R. B., & Turner, L. A. (2014). *Research Methods, Design, and Analysis, 12th ed*. New York: Pearson .
5. Crano, W. D., Brewer, M. B., & Lac, A. (2015). *Principles and Methods of Social Research, 3rd ed*. New Delhi: Routledge.
6. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. New Delhi: Sage.
7. Krysik, J. L., & Finn, J. (2010). *Research for Effective Social Work Practice, 2nd ed*. New York: Routledge.
8. Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: Guilford Press.
9. Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and Statistical Research Methods: From Hypothesis to Results*. San Francisco: Jossey-Bass.
10. Rubin, A., & Babbie, E. R. (2011). *Research Methods for Social Work*. Belmont: Brooks Cole.
11. Treiman, D. J. (2009). *Quantitative Data Analysis: Doing Social Research to Test Ideas*. San Francisco: Jossey-Bass.

Supplementary Readings

1. Atkinson, P., & Delamont, S. (2011). *Sage Qualitative Research Methods*. New Delhi: Sage.
2. Bandalos, D. L. (2018). *Measurement Theory and Applications for the Social Sciences*. New York: The Guilford Press.
3. Cornelius, L. J., & Harrington, D. (2014). *A Social Justice Approach to Survey Design and Analysis*. New Delhi: Oxford.
4. Goodwin, C. J. (2010). *Research in Psychology Methods and Design, 6th ed*. New Jersey: John Wiley & Sons.
5. Hammersley, M. (2013). *What is Qualitative Research?* New York: Bloomsbury.
6. Hardwick, L., Smith, R., & Worsley, A. (2016). *Innovations in Social Work Research: Using Methods Creatively*. London: Jessica Kingsley.
7. Mitchell, M. L., & Jolley, J. M. (2013). *Research Design Explained, 8th ed*. New Delhi: Wadsworth, Cengage Learning.
8. Novikov, A. M., & Novikov, D. A. (2013). *Research Methodology: From Philosophy of Science to Research Design*. New York: CRC Press.
9. Wahab, S., Anderson-Nathe, B., & Christina. (2015). *Feminisms in Social Work Research: Promise and possibilities for justice-based knowledge*. New York: Routledge.
10. Young, A., & Temple, B. (2014). *Approaches to Social Research: The Case of Deaf Studies*. New Delhi: Oxford.

OE 01: Sociology for Social Work

Name of the Programme	Master of Social Work
Semester	I
Course Code	OE-01
Course Title	Sociology for Social Work
Credits	2

Course Description/Rationale:

Social work as a human profession addresses the concerns related to individuals groups and communities; and the human right issues that arises due to unequal social structure and changing patterns of socio-economic and political context. In order to intervene strategically without harming individuals dignity, social work professions requires scientific knowledge of society along with appropriate perspective to understand particular social issue. This course is provides essential knowledge and perspective to respond to this social issues.

This course includes the basic concept and theories of society, key sociological perspectives and emerging social problems from a social work practice perspective. It is design to develop the basic sociological foundations of the students of social work profession. This course will enables social work students to study and understand sociological concepts critically.

Course Objectives:

1. Understanding the sociological concepts and it's relevance to individual and society.
2. Get a scientific insight about the social structure, stratification and issues related to caste, class and gender
3. Understand the social institutions, its importance and its changing pattern in society
4. Develop the understanding of issues, challenges related to society and its impact on society

Learning Outcomes:

By the end of this course;

1. Students will be able to develop critical understanding about the basic sociological concepts about the society
2. Students will be able to develop appropriate perspective about structural realities such as Caste, Class, Gender, etc.

Detailed Course Contents

Unit No.	Contents

1.	**Orientation to Sociological concepts**
	1. Society and Social Structure
	2. Social Institutions and Social Groups- (changing nature of Social Institutions)
	3. Culture and Society (Culture, Values, Status and Role)
	4. Socialization: concept, theories and contemporary issues
	5. Sociological perspective- functionalist (Emile Durkhiem, Talcott Persons, Robert Merton, etc.), Conflict and Structural- (Marxist, Ambedkar, Phule), Feminist (Tarabai Shinde, Emmeline Pankhurst, Bell Hooks, etc.),
2.	**Social Systems (changing relationship and patterns of dynamics)**
	1. Post modernism and Post structuralism, LPG
	2. Religion, Caste, Class, Gender in society- issues and concerns
	3. Fundamental Social Processes -Social Mobility, Social Change,
	4. Social Control - Concept, Factors, theories and dynamics
	5. Social disorganization and social deviance- Concept, Sociological theories and impact
3.	**Contemporary social issues and concerns**
	1. Issues related to Gender
	2. Issues related to vulnerable groups such as senior citizens, children, differently-abled, etc.
	3. Issues related to SC/ST/OBC/NT/VJNT/EWS
	4. Issues related to environment & climate change
	5. Issues related to poverty & Livelihood

Core Readings

1. Haralambos. M, & Heald. R, (2012), Sociology -Themes and Perspectives, Oxford University Press, New Delhi
2. Abraham M, (2015), Modern Sociological Theory-An Introduction, Oxford University Press, New Delhi
3. Inkeles A (2011), What is Sociology-An Introduction to the Discipline and Profession, Foundations of Modern Sociology Series, PHI Learning Pvt. Ltd, New Delhi
4. Sachadeva D & Vidya Bhushan, An Introduction to Sociology, Kitab Mahal, Allahabad, 2000.

Supplementary Readings

1. Adinarayan, S. P. (1964) Social Psychology, New Delhi : Allied Publishers Pvt. Ltd.

2. Ali, A.F. Iman (1992) Social Stratification Among Muslim-Hindu Community, New Delhi : Commonwealth Publishers

3. Bhatnagar, Ved (1998) Challenges to India's Integrity : Terrorism, Casteism, Communalism, New Delhi : Rawat Publication.

4. Desai, A. R. (1978, Reprinted 1994) Rural Sociology in India, Bombay : Popular Prakashan

5. Flippo, Osella and Katy, Gardner (2003) Contrivations to Indian Sociology , Migration Modernity and Social Transformation in South Asia, New Delhi : Sage Publication

6. Gandhi P. Jagadish (1982) Indian Economy – some issues, Institute of Social Sciences and

7. Research, Vellore

8. Madan, G.R. 2002 (revised edition) Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd.

9. Mohanty, Manoranjan (2004) Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi : Sage Publication

10. Puniyani, Ram (2003) Communal Politics : Facts Versus Myths, New Delhi : Sage Publication.

11. Shah, Ghanshyam (2001) Dalit Identity and Politics: Cultural Subordination and Dalit Challenge, New Delhi : Sage Publication.

12. Singh, Yogendra : Ideology and Theory in Indian Sociology, New Delhi : Rawat Publication

13. Vidya Bhusan& Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad : Kitab Mahal

14. Chitambar, J. B. (1973) Introductory Rural Sociology, New Delhi : Wiley Eastern Limited

15. Doshi, S. L. & Jain, P. C. (1999) Rural Sociology, Jaipur : Rawat Publications

16. Hall, Calvin S., Lindzey Gardurs, Campbell, John B. (2007) Theories of Personality, National Print Pack

17. Joshi, J.M. (1979)Theory of Value, Distribution and Welfare Economics, New Delhi : Vikas Publishing House Pvt. Ltd.

18. L Dodge Fernald Psychology (Six perspectives), Harvard University, Sage Publication.

19. Lal, Shyam & Saxena, K.S. (1998) Ambedkar and Nation Building, New Delhi : Rawat Publication

20. Morgan, Clifford T., King, Rechard A. Weisz, John R. (2006) Introduction to Psychology, New Delhi : Tata McGraw Hill Publishing Company Ltd.

21. Murphy Gardner (1964) An introduction to Psychology, Kolkatta : Oxford & IBH Publishing Company

22. Ramaiah, A. (2007) Laws for Dalit Rights and Dignity : Experiences and Responses from Tamilnadu, New Delhi : Rawat Publication

23. Sharma, R. N. : Developmental Psychology, Delhi : Surjeet Publications

24. Sharma, Ram Nath (1977) Principles of Sociology, Bombay : Asia Publishing House

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26. Publishers

27. Singh, Bharat (2004) Modern Teaching of Rural Sociology, New Delhi : Anmol Publications Pvt. Ltd.

28. Singh, Hanuman (2006) Introduction to Modern Psychology, New Delhi : Aya Publication

29. Singh, Raghvendra Pratap (1987) Sociology of Rural Development in India, Delhi : Discovery

30. Publishing House

31. Smelser, Neil J. (1967) Sociology : An Introduction, New Delhi : Wiley Eastern Private Ltd.

32. W. Lindesay Neustattes Modern Psychology in Practice, London : J. & A. Churchill Ltd.

33. Wilson Logan & Kolb (1949) Sociological Analysis, Harcourt, New York : Brace and Company.

34. Wilson, Everett K. (1966) Sociology – Rules, Roles and Relationships, The Dorsey press.

Additional Readings:

1. Amartya Sen(2005) :The Argumentative Indian : Writings on Indian History, Culture and Identity, New Delhi, Penguin Books, , xx, 409 p., $36. ISBN 0-713-99687-0. Details No. 41662.

2. Amartya Sen (2006). Identity and Violence : The Illusion of DestinyNew Delhi, Penguin Books, 2006, xx, 215 p., $20. ISBN 0-713-99938-1. Details No. 44798

3. Amartya Sen (2000) Development as FreedomNew Delhi, 2000, xvi, 366 p., tables, $31. ISBN

019565240-1.Details No. 15255

4. Amartya Sen and Jean Dreze Omnibus (2006) : Comprising Poverty and Famines, Hunger and Public Action, India: Economic Development and Social Opportunity. Reprint. New Delhi, Oxford University Press, ,

5. Amartya Sen (1999): Commodities and Capabilities, ix, 89 p., tables, $11. ISBN 019565038-7 Details No. 14388

6. Amartya Sen (1999):On Ethics and Economics xv, 131 p., $11. ISBN 019562761-X. Details No. 14387

7. 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

8. Jean Dreze and Amartya Sen India(2005) : Development and Participation/. New Delhi, Oxford University Press, xxvii, 512

9. Jean Dreze and Amartya Sen (1997): Indian Development : Selected Regional Perspectives/edited by, xx, 420 p.,

OE02: Psychology for Social Worker

Name of the Programme	Master of Social Work
Semester	I
Course Code	OE02
Course Title	Psychology for Social Worker
Credits	02

Course Description/Rationale:

This course aims at developing an understanding of the growing discipline of psychology and its relevance to social work practice. An important goal of the course is to enable students in applying psychological concepts to meeting the challenges and needs of the world effectively.

Course Objectives:

1. To understand the nature and development of human behavior in a socio-cultural context.
2. To develop a critical perspective of the theories of human behavior and personality.
3. To develop knowledge base and understanding of individuals, social groups and collectives that enables social work practice towards the development of the individual/groups and community at large

Learning Outcomes:

By the end of the course, students will be able to

1. Develop knowledge base and understanding of the contribution of social environment in shaping the individual's –growth, development and personality
2. Understand how social groups develop and maintain identity
3. Develop sensitivity towards one's own biases, stereotypes, motivations in carrying out social work practice
4. Learn to apply knowledge for social work intervention and administration of psychological tests
5. Develop an appreciation of the critical/radical perspectives in the above and locate such knowledge within a social justice and human rights framework
6. Learn to apply concepts and theories of psychology in social work practice.

Detailed Course Contents

Unit No.	Contents
1.	**Nature and Scope of Psychology** 1. Relevance of psychology for social workers 2. Schools of Psychology 3. Branches of Psychology 4. Perspectives in Psychology- Psychodynamic and Gestalt 5. Social Psychology- social influence on behaviour, group dynamics and cultural aspect
2.	**Individual in a socio-cultural environment and Human Behaviour** 1. Concept of human behaviour 2. Factors affecting human behaviour – Heredity, Environment 3. Basic psychological processes (concept and applications) - motivation, emotion, cognition, intelligence and learning 4. Perception, Attitudes Formation, Change and Measurement 5. Prejudice, Biases, Stereotyping, communication, social media and propaganda
3.	**Human Growth and Personality Development** 1. Human Growth and Development: Life span perspective 2. Dimensions of Growth and Development 3. Theories of Human Development: Maslow, Freud's Psycho- Analytical Theory and Erickson's Psycho-Social Theory 4. Processes of Adaptation and Adjustment-Concept of conflict, frustration, Stress Management, and Defense mechanisms 5. Nature and types of human problems and intervention

Pedagogy;

Classroom teaching and lecture, role plays, case study sharing, motivational clips, discussion, debates, group activities, scenarios presentation, poster presentation.

Readings

1. Colman, James C. & Broen William E. (1972). ' Abnormal Psychology and Modern life', India : D. B.

2. Gardner, Murphy (1964). 'An Introduction to Psychology', Calcutta: Oxford and IBH Publishing Co.

3. Hurlock, Elizabeth (1976). 'Personality Development', New Delhi:Tata McGraw Hill Publishing Co. Ltd.

4. Khalakdina M, (2008). 'Human Development in the Indian Context: A Socio Cultural Focus'. New Delhi: Sage Publications.

5. Khalakdina M,(2011). 'Human Development in the Indian Context: A Socio Cultural Focus'. New Delhi: Sage Publications.

6. Kuppuswamy (1980). 'An Introduction to Social Psychology'. Bombay: Media Promoters and Publishers Pvt Ltd.

7. Mangal, S. K. (2007). ' General Psychology', New Delhi : Sterling Publisher Pvt. Ltd.

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10. Rajuskar, C. & Pote. P. (2022). 'social environment and relapse', Walnut Publication

11. Laldas, D. K., (2022). 'Social Work Intervention',Jaipur: Rawat Publications.

12. Cramer P., (1991). 'The development of defense mechanism', Springer New York.

13. Ahuja Ram, (2021) Social problems in India, Jaipur, Rawat Publications

14. Pandey, V. C., (2005). 'Intelligence and Motivation', Delhi: Isha Books.

15. Vurpillot, E., Wilding, J. M., White, P. A., Power, R. P., Hausfeld, S., Gorta, A. (2017). Perception: From Sense to Object. United Kingdom: Routledge.

16. Eysenck, M. (2014). Fundamentals of Psychology. United Kingdom: Taylor & Francis.

17. American Psychiatric Association. (2013). 'Diagnostic and statistical manual of mental disorders'.Washington DC

18. American Psychological Association. (2002). Ethical principles of psychologists and code of

conduct.American Psychologist, 57, 1060-1073.

19. Anderson-Fye, E. (2009). Cross-cultural issues in body image among children and adolescents. In L. Smolak & JK Thompson (eds) Body image, eating disorders and obesity in youth.: Assessment, prevention and treatment(2nd ed, pp 113-133).

20. Aramide, K.O. & Adebisi, K.S. (2010). Perspectives in Psychology: Behavioural Context. Ibadan: Kenny Publishers.

21. Myers, D. G. (2013). Social psychology 11th ed.. New York: McGraw-Hill.

Marathi Readings

1. बोरुडे, रा. र. (२०१३). 'वैकासिकमानसशास्त्र', पुणे: पुणेविद्यार्थीगृहप्रकाशन.

2. पंडित, र. वि. (२०१०). 'मानसशास्त्राचीमूलतत्त्वे',नागपूर: विद्याप्रकाशन.

3. पोतदार, र.(२००६). 'प्रायोगिकमानसशास्त्र', नागपूर: गुणवंतमोहाडीकरअंशुलपब्लिकेशन.

4. इनामदार, मु. कृ., गाडेकर, के. ना., पाटीलअ. म. (२००६). 'आधुनिकसामान्यमानसशास्त्र', पुणे: डायमंडपब्लिकेशन.

5. देशपांडे, स., परुळेकरअ.(२००६),पुणे: सामान्यमानसशास्त्र.

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Journals to refer

1. Psychology in Developing Societies Sage
2. Journal of Cross cultural Psychology
3. Culture and Psychology Sage
4. Indian Journal of Social Psychiatry
5. Indian Journal of Community Psychology

Online resources / web links to refer

1. http://www.apa.org
2. http://propaganda.mediaeducationlab.com/learn/
3. http://www.anthropology-news.org/index.php/2018/04/09/a-theory-of-propaganda-for-the social-media-age/
4. http://www.understandingprejudice.org/

OE 03: Political Science and Economics for Social Work

Name of the Programme	Master of Social Work
Semester	I
Course Code	OE 03
Course Title	Political Science and Economics for Social Work
Credits	02

Course Description and Rationale: the course is designed to develop better understanding among the social work students regarding basics concepts of economics and political science. The course will lead the critical analytical thinking among students on different situation at grassroot level.The conceptual understanding of this course will enable students to critically analyse the economic situation of the family in particular and community in general. This course will also help understand the decision-making process and power dynamic which exist at different levels and effecting on economic and political system.

Learner's objective:

1. To understand the economy and political system in India
2. To understand basic concepts in economics and economic development
3. To understand the power structure, power dynamics, democracy and constitutional provisions

Outcome:

1. Students will develop comprehensive understanding of application of concepts of economics and political science in social work profession.
2. Students will able to develop sensitivity towards contemporary economics and political issues for effective social work intervention.
3. Students will develop some insights to understand the economic and political situation of communities and families

Unit No.	Contents
1.	**Political system and power** 1. Concept and Sources of power at local, National and International level & its relevance to social work. 2. Political systems and ideologies :Democracy, totalitarianism, dictatorship,

	theocracy and monarchy 3. Concept of state: Understanding of legislature, executive, judiciary and media 4. Indian Constitution: Directive principles, fundamental rights and duties 5. Understanding democracy in the context of gender, caste, class and secularism
2.	**Economic systems** 1. Understanding basic Economic concepts: Demand, supply, resources, production, distribution, consumption, capital, 2. Public finance and budgeting - funding for social programs, budget cycle and decision making, fiscal policy and its social implications 3. Contemporary economic systems: Capitalists, Free market economy, socialist economy welfare economy, Mixed economy 4. Areas of Economic development in India and challenges: Agriculture, Industry and service sector
3.	**Economic Development in India** 1. Concept and meaning of economic development 2. Determents of economic development (National income, GDP, PCI, improvement in living standard) 3. Concept of planned development and central planning, (NITI Ayog), Overview of five-year plan and economic development 4. Changing nature of Indian economy after LPG, SAP, and SEZ

References:

1. Agrawal A.N. Lal Kundan Economics and Development and Planning New Delhi: 1989 Vikas Publishing House private limited.
2. Augushine, John S. (ed.) Strategies for Third World Development. New Delhi: 1989 Sage Publications.
3. S. Chakraborthy Bimal 1996 The United Nations and the Third World , New Delhi: Tata McGraw Hill Publishing Company Limited.
4. Descrochers John 1977 Methods of social Analysis, Bangalore: Centre for Social Action
5. Elsenhans, Hartmut 1991 Development and Under development; The History Economics and Politics of North South Relations. New Delhi: Sage publication.
6. Nagardra, S.P. 1994 Development and Change: New Delhi: Concept Publishing Company.
7. Nana Poku Lloyd Rebuilds up the Third world: London: Macmillan Press Pettiford (ed.) 1998 Limited.
8. Rao D. Bhaskar 1998 World Summit for Social Development. New Delhi: Discovery Publications
9. Rao, V. Lakshmana 1994 Essays on Indian Economy, New Delhi: Ashish Publishing House 8/81 Punjabi Bagh.
10. Reddy, D.V. 1994 Development and New International Economic Order. New Delhi: Deep and

Deep publications.

11. Rugman Alan 2000 The end of Globalization, London: Random House. Seltz, John L. 1990 The Political of Development, Bombay: Popular Prakashan. Sharma S.L (ed.) 1986 Development: Socio Cultural Dimensions. Rawat Publication.

12. Sing C. Chew, Robert The under development of Development, New Delhi: A. Denemark (ed.) 1996 Sage publications.

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17. Bhattacharya Mohit, 1999, Restructing Public Administration: Essays in Rehabilitation, Jawahar Publishers & Distributors, New Delhi.

18. Arora Ramesh K. (ed)., 2001, Management in Government: Concerns and Priorities, Aalekha Publishers, Jaipur.

19. Arora Ramesh K. (ed), 2004, Public Administration: Fresh Perspectives, Aalekha Publishers, Jaipur.

20. Siva Subrahmanyam K.& R.C. Chowdhury, 2002, Functional and Financial Devolution on Panchayats in India, NIRD, Hyderabad.

21. Sivarama Krishna K.C., 2003, Power to the People : The Politics and Progress of Decentralisation, Konark Publishers, , New Delhi.

22. Vayunandan E. and Dolly Mathew (ed), 2003, Good Governance: Initiatives in India, Prentice Hall of India Private Limited, New Delhi.

23. The Constitution (Seventy Fourth Amendment) Act, 1992, Government of India, New Delhi.

24. The Constitution (Seventy Third Amendment) Act, 1992. Government of India, New Delhi. Prasad, Nageshwar, 1984, Decentralisation in Historical Perspective, Gandhian Institute of Studies, Varanasi.

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26. Foundation course in Humanities and Social Sciences study material, IGNOU, School of Humanities and Social Sciences, New Delhi, 199

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30. झमारेजी. एन. डॉ.(2016),भारतीयअर्थव्यवस्था,विंपळापुरेअँडकंपनीपब्लिशर्स,नागपूर

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32. लोटेज.श. (जून 2012),राजकीयसिद्धान्तआणिराजकीयविचारवंत,विंपळापुरेअँडकंपनीपब्लिशर्स,नागपूर

33. भणगेर.या.डॉ.(2012),भारतातीलस्थानिकस्वराज्यसंस्था,प्रशांतपब्लिकेशन,जळगाव

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35. देशमुखअलका(2014)भारतीयलोकशाहीप्रक्रिया,साईनाथप्रकाशन. नागपूर
36. ढमढेरेएस.व्ही.(2015),आर्थिकविकासआणिनियोजन,डायमंडपब्लिकेशन,पुणे
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38. जोशीवसुधा (2015),विकासाचेअर्थशास्त्रवकृषी,के.सागरपब्लिकेशन,पुणे
39. अर्थशास्त्रइयत्ता 11वी,महाराष्ट्रराज्यमाध्यमिकवउच्चमाध्यमिकशिक्षणमंडळ,पुणे
40. बिराजदारशैलाटी. ,बिराजदारविश्वजितटी (2014) भारतीयअर्थव्यवस्था,अथर्वपब्लिकेशन

Journals

1. Monthly commentary Indian Institute of public opinion, New Delhi.
2. Economic and Political weekly. EPW Research Foundations, Mumbai.
3. Journal of Indian School of Political Economy: Indian school of political economic Pune.

OE-04 Universal Human Rights and Indian Constitution

Name of the Programme	Master of Social Work
Semester	II
Course Code	OE-04
Course Title	Universal Human Rights and Indian Constitution
Credits	2

Learner Objectives:

1. Develop a conceptual understanding about Human Rights, and its historical evolution and current context.
2. Developing understanding about the international and national mechanisms and instruments to protect human rights.
3. Develop comprehensive understanding about the Indian Constitution and its relevance in protection of human rights
4. Develop perspectives for intervention using constitutional framework

Learning Outcome:

1. Students will understand the fundamentals of human rights and various types of human rights violation.
2. Students will develop comprehensive understanding the relevance of the Indian constitution in protection of human rights
3. Students will explore the role of professional social workers in protection of human rights

Unit No.	Contents
1.	**Introduction to Human Rights (Global and National Context)** 1. Human Rights: Concept, Meaning, Nature and scope. 2. Historical Evolution of Human rights 3. UN Declaration of Human Rights and International Court of Justice 4. Mechanisms for protection of human rights- CEDAW, Convention against Racial Discrimination, The UNHRC and Process of Universal Periodic Review (UPR) and Special Rapporteur System 5. Types and causes of Human Rights Violation
2.	**Indian Constitution and Human rights protection -** 1. Understanding Indian Constitution and its silent features

	2. The Protection of Human Rights Act, 1993
	3. Structure and Functions of Human Rights Commission – National and State level
	4. Other Commissions and mechanisms in India -Women, Children, SCs, STs, PWDs, etc.
	5. India's status and reports on Human Rights
3.	**Social Work Response in Human Rights protection** 1. Social work response to Human rights: Context and Need 2. Developing perspectives and skills for human rights intervention 3. Contribution of non-governmental organisations in protection of human rights 4. Social work professionals Response to the Indian Constitution 5. Networking with government, Non-government organisation and civil society for protection of human rights

References:

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2. Galanter, Marc (1997) Law and Society in modern India Delhi: Oxford University Press.

3. Singh K.J. (1995) Distributive Justice in India New Delhi: Reliance Publishing House.

4. Dev, A., I.A. Dev and S. Das (eds) (1996) Human Rights: A source book New Delhi: NCERT.

5. Ravindran, D.J. (1998) Human Rights Praxis: A resource book for study, action and

reflection. Bangkok: Asian Forum for Human Rights and Development

6. United Nations, (1997) Manual on Human Rights Reporting Geneva: United Nations.

7. Mahajan, Gurpreet (1998a) Democracy, Difference and Social Justice Delhi: OUP

8. Mahajan, Gurpreet (1998b) Identities and Rights: Aspects of liberal democracy in India Delhi: Oxford University Press.

9. Anderson, M.R. and S. Guha (eds) (1998) Changing Concepts of Rights and Justice in South Asia Delhi: Oxford University Press.

10. Ingram, D. (2000) Group Rights: Reconciling equality and difference Kansas: University Press.

11. Rao, Anuradha (1999) Public Interest Litigation: A tool for social action and public accountability Bangalore: Public Affairs Centre.

12. Just World Trust (1996) Human Wrongs: Reflections on Western global dominance and its impact upon human rights. Pune: JUST.

13. Sheth, D.L. and G. Mahajan (1999) Minority Identities and the Nation State Delhi: OUP

14. Bhatt, Anil (1989) Development and Social Justice New Delhi: Sage Publications.

15. Sniderman, P.M. et al (1996) The Clash of Rights: Liberty, equality and legitimacy in pluralist

democracy New Haven: Yale University Press.

16. Samuel, John (ed), (2000) Social Action: An Indian panorama New Delhi: VANI.

17. Pandit, Vivek (2000) Fearless Minds Pune: NCAS.

18. Ray, Raka (1999) Fields of protests: Women's movements in India New Delhi: Kali for omen.

19. Mohanty, M., P.N. Mukherji and O. Tornquist (eds) 1998. People's Rights: Social

movements and the state in the Third World. New Delhi: Sage Publications.

MSW 05- Social Work Method for Community Organization and Development

Name of the Programme	Master of Social Work
Semester	II
Course Code	MSW 05
Course Title	Social Work Method for Community Organization and Development
Credits	2

Course description:

This course is a social work methods course on community practice. It endeavours to enable the learners to acknowledge the significance of the community as a context as also an important means for social transformation and change. In the realm of developing societies in India, the imperative of preparing social work students to assume proactive macro practice-oriented roles is only too evident, given the magnitude of needs, problems, deprivations and challenges confronted by large constituencies of people located on the margins. This course explains them the distinctions of the "community" in which they are required to work, as also the concept, value base, theories, approaches, models and skills associated with this integral macro practice domain. By focussing on the challenges confronted by community practitioners in engaging communities placed within the contemporary globalised and multi-cultural context, this course emerges as a foundation for acquiring core knowledge and critical skills/competencies associated with community organising.

Learners Objectives

1. Develop understanding regarding community organization as a method of social work

2. Understand the critical elements of community organization practice

3. Enhance the understanding of the roles and skills of community organizer in working with communities

4. Enhance critical understanding of the models and strategies for community organization

5. Develop perspective and skills for participatory processes in the community and civil society

Learning Outcomes

Students will be able to:

1. Comprehend the range of practice perspectives related to community work in the contemporary context.

2. Apply knowledge and skills related to community understanding, assessment, organizing, planning, development and progressive social change.

3. Carry out process of PLA and community profile.

4. Critically analyze the practice interventions locating their ideological standpoints.

Unit No.	Contents
Unit-1	**Understanding the Community** 1. Concept, definition, characteristics, types and functions of the Community, 2. Understanding community as the client system 3. Location of community work in social work practice. 4. Understanding Gender, Class and Caste as axis of inequality within the community and in the society. 5. Understanding Human Rights issues and mechanism in Community Organization Practice.
Unit- 2	**Understanding Community Organization as a method of Social Work** 1. Understanding Community Organization as a method of social work (concept, nature and scope) 2. Historical Development of Community Organization Practice 3. Values, Ethics and Principles of Community Organization Practice 4. Process and Models of Community Organization. 5. Community Organization and Community Development
Unit 3	**Practice of Community Organization** 1. Community Participation- concept and importance 2. Tools and techniques for Community intervention: Community profiling, Participatory Rural Appraisal (PRA), leadership, participatory planning, monitoring and evaluation, networking. 3. Recording and documentation 4. Roles and Skills of Community Organizer 5. Community organization as a para-political process.

Bibliography:WorkingwithCommunity:CommunityOrganizationandSocialAc tionReferenceList:EssentialReadings

1. ChambersRobert(2005)IdeasforDevelopment,EarthScan,London

2. CoxFred(1987),Communityorganization,Michigan:F.E.PeacockPublishers

3. Dhama, O. P & Bhatnager, O.P. (1994) Education and Communication for Development New Delhi :Oxford&IBG Pub.Co.Pvt.Ltd.

4. DunhamArthur(1962)CommunityWelfareOrganization:PrinciplesandPractice,NewYork:ThomasCrowell

5. Friedlander,W.A.(1978)ConceptsandMethodsinSocialWork,EaglewoodCliffs,NewDelhi:BenticeHallInternationalInc.

6. Gangrade,K.D(1971)CommunityOrganizationinIndia,Mumbai:popularPrakashan

7. IIED(1998)PLANotes31:ParticipatoryMonitoringandEvaluation,InternationalInstituteofEducationandDevelopment

8. Indu Prakash (1994) Disaster Management: Societal Vulnerability to Natural Calamities, New Delhi :RashtraPrahariPrakashan

9. Joseph, Sheeba: Dash, Bishnu (2013) Community Organization in Social Work, Discovery

10. Khinduka,S.K&Coughlin,Bernard(1965)SocialWorkinIndia,NewDelhi:KitabMahal

11. Lakshmipathi Raju,M. (2012) Community Organisation and Social Action: Social Work Methods and Practices, Regal Publication, New Delhi

12. MilsonFred(1973)AnIntroductiontoCommunityWork,Rutledge&KeganPaul,NewDelhi:LondonOXFORD&IBHPublishingCo.Pvt.Ltd,

13. NCAS (2000) Fearless Minds: Rights Based Approach to Organizing and Advocacy, Pune : NationalCenterforAdvocacy

14. PRIA,(1995)ParticipatoryEvaluation:IssuesandConcerns,NewDelhi:PRIA,

15. Ross, Murray & Lappin, Ben (1967) Community Organization; Theory, Principles, and Practice, NewYork:Harper &Row

16. RothmanJack,ErlichJohn&TropmanJohn(1987)'StrategiesofCommunityIntervention'StrategiesforCommunityOrganization,MicroPractice,Michigan:,F.E.PeacockPublishers

17. Rubin H.J. and Rubin I. S.(1992) Community Organizing and Development, Macmillan & Co.

18. Sanoff,Henry(2000)CommunityParticipationMethodsinDesignandPlanning,London:JohnWileyandSons

19. Shrivasta,S.K(1988)SocialMovementsfordevelopment,Allahabad:ChughPublications

20. Siddique, H.Y. (1984) Social Work and Social Action, New Delhi: Harnam Publications.

21. SomeshKumar(2002)MethodsforCommunityParticipation:Acompleteguideforpractitioners,NewDelhi: SagePublication(Vistaar)

22. UNDP(2001)TheMonitoringandEvaluationFramework,UNDP,Toronto:,UniversityofTorontoPress

23. VohraGautam(1990)Alteringstructures:InnovativeExperimentsatthegrassroots,Mumbai:TataInstituteofSocialSciences

24. WarrenRoland(1970)StudyingYourCommunity,NewYork:AFreePress

ReferenceListforSupplementaryReading

1. Agar, Mahlon (1981) New perspectives on Community Development, England (UK: McGraw – HillBookCom

2. Butcher,Hugh&others(1988)CommunityGroupsinAction,London:RutledgeadKeganPaul

3. Dayal,Rekha,ChristineVanWijk,Mukarjee,Niranjana,(1999)SustainabilityPlanningandMonitoringIncommunitywatersupplyandsanitation,WaterandSanitationDepartment,WorldBank,WashingtonD.C.,U.S.A.

4. Eichler,Mike(1980)ConsensusOrganizing,BuildingCommunitiesofMutualSelfInterest,NewYork

5. Hardina, Donna (2000) Analytical Skills for Community Organization Practice, New Jersey : PrenticeHall

6. HaydenRoberts(1979)CommunityDevelopment:LearningandAction

7. Kettner,PandMoroney,Robert(2007)DesigningandManagingPrograms:AnEffectiveness-BasedApproach,UniversityofFlorida

8. Korten,DavidC.(1980)'CommunityOrganizationandRuralDevelopment:ALearningProcessApproach',PublicAdministrationReview,Vol.40,No.5(Sep.-Oct.,1980),pp.480-511

9. Kramerm,Ralph(1975)ReadingsinCommunityOrganizationPractice,NewJersey:PrenticeHallInc.

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11. LeeJudith(2001)TheEmpowermentApproachtoSocialWorkPractice:BuildingTheBelovedCommunity,ColumbiaPress

12. Ray,JohnsandDavid,DeMacarthur,(1951)CommunityOrganizationandAgencyResponsibility,NewYork:AssociationPress,BroadwayPress,

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14. TheCalousteGulbenkianFoundation(1968)CommunityWorkandSocialChange,Longmans,London:Green&Co.Ltd.

15. Yadav C. P. (2007) Encyclopedia of Social Work and Community Organization Vol. 2, Anmol Publication, New Delhi.

16. Vettivel,Surendra(1992)CommunityParticipation:EmpoweringthePoorest:RoleofNGOs,NewDelhi:VetriPublishers

17. Watson,David&Holloway,Richard(1989)ChangingFocus:InvolvingRuralPoorinDevelop

mentPlanning,NewDelhi:OXFORD&IBHPublishing Co.Pvt.Ltd.

RecommendedJournals

1. CommunityDevelopmentJournal:AnAlternativeForum,UK,OxfordUniversityPress.

International Journal of Community and Social Development, Sage Publications

MSW 06 - Social Work Method for Social Action and Advocacy

Name of the Programme	Master of Social Work
Semester	II
Corse Code	MSW-06
Course Title	**Social Work Method for Social Action and Advocacy**
Credits	2

Learning Objectives

1. To appreciate the significance of social action as a method of social work.

2. To develop competencies in using social action and social advocacy concepts for understanding and responding to the critical social reality.

3. To gain an overview of social action and social movements organized worldwide.

4. To develop skills in the use of various strategies and techniques relevant to social action and social advocacy.

Learning Outcomes:

1. Application of theories of social action and social advocacy as method for changing social realities.

2. Develop skills for issue analysis, advocacy, lobbying, direct action and coalition building and apply them in bringing social change.

3. Develop critical consciousness to both academic and practice situations and to engage in ongoing reflection on one's practice

Unit No.	Contents
Unit 1	**Social Action as a method of Social Work** 1. Social Action – Concept, definition, nature, and types. 2. History and Evolution of Social Action as method of social work 3. Theories of Social Action 4. Principles of Social Action 5. Process of Social Action
Unit 2	**Approaches, Perspectives, Strategies and Models of Social Action** 1. Social Action Perspectives & Approaches: Gandhian, Phule, Ambedkar, Feminist Perspectives, Paulo Freire & Saul Alinsky, Non-Violence, Action oriented approach, Radical, Anti-oppressive and Emancipatory social work, Right based and Constitutional / Statutory 2. Strategies for social action: Pressure groups, Civil Society formations; Protest Tactics Process, Digital application in social action 3.Models of social action. 4. Skills and techniques for Social Action 5. Challenges for social action
Unit 3	**Advocacy as a strategy of social change** 1. Advocacy – concept, social context, and importance. 2. Advocacy - objectives, tools, process, types, principles and skills and Challenges 3. Advocacy and social change: A strategy for Socially, economically disadvantaged groups. 4. Strategies of Advocacy: Campaigning, Public Interest Litigation (PIL),

	RTI, Use of media
	5. Role of professional social workers as a activists/socialadvocates

References:

1. Alinsky Saul (1971) Rules for Radicals: A Practice Primer for Realistic Radicals,

Vintage Books

2. Beher A and Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune : NCAS

3. Boon Andrew and Book Andy (1999) Advocacy, USA: Cavendish Publications

4. Khinduka, S. K & Coughlin, Bernard (1965) Social Work in India , New Delhi :

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5. NCAS (2000) Fearless Minds: Rights Based Approach to Organizing and

Advocacy, Pune : National Center for Advocacy

6. Rao, MSA (1979) Social Movements in India, New Delhi: Vol. 1 and 2, Manohar,

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9. Lee Judith (2001) The Empowerment Approach to Social Work Practice: Building The BelovedCommunity, Columbia Press

10. Chowdhry, D. Paul (1992), Introduction to Social Work, Atma Ram & Sons,

Delhi.

11. Davis, Martin (2000), The Blackwell Encyclopedia of Social Work, (eds.)

Blackwell Publishers, Massachusetts, pp. 3 17-3 18.

12. Lees, R. (1972), Politics and Social Work, Routledge and Keegan Paul, London.

13. Mishra, P.D. (1992), Social Work - Philosophy and Methods, Inter India

Publications, New Delhi.

14. Moorthy, M.V. (1966), Social Action, Asia Publishing House, Bombay.

15. Siddiqui, H.Y. (1984), Social Work and Social Action (ed.), Hamam Publications.

16. Singh, Surender (1986), Social Action in Horizons of Social Work (ed). By

Surerlder Singh & K.S. Soodan. OD. cit. D. 161.

Recommended Journals

Social Action, A Quarterly Review of Social Trends and

Social Action Trust, DelhiSeminar, New Delhi

MSW 07 Development Communication

Name of the Programme	Master of social Work
Semester	II
Course Code	MSW 07
Course Title	Development Communication
Credits	02

Learner Objectives:
1. Understand the need and scope of communication in various fields of social work Practices.
2. Understanding the importance ofInformation Communication & Technology[ICT] in Social Work.
3. Develop the skills in Communication as transmission.
4. Understand the need of Communication Services for community development.

Learner Outcomes:
1. Learn to describe communication support in the context of Community development.
2. The steps in communication planning will be identified and clarified.
3. The utility of ICT for empowerment of vulnerable constituencies will be realized.
4. Will learn the practical use of communication media.

Unit No.	Contents
Unit-1	**Introduction to Communication for Development** 1. Definition, concept, meaning, objectives, characteristics, and functions of Communication. 2. Need of communication in development 3. Levels and types of communication in social work [Formal and informal, Interpersonal, Group, Mass] 4. Problems in communication [Communicator related, Receiver related, Channel related, Environment related] 5. Models of Communication and Theories of Mass Communication
Unit -2	**Communication for Development – approaches, strategies and techniques** 1. Concept, scope of development communication and Participatory Communication 2. Behavior Change Communication and Information Education Communication 3. Information Communication & Technology for Social Work Practice In India a) Understanding the importance of ICT in Social Work. b) Technology for Change: Legislations, Policies, and Program in India. c) ICT for empowerment of vulnerable constituencies ICT and Social Work Practice: Skills and Case Studies

	4. Concept and various types of Mass media. Role of Mass media: audio, visual, Print media in developing societies. Role of alternative media and its importance.
	5. Use of Communication Media in Practice
	-Visual Media
	1. Types : Posters, Charts, Photos, Bulletin Board, Transparencies, Power Point Slides, Graphs
	2. Steps for making and presenting visual media
	3. Skills in developing visual media
	-Audio – Visual & Mass Media
	1. Using Audio – Visual and Mass Media (Films/Film Clips/Video and Slogans) in advocacy, mobilization and campaigns
	2. Alternate Media – Street Theatre, Folk Media, Social Songs
	   Multimedia – Web technology, Social Networks and Blogs, Digital
	   technology to communicate with an audience.

Unit -3	**Communication Planning**
	1. Need of planning for effective communication
	2. Steps in communication planning [Communication Strategy Development]
	3. Principles of Communication Planning
	4. Communication Management Planning [The communication planner and roles]
	5. Communication skills for social workers
	   -Verbal skills– presentations at seminars/conferences, public speaking
	   -Writing skills: News briefs, news release, field based feature stories,
	     letters to the editor
	   -Interface with the media – Press conferences, Radio/TV interviews,
	    and bytes, conceiving ideas and scripts for productions on social
	    issues.
	- Rethinking Communication: Communication as transmission, Communicationas representation, Communication as cultural reproduction. (The students can be asked to Prepare seminar, posters on this unit.)

Recommended Readings:

1. Andal, N. (1998) Communication Theories, and Models, Mumbai: Himalaya Publishing House.
2. Fossard Estade (2005) Writing and Producing Radio Drama, Delhi: Sage Publication.
3. Jain Rashmi (2003) Communicating Rural Development (Strategies and Alternatives), Jaipur: Rawat Publication.
4. Kuppuswamy B. (1976) Communication and Social Development in India, New Delhi: Sterling Publishers.
5. Melkote, Srinivas (2nd edition 2003) Communication for Development in the Third World, New Delhi: Sage Publications.
6. Menon, Mridula, Gandhi, Ved Prakash (1997) Media and Communications- Vol. I. (New Information Order): New Delhi: Kanishka Publishers/Distributors.
7. Mody, Bella (1991) Designing Messages for Development Communication, New Delhi : Sage Publication.
8. Nair, K. S., White, Shirley (1993) Perspectives on Developmental Communication,

New Delhi   : Sage Publication.

9. Narula, Uma (2006) Handbook of Communication Models, New Delhi : Atlantic Publishers and Distributors

10. Narula, Uma (revised edition 1999) Development Communication: Theory and Practice, New Delhi: Har-Anand Publication Pvt. Ltd.

11. Singhal, Arvind, Rogers, Everett M.: India's Information Revolution, New Delhi: Sage Publication.

12. White, Shirley A. (2nd Ed. 2002) The Art of Facilitating Participation, New Delhi: Sage Publication.

13. Ahuja, Pramila, Ahuja, G. C. (1993) How to listen better, New Delhi: Sterling Publishers Pvt., Ltd.

14. Bettinghous, Erwin P. (1973) Persuasive Communication, New York: Holt, Rinehart and Winston, Inc.

15. Alvia A Goldberg, Carl Lason (1975) Group Communication: Discussion Process and Application, New Jersey: Prentice Hall, Inc, Eaglewood Cliffs.

16. Crispin Cross P. (1974) Interviewing and Communication, Bostan : Routtedge and Kegen Paul

17. Davas, Rustam (1993) Creative Leadership, New Delhi : UBS Publishers

18. Davis, Martin (2002 Ed.) Companion to Social Work, USA: Blackwell Publishers Ltd.

19. 19 Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co.

20. Kumar, Niraj (1998) Management Communication Today, New Delhis: Classical Publishing Company

21. Mark, Doel and Shardlow, Steven M. (2005) Modern Social Work Practice, England: Ashgate   Publishing Ltd.

22. 22 Mishra, Vijaya (1991) Communication Dynamics, Aurangabad: Kirti Prakashan.

23. Thompson, Neil (2002- 2nd Ed.) People Skills , New York : Palgrave Mcmillan

24. Rapidex-Self Letter Drafting Course, Instant Letter Producer (1998) Delhi: Pustak Mahal.

25. Rathnaswamy P (1995) Communication Management, New Delhi : Deep and Deep Publications

26. Thill, John Bovie, Courtland (19932nd Ed.): Excellence in Business Communication, New York : McCraw

27. Kumar, K: Mass Communication in India. (Jai Publishing House. Mumbai 1981)

28. Gandhi, V.P: Media and Communication Today, Vol.1, 2 and 3 (Kanishka Publishers.New Delhi.1995)

29. Melkote, Srinivas R.: Communication for development in the Third World (Sage.Delhi 1991.)

30. Goffman Erwing: Gender Advertisements (Macmillan. 1979)

31. Mody, Bella: Designing Messages for Development Communication. (Sage. New

32. Delhi 1991)

33. Fossard, Esta (2005) Communication Modernization and Social Development Vol 2, Sage Publication, Delhi.

34. Hartmann, Paul (1989) Village Life: An Indian Study, Sage Publication, Delhi.

35. Kumar, Keval (1995) Perspectives on Development Communication, Himalaya Publishing House, Bombay.

36. Mahadevan, K. (ed) (2002) Media Education Policy, Communication & Public Policy, B.R. Publication, Delhi.

37. Nair, Sadanandan K. / White, Shirley A. (1993) Mass Media and Development Communication, Sage Publication, Delhi.

38. Singh, L. B. / Sahay, B. N. (1972) Communication, Behaviour, and Social Change, Bookhive, Delhi.

39. White, Shirley A. (1999) Writing and Producing Radio Dramas, Sage Publication, Delhi.

40. White, Shirley A. (2003) The Art of Facilitating Participation, Sage Publication, Delhi.

Name of the Programme	Master of Social Work
Semester	II
Course Code	MSW-08
Course Title	SKILL LAB FOR SOCIAL WORK PRACTICE (TRAINING ON ESSENTIAL LIFE SKILLS)
Credits	02

MSW 08: SKILL LAB FOR SOCIAL WORK PRACTICE (TRAINING ON ESSENTIAL LIFE SKILLS)

Course Description/Rationale:

The course skill lab for social work practice especially focusing on Life Skills aims at inculcating in the students both personal and professional skills in the areas of: understanding of the self and others, interpersonal skills, high-performance teams, leadership potential, communication and presentation skills, techniques of problem-solving, decision-making, fostering creativity, the innovation for personal and professional excellence, stress management, time management and conflict management, and the inculcation of human values at postgraduate level. The course requires active participation of the students and the faculty as Facilitator, Mentor, and Trainer. For this purpose, various activities have been incorporated into the courses, such as — oral presentations, impromptu (extempore) speaking, quizzes, debates, case studies, creative thinking, team-building exercises, field visits, projects, and psychometric analysis. We believe that for a professional to succeed in today's complex environment, he or she has to demonstrate mastery in all the relevant areas as mentioned in the course.

Course Objectives:

1. To enhance the ability to be fully self-aware by overcoming all fears and insecurities and grow fully from inside-out and outside-in.
2. To increase self-knowledge and awareness of emotional competency and emotional intelligence at the place of study/work.
3. To provide the opportunity for realizing self-potential through practical experience.
4. To develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others.
5. To set appropriate goals, manage stress and time effectively.
6. To manage competency —mix at all levels for achieving excellence.

Learning Outcomes:

By the end of the course, students will be able to

1. Understand personal and professional attributes
2. Understand and use of life skills
3. Aim for a High Sense of Social Competency

Detailed Course Content

Module No.	Skill Set	Methods	Pedagogy
		The following major areas of activities may be taken under skill laboratory for the students to orient, enhance, and practice and application of skills.	
1	Decision-making, time management, and problem-solving skills	1. Role Plays 2. Use of motivational songs and other interactive visual media 3. 3. Discussions on case studies 4. 4. Preparation for street plays including script writing/street theatre 5. Simulation exercises 6. Films screening 7. Posters and slogans making 8. Story telling 9. Practice of counseling techniques 10. Practice of participative techniques 11. Theme based workshops and sessions 12. Workshops for self-development 13. Workshops on communication 14. Method Trainings 15. Group discussions 16. Mock interviews 17. Strategic planning for advocacy	1. Knowledge-focused topics may be learnt through interactive lectures by faculty or guest speakers, audio-visual aids, local creative literature, songs, etc. and individual/ group study and seminar presentations. 2. Attitude-focused topics may be learnt through reflective self-assessment and small group discussions. 3. Skill-based topics may be learnt through experiential methods such as simulations and role plays, through skill workshops/ labs. 4. Field-based topics may be learnt through fieldwork practicum, discussion of video films and case studies, field visits and observations, and inviting field practitioners to class. 5. All the methods need to be
2	Emotional intelligence		
3	Social sensitivity and social intelligence		
4	Recognition of social prejudices and respect for plurality and diversity		
5	Moral integrity, character, and ethical values		

			followed by self-reflection and discussion in small and large groups.

Further Reading:

1. Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin Brown, T. 2012. Change by Design. New York: Harper Business.
2. Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education.
3. Dawkins, E.R. 2016. 52 Weeks of Self Reflection — Your Guided Journal of Self Reflection. Chicago: A B Johnson Publishing.
4. Elkington, J., and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press.
5. Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
6. Kalam, A.P.J. 2003. Ignited Minds: Unleashing the Power within India. New Delhi: Penguin Books India.
7. Kelly, T., and Kelly, D. 2014. Creative Confidence: Unleashing the Creative Potential Within Us All. New Delhi: Harper Collins Publishers India.
8. Kurien, V., and Salve, G. 2012. I Too Had a Dream. New Delhi: Roli Books Private Limited.
9. Livermore, D.A. 2010. Leading with Cultural Intelligence: The New Secret to Success. New York: American Management Association.
10. McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham.
11. O'Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good. New York: Harper Collins Publishers.
12. Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin.
13. Sternberg, R.J., and Baltes P.B. (Eds.). 2004. International Handbook of Intelligence. Cambridge, UK: Cambridge University Press.

OE 05 Green Social Work

Name of the Programme	MSW
Semester	II
Course Code	OE 05
Course Title	Green Social Work
Credits	2

Course Objectives

1. To understand the principles and practices of Green Social Work in addressing environmental and social issues.

2. To explore the intersection of social work, environmental justice, and sustainability.

3. To develop knowledge, skills, and attitudes to work effectively in environmentally and socially vulnerable communities.

Learning Outcomes

1. Demonstrate understanding of the principles of Green Social Work and its application.
2. Analyze the impact of environmental challenges on vulnerable populations.
3. Design and implement interventions addressing environmental and social justice issues.
4. Advocate for sustainable policies and practices within communities.
5. Collaborate with stakeholders to achieve environmental and social sustainability.

Unit No.	Contents
Unit 1	**Foundations of Green Social Work** 1. **Introduction to Green Social Work -** Definition, scope, and relevance, core principles and values. 2. **Theoretical Frameworks-** Ecological systems theory, Environmental justice and human rights perspectives. 3. **Environmental Ethics and Sustainability-** Concepts of sustainability and intergenerational equity, Ethical considerations in environmental interventions. 4. **Role of Social Workers in Environmental Issues -**Advocacy, policy influence, and community empowerment, Collaboration with environmental agencies and organizations. 5. **Case Studies in Green Social Work** Examples of successful environmental interventions.

Unit 2	**Environmental Challenges and Social Work Interventions**
	1. **Climate Change and Its Social Impact**-Vulnerable populations and climate-induced displacement, Disaster preparedness and recovery.
	2. **Natural Resource Management**-Community-based resource management approaches, Role of social workers in addressing water, soil, and air pollution.
	3. **Urbanization and Environmental Degradation**-Impact of urbanization on marginalized communities, Solutions for sustainable urban development.
	4. **Biodiversity Conservation and Social Work**- Protecting ecosystems and livelihoods, Involvement of local communities in conservation efforts.
	5. **Health and Environmental Linkages-** Environmental health challenges (e.g., air pollution, waste management),Role of social work in promoting public health and well-being.
Unit 3	**Green Social Work Practices and Advocacy**
	1. **Community Engagement and Participation**- Participatory approaches to sustainable development, Role of traditional knowledge in environmental preservation.
	2. **Sustainable Livelihoods and Green Economy** -Promoting eco-friendly income-generating activities, Skill development for green jobs.
	3. **Policy Advocacy and Environmental Justice**- Social workers' role in influencing environmental policies, Strategies for advocacy and policy engagement.
	4. **Disaster Risk Reduction and Management**- Social work practices in disaster-prone areas, Building resilience in vulnerable communities.
	5. **Educational and Awareness Campaigns**-Designing community awareness programs, Role of social work in environmental education.

Recommended Readings :-

1. **Besthorn, F. H., & McMillen, D. P. (2002),**_Eco-Spiritual Social Work: Beyond the Ecological Perspective,_Publisher: Social Work Journal
2. **Bullard, R. D. (2000),**_Dumping in Dixie: Race, Class, and Environmental Quality,_ Publisher: Westview Press
3. **Coates, J. (2003).**_Ecological Social Work: Towards Sustainability,_ Publisher: Fernwood Publishing
4. **Dominelli, L. (2012),**_Green Social Work: From Environmental Crises to_

*Environmental Justice.*Publisher: Polity Press

5. **Global Reporting Initiative (GRI)**https://www.globalreporting.org/

6. *Healy, K. (2011).Social Work Methods and Skills: The Essential Foundations of*

7. **Hoff, M. D., & Rogge, M. E. (1996).** *Social Work, the Environment, and Sustainable Development.*Publisher: Haworth Press

8. **Peeters, J. (2012).** *The Ethics of Social Work and the Environment: Working Toward Sustainability* Publisher: Ashgate Publishing

9. *Practice.*Publisher: Palgrave Macmillan

10. **UNDP Reports and Resources***Sustainable Development Goals (SDGs) and Social Work.*https://sdgs.un.org/

11. **United Nations Environmental Programme (UNEP)**https://www.unep.org/

12. **Van Wormer, K., & Besthorn, F. (2010).** *Human Behavior and the Social Environment, Macro Level: Groups, Communities, and Organizations,* Publisher: Oxford University Press

13. **Weil, M., Reisch, M., & Ohmer, M. (2013).***The Handbook of Community Practice,* Publisher: Sage Publications

Name of the Programme	Master of social Work
Semester	II
Course Code	OE-06
Course Title	Disaster Management and Social Work Intervention
Credits	02

OE-06 Disaster Management and Social Work Intervention

Learner Objectives.

1. Develop a comprehensive understanding about disaster and disaster situations

2. Understand intervention strategies and roles of government, NGOs and Civil Society

   organizations in disaster intervention.

3. Develop understanding about 'social workers' roles for disaster preparedness, mitigation

   relief and rehabilitation

Course Outcome:

6.	 Students will be able to develop comprehensive understanding of disaster and disaster management cycle
7.	Understand role of Govt., civil society organization and school of social work.
8.	Students will be equipped with knowledge and skills for coping with disaster situation
9.	Understand the role of media in disaster management

Unit No.	Contents
Unit 1	**Concepts in Disaster Management** 1. Disasters, Risks, Hazards, Vulnerability, 2. Disaster management Cycle 3. Relief and Rehabilitation in Disaster, 4. Disaster preparedness and disaster mitigation 5. Types of disasters and drought, Floods Cyclone , Tsunami (Tamilnadu,

		Andaman & Nicobar), Earthquakes (Latur, Bhuj), Riots, Industrial Accidents (Union Carbide Plant, Bhopal), Road-Air-Rail Accidents (having mass impact), land slides
Unit 2		**Disaster Responses and Mitigation**
	1.	Prevention and preparedness Disaster response at various stages of disasters: evacuation and rescue, emergency supplies; early warning systems and vulnerability reduction, disaster financing: provisions and procedures.
	2.	Relief Damage and needs assessment. Addressing Specific Needs of Vulnerable Groups, perspectives about vulnerability:
	3.	Rehabilitation and Recovery Planning for rehabilitation and recovery, displacement and resettlement
	4.	Community Participation and capacity building for facing disasters
	5.	Health Intervention in Disaster Situations: Public health issues and planning and management for public health care intervention following disasters
Unit 3		**Social Accountability in Various Stagesof disaster management**
	1.	Role of Media in Disasters
	2.	Partnership between government, NGOs and civil society organizations,
	3.	Role of schools of social work in dealing with disasters
	4.	Disaster and development
	5.	Action oriented approaches in during disaster intervention

Recommended Readings:

1. Dasgupta, Rajdeep Singh S. R. (2008) Disaster Management and Rehabilitation, SBS Pub, Delhi.
2. Diamond (2010) Concepts and Practices in Disaster Management, Diamond, Pune.
3. Diamond (2010) Practical Disaster Management, Diamond, Pune.
4. Diamond (2010) Practical Disaster Management, Diamond, Pune.
5. Ghanekar, V. V. (2007) Disaster Management Act & Management, Development & Education, Pune.
6. Goel, S. L. / Kumar, Ram (2001) Disaster Management, Deep and Deep Publications Pvt Ltd, Delhi.
7. Govt of India (2001) Disaster Management Report, Govt of India, Delhi.
8. Govt of India (2001) Disaster Management Report, Govt of India, Delhi.
9. Govt of India (2006) Manual on Natural Disaster Management in India, Govt of India, Delhi.
10. Govt of India (2006) Manual on Natural Disaster Management in India, Govt of India,

Delhi.

Name of the Programme	Master of Social Work
Semester	II
Course Code	OE-07
Course Title	SCHOOL SOCIAL WORK
Credits	02

at, B. C. (2008) Natural Hazards and Disaster Management, SBS Pub, Delhi.

12. Kumar, Arun (2008) Global Disaster Management, M.D. Publications Pvt Ltd, Delhi.

13. Mishra, Anjali / Singh, Awadhesh (2013) New Dimension of Disaster Management in India: Vol-1, Serials Publication, New Delhi.

14. Mishra, Anjali / Singh, Awadhesh (2013) New Dimension of Disaster Management in India: Vol-2, Serials Publication, New Delhi.

15. Misra, Anish (2011) Recent Approaches on Disaster Management, Random House.

16. Narayan, B. (2008) Disaster Management, Mitta I, Delhi.

17. Padhan, Narendra (2010) Disaster Management (with Case Studies), Surendra Publication, New Delhi.

18. Prakash, Indu (2001) Disaster Management, Rashtra Seva Dal Publication, Aligarh.

19. Prasad, R. B. (2011) State NGOs and Disaster Management, Surendra Publication, New Delhi.

20. Salpekar, Aradhana / Rudra, Tanmay (2010) Capacity Building for Disaster Management, Jnanada Prakashan, New Delhi.

21. Sekar, K. (2005) Psychological Care in Disaster Management, Mental Health, Bangalore.

22. Sinha, Prabhas (2007) Disaster Management Process Law: Process & Strategy, Govt of India, Delhi.

23. Syed, M. H. (2008) Disaster Management, APH, Delhi.

24. Syed, M. H. (2008) Encyclopedia of Disaster Management, Himalaya Publishing House, Mumbai.

25. Syed, M. H. (2008) Encyclopedia of Disaster Management, Himalaya Publishing House, Mumbai.

26. Syed, M. H. (2008) Encyclopedia of Disaster Management, Himalaya Publishing House, Mumbai.

OE-07: SCHOOL SOCIAL WORK

Course Description/Rationale:

The course School social work aims to explore school social work policy and practice emphasizing an ecological approach within the school-family-community context. This course is designed to help prepare students for social work practice in the schools. It furthers the foundation of knowledge in social work policy, practice, research and human

behavior in the social environment. It is imperative that students have had some field practice or work experience in a school or closely related setting. This course will examine a range of practice and policy issues related to the delivery of social work services in school settings. The course also addresses current situations as they relate to practice with school-age children and their families. School social work professional standards, program development and significance receive attention as well. An ecological approach to practice will be emphasized throughout the course.

Course Objectives:

1. Understand the school as a social system and its relationship to the home and general community;

2. Understand the roles and responsibilities of school social workers and the unity and complexity of its interacting tasks and functions within the school system and community.

3. Demonstrate skills in identifying groups of school children for whom social work services are appropriate, including children considered at high risk, gifted children, children with disabilities, abused and neglected children, minority children, and children of different cultures.

4. Identify and apply appropriate social interventions for target groups of students.

5. Understand current legal and social policy issues which impact the school-family-community and school social work practices.

6. Understand several models of social work practice used in the schools and develop a personal model of social work practice in the schools.

7. Demonstrate various techniques for maximizing opportunities for change and providing leadership in school social work practice.

Learning Outcomes:

By the end of the course, students will be able to

1. Understand dimensions of school social work
2. Understand role of school social worker
3. Develop personal model of social work practice in the schools
4. Aim for a High Sense of understanding over school-family-community attachment

Unit No	Content
Unit 1	**Overview and History of School Social Work** 1. Major Events in the History of School Social Work

	2.	School social work; definition and history
	3.	School Social Work Association of America (SSWAA)
	4.	Evidence-based practice and school social work
	5.	Roles and tasks of school social workers and other supportive teams
Unit 2	**The School as a Social Institution and the Development of School Social Work Practice**	
	1.	Ecological Perspective as an Organizing Framework for School Social Work Practice
	2.	Addressing the Achievement Gap in Schools
	3.	Behavioral Problems in schools- classroom behaviour, Bullying/intimidation, Peer Sexual Harassment etc.
	4.	Guidelines for Assessing Potentially Violent Students
	5.	Ethical Dimensions of School Social Work Practice
Unit 3	**Practice Models for School Social Work**	
	1.	Student-Focused Interventions- Cognitive-behavioral (C-B), School Survival Group, Interpersonal Cognitive Problem Solving (ICPS), Multi systemic Therapy (MST), Promoting Alternative Thinking Strategies (PATHS) (Positive Adolescents Choices Training (PACT)
	2.	Strategies for Helping Shy or Withdrawn Students
	3.	Recommendations for Integrating the Grief Process into the School Setting
	4.	School-Based Prevention Programs
	5.	The School Social Worker as Consultant and Team Member

Core Readings:

1. www.sswaa.org
2. https://www.sswaa.org/post/history-of-school-social-work
3. https://uogqueensmcf.com/wp
4. https://doi.org/10.1093/acrefore/9780199975839.013.351
5. https://newprairiepress.org/cgi/viewcontent.cgi?article=1122&context=ijssw
6. https://www.socialworkers.org/Practice/School-Social-Work
7. https://connect.springerpub.com/content/book/978-0-8261-6396-7/part/part01/chapter/ch01
8. https://millersville.tind.io/record/6072/files/Dee%20Stalnecker.pdf

Supplementary Readings

OE – 08: Community Health, Mental Health and Environmental Hygiene

Name of programme	Master of social work
Semester	II
Course code	OE-08
Course Title	Community Health, Mental Health and Environmental Hygiene
Credit	2

Brief Course Description:

The community health and environmental hygiene course centres around individual and community health conditions. The student develops supportive knowledge about various diseases, health indicators and the administration of health programs. The course concentrates on the social worker's role in the health and environmental hygiene sector.

Learner Objectives:

1. To orient the students to the concepts of community health, mental health and environmental hygiene.

2. To equip students for their role as health educators, enablers and counsellors in community health and environmental hygiene.

3. To help students understand the relationship between Health & Environment.

4. To provide information about different Community Health programs and strategies in India.

Learner Outcome:

By the end of the course learning students will be able to,

1. Understand the meaning and concept of health, community health and diseases and preventive health care and public health programs.

2. Develop knowledge about mental health, well-being and mental health care services.

3. Learn the concept, meaning and definition of environmental hygiene and its importance.

4. Understand the role of social worker in health management system.

Unit No.	Contents
Unit - 1	**Community Health** 1. Concept, meaning and definition of health 2. Concept of disease: epidemic diseases, endemic diseases, sporadic diseases 3. Preventive Healthcare: immunizations control of communicable and non communicable diseases, nutrition and food safety, health promotion and Education 4. Healthcare system and primary healthcare services **5.** Public health policy and prorgams: childrden, women, adult and elderly
Unit - 2	**Mental Health** 1. Concept, meaning and definition of mental health 2. Promotion of mental Well-being:Workplace Mental Health 3. Prevention of Mental Illness:Awareness and Education 4. Mental Health Act and Access to mental healthcare Services 5. Rehabilitation and Support Services
Unit - 3	**Environmental Hygiene** 1. Concept, meaning and definition of environmental hygiene: food hygiene, industrial and occupational hygiene, disaster and

		emergency preparedness
	2.	Water supply, sanitation and waste management
	3.	Air quality inidcators and management
	4.	Vector control, housing and urban planning
	5.	Role and challenges of social workers in health management system

Recommended Reading:

1. Bedi, Yash Pal (1979) *Social & Preventive Medicine*, Atma Ram & Sons.

2. Park J. E., Park, K (1977) *Preventive and Social Medicine*, M/s Banarasidas Bhanot.

3. Campbell, Ian D., Ted Lankester, Ali son D. Rader (2000) *Setting up community Health Programme*, New Delhi: VHAI

4. Cassens, Brett J. (1992) *Preventive and Social Medicine*, Malvern Harwal Publishing Company

5. Chalkley, Audrey (1987) *A textbook for the health worker*, Vol. I & II, Delhi: Wiley Eastern Ltd.

6. Das, N. P., Mishra, V. K., Saha, P. K. (2001) *Does Community Access Affect the Use of Health & Family Welfare Services in Rural India*.

7. Dutta, P. K. (1998) *Public Health & Social aspects*, Khanna Publishers

8. Gerald Caplan (1969) *An approach to Community – Mental Health*. London: Tavistock Publications.

9. Goyal, R. S. (1990) *Community Participation in Primary Health Care*. Chandigarh: Arun Publishing House

10. Gracious, Thomas (1994) *AIDS in India: Myth and reality*. New Delhi: Rawat Publications

11. Green, Anderson (1982) *Community Health*. London: The C. V. Mosby Company

12. Hetzel, Basil S. (1978) *Basic health care in developing countries*. New York: Oxford University Press

13. ICSSR (1981) *Health for All: an alternative strategy*. Pune: Indian institute of

education.

14. Kumar R. (1992) *Social & Preventive Health Administration*. New Delhi: Ashish Publishing House

15. L. Ramchandran, T. Dharmalingam (1983) *A Textbook of Health Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

16. Nagpal, Narender (1984) *Primary Health Care*. New Delhi: Trained Nurses Association of India

17. Pati, R. N. (1992) *Health, Environment & Development*. New Delhi: Ashish Publication House

18. Raju D. S. (1963) *Guide to health*. Bombay: Current Technical literature co.

19. Shah, Ghanshyam (1997) *Public Health & Urban Development*. New Delhi: Sage Publications

20. Sinha, A. K.(ed) (1997) *Human Health & Environment*, Vol. I & II. New Delhi: A. P. H. Publishing Corp

21. Werner, David (1994) *Where there is no Doctor*. New Delhi: VHAI

22. WHO (1988) *AIDS Management, Prevention & Control*, Delhi: B. R. Publication corporation

Name of the Programme	Master of social Work
Semester	II
Course Code	OE-09
Course Title	Training and Development
Credits	02

OE-09 Training and Development

Learner Objectives:

1. Understand the need and scope of Training and Development in various fields of social work Practices.

2. Understanding the importance ofTraining & Development in Corporate and Non-profit organizations in Social Work.

3. Developing and designing effective training programs

4. Understand the need of Training and Development for community development.

Learner Outcomes:

1. Understand basic concepts associated with learning process, learning theories, training and development

2. Understand training needs, identification of training needs, training processes, training methods, and evaluation of training

3. Emerging trends in training and development; and

4. Relevance and usefulness of training expertise in the organizational work environment.

Unit No.	Contents
Unit - 1	**Introduction to Training for Development** 1. Training: meaning, definition, principles, importance of training, aims 2. Steps in training: formulation of program, designing policy, training for different employees 3. Training methods On the job: Vestibule training, Training by experienced workman, Training by supervisor, Demonstrations and examples,

	Simulation,
	Apprenticeship
	Off the job: lectures, seminar or conference method, team discussion,
	4. case studies, role play, programmed instruction, T- group training,
	5. Technology in training: instructor led online courses and use of audio visual aids
	Paced courses: Blended learning, Corporate training, Online training platforms, social and micro learning
	Ramification in learning: training evaluation and re-training
Unit -2	**Developmental Approaches, Strategies and Techniques**
	1. Development: meaning, definition, principles, stages, need and objectives
	2. Approaches: assessment, intervention, advocacy
	3. Strategies for development
	4. Skills, tools and techniques for development
	5. Role of social worker in developmental programs and in evaluation
Unit -3	**Training & Development in Corporate and Non-profit organizations**
	1. Training of Human Resource: Meaning of learning, training and development, identification of training needs, types and methods of training- e-learning
	2. Importance of training and development activities in the corporate and NGO/ Non-profit organizations,
	3. Role of motivation in training of trainers and trainees, training evaluation. Recent trends in Employees training programme.
	4. Developing and designing effective training programs, skills of effective trainer. Evaluation of training and measurement of training effectiveness.
	5. Identification & assessment of training needs, importance, recent trends in executive/ management development / training programs

Recommended Readings:

1. American Society for Training and Development. (1976). *Training and development handbook: A guide to human resource development* (2nd ed.). New York: McGraw-Hill.

2. American Society for Training and Development. (1982). *Compensation in human resource development*. Baltimore: ASTD Publishing Services.

3. Anderson. R.E. & Kasi, E.S. (1982). *The costs and financing of adult education and*

training. Lexington, MA: Lexington Books.

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5. Baird, L., Schneier, C.E., & Laird, D. (1983). *The training and development sourcebook*. Amherst, MA: Human Resource Development Press.

6. Babbie, E. R. (1985). *The practice of social research* (4th ed.). Belmont, CA: Wadsworth.

7. Bell, C. & Margolis, F. (1982). *A presenter's guide to conferences*. Baltimore: ASTD Publishing Services.

8. Bellman, G. (1990). *The consultant's calling: Bringing who you are to what you do*. New York: Jossey-Bass.

9. Bellman, G. (1992). *Getting things done when you are not in charge*. New York: Berrett-Koehler.

10. Benne, K. D. & Sheats, P. (1948). Functional roles of group members. *The Journal of Social Science*. Spring, 41-49.

11. Blake. R. (1984). *Synergogy*. San Francisco: Jossey-Bass.

12. Blake, R. & Mouton, J. S. (1978). *The new managerial grid*. Houston: Gulf.

13. Blake, R. & Mouton, J. S. (1982). How to choose a leadership style. *Training and Development Journal* 36(2), 39-46.

14. Blank. W. E. (1983). *Handbook for developing competency-based training programs*. Englewood Cliffs, NJ: Prentice-Hall.

15. Block, P. (1981). *Flawless consulting*. Austin, TX: Learning Concepts.

16. Bridges, W. (1994). *Job shift*. New York: Addison-Wesley.

17. Brookfield, S. (1986). *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass.

18. Burrus, Daniel & Gittines, Roger. (1994). *Technotrends: 24 Technologies that will revolutionize our lives*. New York: HarperCollins.

19. Camp. R.R., Blanchard. P.N., & Huszczo, G.E. (1986). *Toward a more organizationally effective training strategy and practice*. Englewood Cliffs, NJ: Prentice-Hall.

20. Carnevale, A. (1983). *Human capital: A high-yield corporate investment*. Baltimore: ASTD Publishing Services.

21. Carr, David & Johansson, Henry. (1994). *Best practices in reengineering: What works and what doesn't in the reengineering process*. New York: McGraw-Hill.

22. Chalofsky, N., & Lincoln, C. I. (1983). *Up the HRD ladder*. Reading, MA: Addison-Wesley.

23. Champy, James. (1994). *Reengineering management: The mandate for new leadership*. New York: HarperCollins.

24. Covey, Steven C. et al. (1994). *First things first*. New York: Simon & Schuster.

25. Craig. R. L. (ed.). (1987). *Training and development handbook* (2nd ed.). New York: McGraw-Hill.

26. Cross. K. P. (1976). *Accent on learning*. San Francisco: Jossey-Bass.

27. Cross. K. P. (1979). *Lifelong learning: Purposes and priorities*. Long Beach, CA: Council for the Advancement of Experiential Learning.

28. Cross, K. P. (1981). *Adults as learners*. San Francisco: Jossey-Bass.

29. Culbert, S. A., & McDonough, J. (1980). *The invisible war: Pursuing self-interests at work*. New York: Wiley.

30. Daniels. W.R. 1995. *Breakthrough performance*. Mill Valley, CA: ACT Publishing.

31. Davies. I. K. (1980). *Instructional techniques*. New York: McGraw-Hill.

32. Davis, L. N. & McCallon, E. (1974). *Planning, conducting, and evaluating workshops*. Austin, TX: Learning Concepts.

33. Deal, T. E. & Kennedy, R. A. (1982). *Corporate cultures: The rites and rituals of corporate life*. Reading, MA: Addison-Wesley.

34. Desatnick, R. (1980). *The business of human resource management*. New York: Wiley.

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37. Fetteroll, E., Nadler, L., & Nadler, L. (1986). *The trainer's resource: Comprehensive guide to packaged training programs*. Amherst. MA: Human Resource Development Press.

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39. Friedman, P. G., & Yarbrough, E. A. (1985). *Training strategies from start to finish*. Englewood Cliffs, NJ: Prentice-Hall.

40. Galbraith, John Kenneth. (1994). *A short history of financial euphoria*. New York: Penguin

41. Garfield, Charles. (1994). *Second to none: The productive power of putting people first*. New York: Avon

42. Garry, W. (ed.). (1982). *A checklist for technical skills and other training*. Baltimore: ASTD Publishing Services.

43. Gaw, B. (1979). Processing questions: An aid to completing the learning cycle. *1979 annual handbook for group facilitators* (pp. 147-152). La Jolla, CA: University Associates.

44. Gilbert, T.F. (1982). *Human competence*. New York: McGraw-Hill.

45. Goldstein, K. M., & Blackman, S. (1978). *Cognitive style: Five approaches and relevant research*. New York: Wiley.

46. Gray, John. (1992). *Men are from mars-women are from venus*. New York: HarperCollins.

47. Gross, R. (1977). *The lifelong learner*. New York: Simon & Schuster.

48. Guild, P. B. (1983). How to involve learners in your lectures. *Training*, April. 43-45.

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50. Hamel, Gary. & Prahalad, C. K. (1994). *Competing for the future*. Boston: Harvard Business.

51. Hammer, Michael, and Champy, James. (1993). *Reengineering the corporation*. New York: HarperCollins.

52. Harrington, James H. (1994). *Total improvement management: Creating the custom-tailored turnaround*. New York: McGraw-Hill.

OE -10 Corporate Social Responsibility

Name of the Programme	MSW
Semester	II
Course Code	OE 10
Course Title	Corporate Social Responsibility
Credits	2

Objectives

1. To develop an understanding of Corporate Social Responsibility (CSR) and its relevance in modern society.
2. To explore a scientific approach to designing CSR projects that contribute to sustainable development.
3. To gain knowledge of strategies, processes, and tools for effective CSR implementation and impact measurement.
4. To develop knowledge, attitudes, and skills suitable for CSR, Environmental, Social, and Governance (ESG) practices, and social work.

Unit No.	Contents
Unit 1	**Concept, Context, Evolution, and Approaches of CSR in India** 1. **Concept and Evolution**: Historical development of CSR globally and in India, Characteristics, scope, and significance of CSR. 2. **Models and Perspectives on CSR**: Carroll's Pyramid of CSR, Triple Bottom Line (People, Planet, Profit). 3. **Stakeholders in CSR**: Role of internal and external stakeholders in CSR strategies. 4. **Global and Indian Legal Obligations and Reporting**: UNGC, ISO 26000, GRI Guidelines, NVG's Guidelines, Indian CSR Legal Framework rules and regulations The Companies Act, 2013 – CSR provisions and rules, Section 134, 135, CSR compliance, CSR Policy and guidelines for reporting (Boards Report) 5. **Introduction to Sustainability and CSREnvironmental, Social, & Governance (ESG)**: Corporate Governance, Linking CSR with (SDG)sustainability goals, Corporate sustainability reporting frameworks., ESG principles and their overlap with CSR, Emerging Trends in ESG and CSR:, Green financing and sustainable investment,

	Circular economy initiatives., Corporate philanthropy in disaster response and recovery.
Unit 2	**CSR, Social Development, and Global Frameworks** 1. **CSR and Social Development**: Tackling social issues: poverty, health, education, and inequality, Challenges in CSR implementation in diverse communities. 2. **Role of the Corporate Sector**: Human Resources (HR) role in fostering employee engagement in CSR, Social workers and community development professionals as change agents. 3. **United Nations Sustainable Development Goals (SDGs)**:CSR as a driver for achieving SDGs. Case studies linking CSR projects with specific SDGs (e.g., SDG 4: Quality Education, SDG 13: Climate Action). 4. **Current Areas of CSR**: CSR in renewable energy and climate change adaptation, Focus on mental health and well-being initiatives, Promoting gender equality and diversity through CSR., Digital inclusion and technology-driven CSR projects. **Case Studies, Critiques, and Best Practices**: Analysis of successful CSR initiatives (e.g., Tata Group, Infosys, Reliance Foundation), Lessons learned from failed CSR projects.
Unit 3	**Management of CSR Programs** 1. **Skills for CSR Management**: Baseline and need Assessments of CSR projects Planning, implementing, monitoring, and evaluation of CSR activities, 2. **Project Assessment**: Importance of project assessment, preparation and appraisal of CSR projects, Techniques: SWOT Analysis, Cost-Benefit Analysis, and Logical Framework Analysis (LFA)., 3. **Impact Assessment**: Monitoring and Evaluation Tools and techniques for monitoring CSR initiatives (e.g., Key Performance Indicators, Balanced Scorecard).,Approaches to evaluation: Summative, Formative, Participatory Evaluation. 4. **Strategic CSR**: Aligning CSR activities with core business strategies., Impact assessments and metrics for measuring long-term benefits. 5. **ESG Integration in CSR Management**: Incorporating ESG metrics into CSR planning and evaluation, ESG compliance and reporting frameworks (e.g., GRI Standards, SASB, CDP, Importance of ESG in corporate strategy and investment decisions.

Recommended Books and References

1. "Corporate Social Responsibility: A Very Short Introduction" by Jeremy Moon.
2. "Sustainability and Social Responsibility: Regulation and Reporting" by Guler Aras and David Crowther.
3. "ESG and Responsible Institutional Investing Around the World" by Pedro Matos.
4. "Environmental, Social, and Governance (ESG) Investing" by John Hill.
5. "Strategic Corporate Social Responsibility: Stakeholders, Globalization, and Sustainable Value Creation" by David Chandler.
6. "Corporate Social Responsibility: Guidelines for Top Management" by Subhabrata Bobby Banerjee.
7. Evaluation: A Systematic Approach" by Peter H. Rossi, Mark W. Lipsey, and Howard E. Freeman.
8. UN Sustainable Development Goals Knowledge Platform: https://sdgs.un.org/
9. Aa 1000 Stakeholder Engagement Standard 2011
10. Banerjj, Preeta & Shastri Vanita edited (2010) Social Responsibility and Environmental Sustainability in Business: How Organizations Handle Profits and Social Duties. Sage: Delhi
11. Blackburn, The Sustainability Handbook
12. Business Ethics & Corporate Governance, S. Prabakaran, EB
13. Business Ethics and Corporate Governance, C.S.V.Murthy, HPH
14. Corporate Governance and business Ethics by All India Management Association – Excell Books
15. Corporate Social Responsibility in India - Sanjay K Agarwal
16. Corporate Social Responsibility: Concepts and Cases: The Indian - C. V. Baxi, Ajit Prasad
17. CSR India – Ready Reckoner Comprehensive guidelines for CSR Activities by IICA.
18. Farver, Mainstreaming Corporate Sustainability
19. Fernando A.C.: Business Ethics, Pearson Education
20. G4 Sustainability Reporting Guidelines by GRI. Sustainability & Stakeholder Management
21. Growth, Sustainability, and India's Economic Reforms – Srinivasan
22. Handbook for Implementers of ISO 26000, Global Guidance Standard on Social Responsibility.
23. Handbook on Corporate Social Responsibility in India, CII.
24. Kevin Gibson, Ethics and Business: An Introduction (Cambridge Applied Ethics), Cambridge University Press
25. Key Concepts in Corporate Social Responsibility - Suzanne Benn, Dianne Bolton, Sage Publications
26. Luthans Fred, Richard, M. Hodgetts and Kenneth, R. Thompson, Social issues in business, Macmillan, USA
27. Mallin, Christine A., Corporate Governance (Indian Edition), Oxford University Press, New Delhi.
28. Mitra, Nayan & Schmidpeter, Rene. (edited) (2016). Corporate social responsibility in India: cases and developments after the legal mandate. Springer: Switzerland
29. N. Balasubramanyan, Corporate boards and Governance – Sterling publishers
30. Prahalad, C.K. (2010). The fortune at the bottom of the pyramid: eradicating poverty through profits, Revised and updated 5th anniversary edn, Wharton School Pub, Upper Saddle River, N.J
31. R. Edward Freeman on Stakeholder Theory"
32. R.C.Sekhar – Ethical Choices in Business – Response Books, 2002 25. Sharma, J.P.,

Corporate Governance, Business Ethics & CSR, Ane Books Pvt Ltd, New Delhi. 26. The World Guide to CSR - Wayne Visser and Nick Tolhurst 27. Velasquez Manuel G, Business Ethics: Concepts and Cases, Pearson

OE-11 – Women's Issues and Development Initiatives

Name of the Programme	Master of Social Work
Semester	II
Corse Code	OE-11
Course Title	Women's Issues and Development Initiatives
Credits	2

Learning Objectives:

1. Understand basic concepts of Gender and gender perspectives

2. To under issues, and status of women in India

3. To study the needs of women's movement and efforts taken by eminent social activist at global level and national level.

4. To understand women development initiatives of national and international

Learning Outcomes:

1. The students collect academic knowledge on United Nations organizations and its effort for taking steps for gender equality and women's empowerment

2. Students gather knowledge on Women and Development, Women in Development and Gender and Development (WAD, WID and GAD) aspects relating to women development. Along with they know empowerment measures like RMK, STEP, Gender Budgeting, Gender Sensitization etc.

3. The course will enable students to understand different approaches to women development and international interventions. It discusses national machinery for women's development and international agencies for women's development

Unit No.	Contents
Unit 1	**Understanding Gender: Basic Concepts** 1. Difference between Sex and Gender 2. From Gender Binary to Plurality of Genders: Male, Female and Third Gender (LGBTQAI+) 3. Social and Cultural Construction of Gender 4. Differential Gender Norms, Gender roles 5. Notions of Masculinity and Femininity, Sexualities, Androgyny
Unit 2	**Status of Women in India: recent trends** 1. Issues: Education, Health, Employment, financial Inclusion, Crime, Political participation 2. Devaluation of Women's Labour Sexual Harassment at the Workplace, Domestic Violence, Unequal Distribution of resources 3. Gender Inequalities through the Dimensions of Intersectionality – Caste, Class, Religion, – Rural-Urban – Tribal – Dalit – Women from Minority Groups –Elderly Women, Women with Disabilities, Sex workers Challenges faced by Transgender Community 4. Constitutional Rights of women, Hindu, Muslim & Christian personal law, Uniform Civil code 5. Indian Penal Code, provisions related to women. Acts/ Laws on Violence against women, Domestic Violence and Trafficking, Cyber Crime, National / State Human Rights Commission, NCW /SCW, Police & Mahila & Sishu desks; Legal aid cell
Unit 3	**Women's Development: International & National Initiatives** 1. Women's Development and International Interventions: International Women's Decade - Plan of Action-Mexico 1975 - CEDAW - Programme of Action-Copenhagen1980 - Forward Looking strategies-Nairobi 1985 - Platform for Action-Beijing 1995 – MDGs - SDGs. 2. UNFPA, UNICEF, UNIFEM, FORD Foundation, UNDP, OXFAM, UNWOMEN, WID, &WAD and GAD, Its Critiques 3. Five-year planning (6th FYP onwards) & Women's development;

		Important schemes of women (SWCRA, RMK, STEP, Swayam Siddha,). National policy for Empowerment of Women (2001 and 2016)
	4.	**National Machinery for Women's development**: Ministry of Women and Child Development- National Commission for Women, Central Social Welfare Board (CSWD) - National Institute of Public Co-operation and Child Development (NIPCCD), Rashtriya Mahila Kosh (RMK) - State Departments of Women and Child Development- Mahila Samakhya - State Commission for Women, Gender sensitization-concept and programme, gender auditing and gender budgeting

References/ Readings

1.   Bhasin, K. (2006). What is Patriarchy? Kali for Women. New Delhi.

2.   Chakravarty, Uma. (2006). Gendering Caste: Through Feminist Lens. Bhatkal & Sen. New Delhi.

3.   Chopra, R. (ed.). (2006). Reframing Masculinities: Narrating the Supportive Practices of Men. Orient Blackswan. Delhi.

4.   Geetha, V. (2006). Gender. Bhatkal & Sen. Calcutta.

5.   John. M. E. (ed). (2008). Women's Studies in India: A Reader. Penguin India. New Delhi.

6.   Lerner, Gerda (1985). Creation of Patriarchy, Oxford University Press, New York.

7.   Mohanty, M. (ed.). (2004). Class, Caste, Gander. Sage Publications. New Delhi.

8.   Walby, Sylvia. (1986). Patriarchy at Work, University of Minnesota Press, Minneapolis.

9.   Butler, Judith. (1990). Gender Trouble. Routledge. New York.

10.   Butler, Judith. & Joan Scott. (eds.). 1992. Feminists Theorize the Political. Routledge. New York.

11.   Geetha. V. (2007). Patriarchy. Stree Publications. Calcutta.

12.   Gerda Lerner. (1985). Creation of Patriarchy. Oxford University Press. England.

13.   Gunew, Sneja. (1991). A Reader in Feminist Knowledge. Routledge. New York.

14.   Shahrashoub Razavi and Carol Miller, 1995. Conceptual Shifts in the Women and Development Discourse, published by United Nations Research Institute for Social Development and United Nations Development Programme

15.   Jane L. Parpart, M. Patricia Connelly, and V. Eudine Barriteau, 2000. Theoretical Perspectives on Gender and Development (Eds.), published by International Development Research Centre

16.   Gilbert Rist, 2002. The History of Development: From Western Origins to Global Faith, Zed Books.

17.   Damien Kingsbury, 2004. Key Issues in Development, Palgrave Macmillan.

18.   Arjun Sengupta, 2001. Right to Development as a Human Right, Economic and Political Weekly July 7, 2001

19.   Sher Verick, 2011. Women's labour force participation in India: Why is it so low? Published by ILO.

20.   Gender Development Report, 2012. Gender differences in employment and why they matter? World Bank.

Name of the Programme	Master of Social Work
Semester	II
Course Code	RM 02
Course Title	USE OF STATISTICS AND APPLICATION OF COMPUTER FOR RESEARCH
Credits	02

RM-02: USE OF STATISTICS AND APPLICATION OF COMPUTER FOR RESEARCH

Course Description/Rationale:

Social work research is considered both as a method of practice and a process of inquiry helping in practice and supplementing knowledge to the discipline. Therefore, with basic research competency in statistics and computer application is essential for a student of social work. This course deals with basics of statistics, statistical and computer applications. The paper prepares the student to develop skills and competencies in processing of data to prepare useful research reports. The paper helps in developing the requisite skills and competencies to process data with scientific tools and computer applications.

Course Objectives:

1. To understand basics of statistics

2. To understand the role and importance of computers in social work research

3. To introduce various computer applications which are used in social work research and practice

Learning Outcomes:

By the end of the course, students will be able to

1. Understand basics of statistics and statistical operations
2. Develop theoretical perspectives on methods of data analysis
3. Develop competence to undertake social work research and statistical applications
4. Have the requisite skills and competencies to analyze, interpret and present both

      quantitative and qualitative data.

5. Use computer application for social work research

Detailed Course Content

Unit No	Content
Unit 1	Basics of Statistics 1. Statistics- meaning and definition 2. Use of statistics in research 3. Types of statistics – Descriptive and Inferential 4. Measures of central tendency: Arithmetic mean, Median, and Mode 5. Limitations of statistics in social work research
Unit 2	Dispersion and Correlation 1. Dispersion: Meaning and definition 2. Measures of dispersion: Range, mean deviation, quartile deviation, standard deviation and co-efficient of variation 3. Correlation: Meaning and definition 4. Types of correlation and its use (Karl Pearson's coefficient of correlation and Spearman's rank correlation) 5. Tests of significance: "t" test and chi-square test
Unit 3	Measurement and Computer applications 1. Levels of Measurement 2. Basics of computer application (MS OFFICE) 3. Use of Computer Applications in Social Work Research 4. Computer applications related to Quantitative data analysis (MS EXCEL, SPSS) 5. Computer applications related to Qualitative data analysis (Atlas-ti)

Core Readings:

1. Aglave Pradip (2009) *SAMAJIK SANSHODHAN – PADHADHISHASHTRU VA TANTRE*, Nagpur: Shree Sainath Prakashan

2. Ahuja, Ram (2001) *Research Methods*, Jaipur: Rawat

3. Atkinson, P., & Delamont, S. (2011). *Sage Qualitative Research Methods.* New Delhi: Sage.

4. Bandalos, D. L. (2018). *Measurement Theory and Applications for the Social Sciences.* New York: The Guilford Press.

5. Carver Robert H and Nash Jane Garadwohl. (2006). *Doing Data analysis with SPSS.*

6. Cramer Duncan (1994). *Introducing statistics for social research.*

7. Gracious Thomas (Ed.) (2010) *Social work research*, New Delhi: School of Social Work, IGNOU

8. Gupta, S. C. (2006). *Fundamentals of Statistics*. New Delhi: Himalaya Publishing House.

9. Gupta, S. P., (2005). *Statistical Methods*. New Delhi: Sultan Chand and Sons.

10. Ivan Diamonds and Juliet Jefferies (2001) *Beginning Statistics – An Introduction to Social Scientists*, London: Sage Publications

11. Jackson Sherri L.(2009). *Research Methods and Statistics* (3rd Edition).

12. Knoke David and Bohrnstedt George W. (1988). *Statistics for Social Data Analysis (2nd Edition).*

13. Laldas D. K. (2005) *Designs of Social Research*, Jaipur: Rawat Publications

14. Laldas D. K. (2008) *Practice of Social Research* at Research Methodology Workshop, Ahmednagar: CSRD-ISWR, 23-26, July

15. Laldas, D. K. (2000) *Practice of Social Research*, Jaipur: Rawat

16. Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and Statistical Research Methods: From Hypothesis to Results.* San Francisco: Jossey-Bass.

17. Singh, Jaspal (2001) *Methodology and Techniques of Social Research*, New Delhi: Kanishka

18. Somekh Bridget & Lewin, Kathy Eds. (2005) *Research Methods in the Social Sciences*, New Delhi: Vistaar

19. Steinberg Wendy J. (2008). *Statistics – Alive!*

20. Thamilarasan T (2015) *Research Methodology for Social Sciences*, New Delhi: New Century Publications

21. Thanulingom, N. (2000) *Research Methodology*, Mumbai: Himalaya

22. Wright Susan E. (1986). *Social Science Statistics*

23. ***Supplementary Readings***

24. Babbie, E. (2014). *The Basics of Social Research, 6th ed.* New Delhi: Wadsworth,.

25. Bordens, K. S., & Abbott, B. B. (2018). *Research Design and Methods: A Process*

Approach, 10th ed. New York: McGraw-Hill.

26. Bryman, A. (2012). *Social Research Methods, 4th ed.* New Delhi: Oxford.

27. Chowla Deepak and Sondhi Neena (2011) *Research Methodology Concepts and Cases*, New Delhi: Vikas Publishing House Pvt Ltd

28. Christensen, L. B., Johnson, R. B., & Turner, L. A. (2014). *Research Methods, Design, and Analysis, 12th ed.* New York: Pearson .

29. Cornelius, L. J., & Harrington, D. (2014). *A Social Justice Approach to Survey Design and Analysis.* New Delhi: Oxford.

30. Crano, W. D., Brewer, M. B., & Lac, A. (2015). *Principles and Methods of Social Research, 3rd ed.* New Delhi: Routledge.

31. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* New Delhi: Sage.

32. Goodwin, C. J. (2010). *Research in Psychology Methods and Design, 6th ed.* New Jersey: John Wiley & Sons.

33. Hammersley, M. (2013). *What is Qualitative Research?* New York: Bloomsbury.

34. Hardwick, L., Smith, R., & Worsley, A. (2016). *Innovations in Social Work Research: Using Methods Creatively.* London: Jessica Kingsley.

35. Kothari, C. R. (2004) *Research Methodology: Methods & Techniques*, New Delhi: New Age International (2nd edition reprint)

36. Krysik, J. L., & Finn, J. (2010). *Research for Effective Social Work Practice, 2nd ed.* New York: Routledge.

37. Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches.* New York: Guilford Press.

38. Mitchell, M. L., & Jolley, J. M. (2013). *Research Design Explained, 8th ed.* New Delhi: Wadsworth, Cengage Learning.

39. Novikov, A. M., & Novikov, D. A. (2013). *Research Methodology: From Philosophy of Science to Research Design.* New York: CRC Press.

40. Rubin, A., & Babbie, E. R. (2011). *Research Methods for Social Work.* Belmont: Brooks Cole.

41. Treiman, D. J. (2009). *Quantitative Data Analysis: Doing Social Research to Test Ideas.* San Francisco: Jossey-Bass.

42. Wahab, S., Anderson-Nathe, B., & Christina. (2015). *Feminisms in Social Work Research: Promise and possibilities for justice-based knowledge.* New York: Routledge.

43. Young, A., & Temple, B. (2014). *Approaches to Social Research: The Case of Deaf Studies.* New Delhi: Oxford.

OE 12 Youth and Development

Name of the Programme	Master of social Work
Semester	II
Course Code	OE 12
Course Title	Youth and Development
Credits	02

Learner Objectives:

1. Understand the situation of youth in India and the contributing socio-economicand political factors influences on them.

2. Understand the needs and problems of youth in India

3. Understand the political and social youth movements in India

4. Understand youth related policies

5. Understand the international, national government and NGO initiatives for youthdevelopment.

Learning Outcome:

On successful completion of the course, the students will be able to:
1. Understand the concept and perspective of youth.
2. Gain knowledge on Youth development and youth led development.
3. Analyze the challenges and opportunities of young people in new millennium.
4. Understand the policies, techniques and models of youth work

Unit-1: Situational analysis of youth

1	Conceptand characteristics of youth.
2	Defining Youth: Social Construction, Changing conceptions of Youth. Perspectives of Youth: Cultural, Comparative, and Biographic. Youth Transition, Identity formation.
3	Theories of adolescence. Youth Demography. Youth as agents of change. Social Inclusion, Equity, and Access.
4	Influence of socio-economic and political situation on youth.
5	Role of youth in nation building.

Unit -2: Needs and problems of youth

1	**Needs** • Socialization of youth • Education • Motivation and sensitization

	• Education
	• Development of Self-identity
	• Employment
	• Psycho-social needs
2	**Problems** • Unemployment, Addiction (alcoholism, drug addiction, smoking, gutka etc.) Violence and crime, Sexuality-high risk behaviour, Sexual preferences and Variances.
3	**Government policies for youth development** • Youth policy • Education policy • Employment policy • HRD policy
4	Brief review of youth movements in India.
5	Youth Led Development: Concept-Youth Led Sustainable Development in the focus areas of Health and Population dynamics, Education and Skill Development. Contributions of Youth Led Organizations in India.

Unit -3. International and national initiatives for youth development

1	Youth in India (classification of youth- Urban, Rural, Tribal, Gender, class, religion, Caste).
	International initiatives for youth development Role of UN and youth exchange programmes
2	**National initiatives for youth development -*Visual Media*** Nehru Yuva Kendra, NSS, Students welfare centers at university and college level, Employment bureaus, Economic development corporations, Directorate of sports and youth welfare.
3	**Other initiatives for youth development** Youth hostels, Youth leadership training programme, CBOs and youth
4	Strategies for Youth Development Youth healthy lifestyle and well-being.Social and political participation of youth.
5	Networking of formal and informal organizations. Positive Youth Development. Youth capacity building and Leadership. Youth Civic engagement. National Youth Policy (2014).

Recommended Readings:

1. Balan, K. (1985). Youth Power in the Modern World. New Delhi: Ajanta Publications.
2. Cooper, T. (2012). Models of youth work: a framework for positive sceptical reflection. Youth and Policy, 1(109), 98-117
   Jones, G. (2009). Youth. UK: Polity Press.
3. Kehily, J. M. (2007). Understanding Youth: Perspectives, Identities and Practices
4. (eds). London: SAGE Publication.
5. Landis, H. Paul. (2011). Adolescence and Youth: The Process of Maturing. New Delhi: Sarup Book Publishers Pvt. Ltd.
6. Monica, B. (2005). Youth Policy and Social Inclusion. New Delhi: Routledge.
7. Rajendran, V& Paul David. (2006). Youth and Globalization. Proceedings of the Workshop on Youth and Globalization. Mumbai: Rajiv Gandhi National Institute of Youth Development and Tata Institute of Social Sciences.
8. RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT (RGNIYD)7 | P a g e
9. Saraswati (2008), Indian Youth in New Millennium, RGNIYD, Sriperumbudur
10. Sibereisen K. & Richard M. Lerner. 2007. Approaches to Positive YouthDevelopment. New Delhi: Sage Publications.
11. Verma, M.L. (2010). Youth and Revolutionary Upsurge. New Delhi: Sarup Book Publishers Pvt. Ltd.
12. Wood, J & Hine Jean (2009). Theory and Policy for Practice. New Delhi: SAGE Publications.

Journal
13. 1. Children and youth services review, Elsevier .
14. 2. Journal of Youth and Adolescence, Springer.
15. 3. Youth and Society, Sage.

OE-13: Family Life Education

Name of the Programme	Master of social Work
Semester	II
Course Code	OE-13
Course Title	Family Life Education
Credits	02

Course Description:

The course is designed to enable students to become more knowledgeable and skillful to learn various components of family life education. Family Life Education (FLE) is a comprehensive and preventive approach to strengthen and support individuals and families across the lifespan. It involves providing structured educational experiences that help people develop the knowledge, skills, and values necessary to improve the quality of their family lives and relationships. Over all the insights and the knowledge of this course will equip students to be effective in helping individuals and families.

Course Objectives:

1. Understand the role of social work in promoting healthy family systems and relationships.
2. Recognize and respect diversity in family forms, values, and life experiences.
3. Understand the need and scope of Family Life Education in various fields of social work Practices.
4. Understanding the importance of Family Life Education in Social Work.

Learning Outcomes:

1. **Demonstrate a comprehensive understanding** of the theoretical foundations, principles, and scope of Family Life Education and its relevance to social work practice.
2. **Incorporate inclusive practices and promote equity** in family life education by addressing issues of gender, sexual orientation, disability, and racial/ethnic diversity.
3. **Exhibit ethical decision-making and professional behavior** consistent with social work values and the responsibilities of a family life educator.
4. **Facilitate educational sessions and workshops** on topics such as parenting, human sexuality, relationship education, and family well-being with clarity and cultural sensitivity.

Unit -1: An Introduction to Family Life Education

1	Definition and concept of Family Life Education (FLE)
2	Objectives of FLE
3	Areas of Family Life Education :Adolescent life skill training, premarital preparation,

	marriage and married life, planned parenthood, family relationships, home management, Aging and retirement,
4	Aspects of Family Life Education 1. Families & Individuals in Societal Contexts 2. Internal Dynamics of Families 3. Human Growth & Development 4. Human Sexuality 5. Interpersonal Relationships 6. Family Resource Management 7. Parent Education & Guidance 8. Family Law & Public Policy 9. Professional Ethics & Practice 10. Family Life Education Methodology
5	Advantages of FLE

Unit -2: Human Sexuality

1	Concept of human sexuality, sexual health
2	Significance and objectives of sex education
3	Myths and misconceptions regarding sexuality and sexual issues
4	Sex counselling
5	Sexually Transmitted Diseases (STD's), HIV

Unit – 3: Population Education& Population Policy

1	Concept and significance of population education and Characteristics of population demography
2	Global and Indian perspective of population
3	Review of Population Policy in India
4	Concept of reproductive health
5	Governmental and NGO initiatives for population planning and control

Recommended Readings:

1. Areus, M.E. Schvaneveldt, J.D, Moss J.J. (eds) (1993), Handbook of Family Life Education (Foundation of Family Life Education), Saga Publications Vol. 1, Vol. 2.
2. International Planned Parenthood Association (1985), Growing Up in Changing World, Part one, Youth Organization and Family Life Education: An introduction, London, IPPF.

3. Seshadri, C. and Pandey, J.L. Population Education – A National Source Book, NCERT, New Delhi.
4. Thomas, Gracious (1995), AIDS and Family Education, Rawat Publication, New Delhi
5. UNESCO (1988), Family Life Education: Package One, PROAP, Bangkok.
6. Bredehoft, D.J. & Cassidy, D. (Eds.) (1995). Family life education curriculum guidelines (2nd ed.). Minneapolis: National Council on Family Relations.
7. Bredehoft, D.J. & Walcheski, M.J. (Eds.). (2011). The family life education framework. Minneapolis, MN: National Council on Family Relations.
8. National Council on Family Relations. (2014). Family life education content areas: Content and practice guidelines. Minneapolis, MN: Author. Retrieved from
9. Arcus, M.E.; Schvaneveldt, J.D. and Moss, J.J. 1993. Handbook of Family Life Education: Foundations of Family Life Education. Sage Publications, Inc. USA.
10. Grugni, A. (1988), Sex Education, Better Yourself Books, St. Paul's Publications, Mumbai.
11. Grugni, A. (1997), Exercises in Education to Love,Tejprasarini, Don Bosco Communications, Mumbai.
12. Thomas, G. (1995), AIDS and Family Education, Rawat Publication, New Delhi.
13. Moore, S. Rosenthal, D. and Mitchell, A. (1996), Youth, AIDS and Sexually Transmitted Diseases, Adolescence and Society Series, Routledge.
14. Veeraraghavan, V and Singh, S. (1999), HIV and AIDS: An Interdisciplinary Approach to Prevention and Management, Mosaic Books, New Delhi.
15. david, sharel singh. "adolescence and family life education." indian journal of youth and adolescent health 04, no. 04 (january 6, 2018): 24–25. collins, hancy. "effect of health education on adolescent girls' knowledge about family life education." international journal of healthcare education & medical informatics 06, no. 01 (august 14, 2019): 3–5.
16. eisenstadt, naomi, and dorit braun. "education for family life." health education journal 45, no. 1 (march 1986): 32–33. 3)
17. hughes, robert, margaret e. arcus, jay d. schvaneveldt, and j. joel moss. "handbook of family life education." family relations 43, no. 3 (july 1994): 352.
18. marie elizabeth .(2014). midwifery for nurses.second edition.cbs publishers anddistributors pvt ltd. new delhi. 527 – 535 5)
19. dewhursts .(2007). text book of obstetrics &gynacelogy. edited by d. keith edmonds. london. seventh edition.484- 492.
20. yoo, t. k., do han, k., kim, d., ahn, j., park, w. c., &chae, b. j. (2020). hormone replacementtherapy, breast cancer risk factors, and breast cancer risk: a nationwide population-basedcohort. cancer epidemiology and prevention biomarkers, 29(7), 1341-1347.
21. garg, n., behbehani, s., kosiorek, h., & wasson, m. (2020).hormone replacement therapy prescription after premature surgical menopause. Journal of minimally invasive gynecology, 27(7), 1618-1623.

- **Web references**

  1. -Https://en.wikipedia.org/wiki/Family life education
  2. -Https://www.ncfr.org/cfle-certification/what-family-life-education

- **Videos**

  1. -https://www.youtube.com/watch?v=VPmGYkfatMI
  2. -www.powershow.com/.../Family_Life_Education_powerpoint_ppt_.

3. -https://www.youtube.com/watch?v=7lHFILiz_aM

OE16 : Natural Resource Management and Climate change

Name of the Programme	Master of Social Work

Semester	II
Corse Code	OE 16
Course Title	Natural Resource Management and Climate change
Credits	2

Objectives:

- To introduce the concept and types of natural resources.

- To examine traditional and modern methods of resource conservation.

- To understand the science behind climate change and its causes.

- To analyse the environmental and social impacts of climate change.
- To explore mitigation and adaptation approaches in policy and practice.

   Learning Outcomes:

- Define natural resources and explain their classification.

- Understand sustainable development and its relevance to resource management.

- Understand scientific knowledge of climate change

- Analyse the multi-dimensional impacts of climate change on environment and society.

- Analyse international climate agreements and their implications for resource management

Unit 1: Introduction to Natural Resource Management (NRM)

1. **Introduction to Natural Resources**: Definition, classification (renewable and non-renewable), and global distribution.
2. **Ecosystem Services**: Role of ecosystems in providing services like water purification, carbon sequestration, and biodiversity support.
3. Concept of sustainability and sustainable development, Principles of sustainable development
4. **Traditional Knowledge in Resource Management**: Indigenous practices and their integration into modern conservation strategies.
5. **Threats to natural resources**: overexploitation, pollution, deforestation

Unit 2: Climate Change – Causes and Impacts

1. **Climate Change Overview**: Causes, greenhouse gases, and global warming trends.

2. **Impacts on Water Resources**: Changes in precipitation, droughts, and water availability.

3. **Effects on Land and Soil**: Desertification, soil erosion, and impacts on agriculture.

4. **Biodiversity and Ecosystem Disruption**: Species loss, habitat changes, and ecosystem resilience.

5. **Climate-induced Migration and Displacement**-Major Drivers ,Socio-economic Impacts of Displacement

Unit 3: Climate Change Policies, Adaptation, and Mitigation

1. **International agreements**: UNFCCC, Kyoto Protocol, Paris Agreement
2. **Role of Indian government institutions**: MoEFCC, CPCB, Forest Departments
3. **Sectoral Adaptation Measures**: Agriculture, Water Management, Urban Planning
4. **Decentralized governance:** Role of Panchayati Raj Institutions (PRIs), community-based resource management, Public-private partnerships and CSR in resource conservation
5. **Financing Climate Adaptation**: Funding mechanisms, such as green bonds and international climate funds.

References

- Reddy, P.J. (2004). *A Textbook of Environmental Science and Technology*. Neelkamal Publications.
- Cunningham, W.P. & Cunningham, M.A. (2007). *Environmental Science: A Global Concern*. McGraw-Hill.
- Singh, R.B. (1992). *Environmental Geography*. Heritage Publishers.
- Gadgil, M. & Guha, R. (1995). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. Penguin.
- **Barrow, C.J.** (2020). *Environmental Management: Principles and Practice* (6th Edition). Routledge, London.
- **IPCC** (2023). *Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change*. Cambridge University Press.
- **O'Brien, K. &Selboe, E.** (Eds.) (2015). *The Adaptive Challenge of Climate Change*. Cambridge University Press.
- **Ministry of Environment, Forest and Climate Change, Govt. of India (2008).***National Action Plan on Climate Change (NAPCC).*
- **Agrawal, A. (2010).***Local Institutions and Adaptation to Climate Change.* In *Social Dimensions of Climate Change*, World Bank.

OE 17 Advocacy, Human Rights and Social Justice

NameoftheProgramme	MSW
Semester	II
CourseCode	OE 17
Course Title	Advocacy, Human Rights and Social Justice
Credits	2

Course Description:

This course explores the theory and practice of advocacy in the context of human rights and social justice. Students will examine historical and contemporary human rights issues, understand frameworks for advocacy, and develop practical skills to advance social justice through policy change, activism, and community engagement.

Learner's Objectives:

1. Develop a conceptual understanding about Advocacy, Human Rights and Social justice and its historical evolution and current context.

2. Analyse global and local human rights issues through a social justice lens.

3. Critically evaluate the role of advocacy organizations and movements.

4. Develop effective advocacy strategies and communication tools.

   Learning outcomes:
   1. Learners will gain theoretical knowledge about Advocacy, Human Rights and Social justice.
   2. Learners will equip themselves with structure and function of various agencies in the justice system.
   3. To acquire advocacy skills to deal with several matters relating to Human Rights.
   4. Able to develop an integrated approach to Social Work practice to uphold Human Rights and Social justice.

Detailed Course Content

Unit No	Content
Unit I	Introduction to Human Rights 1. Human Rights: Concept, Meaning, Nature and scope. 2. UN Declaration of Human Rights and International Court of Justice 3. Mechanisms for protection of human rights- CEDAW, Convention against Racial Discrimination, 4. National Human Rights Commission, State Human Right Commission: Structure, functions and role. **5.** Constitutional provisions related to human rights and their implications.
Unit II	**Social Justice** 1. Concept, meaning and scope of Social Justice 2. Indian Constitutional base of Social Justice **3.** Social justice and social work. **4.** Issues of social Justice in Indian society with reference to inequality and socio- political structure. **5.** Provisions related to Positive and Protective Discrimination in India
Unit III	**Advocacy: Theories, Tools, and Practice** 1.Understanding Advocacy- Meaning, Definition and Concept of Advocacy 2.Types of Advocacy 3.Steps and Strategies in Advocacy 4.Advocacy Tools and Techniques 5.Key Skills in Advocacy - Communication and negotiation, Persuasion and lobbying, Research and evidence-based argumentation, Empathy and active listening, Collaboration and coalition-building

Further Reading :

Elizabeth Reichart, Social Work and Human Right. Rawat Publications Delhi.

2. Madusudan Pandit, Human Right Swastik Publications Delhi

3. Nayyar Shamshi, Human Rights New World order, Anmol Publication Pvt. Ltd. New Delhi

4. Gyanender Singh- Hand Book of Rights to Informatics Omega Publications- New Delhi

5. Puran Chandra: Fundamentals of Human Rights Education and Trainings

6. AdaikkalamSubbian: Human Rights , The Associate Publishers, Ambal, cantt.

7. S.C.Kataria: Role of NGOs in Protecting Human Rights, Astha Publishers, New Delhi.

8. Raj Bala Mathur: NGOs and Human Rights Movements, Aadi Publications, Jaipur India 2012 9. P.B.Rathod: Focus on Human Rights, ABD Publishers, Jaipur India

10. Minahen, A. (Ed-in-chief) (1987) Encyclopedia of Social Work, Vol.1,2 & 3, New York,

11. Pandey, S.R. (1991). Community Action for Social Justice, New Delhi: Sage Publications.

12. Yalaja, S.A. (1982). Ethical issues in Social Work, Spring Field, Charles C.Thomas.

13. Young Husband, C. (1967). Social Work and Social Values, Vol.III, London: George Allen and Unwin.

Savitribai Phule Pune University

Master of Social Work (MSW)

(Syllabus as per NEP 2020)

Semester III & IV

MSW 09 - Social Policy and programs

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW-09
Course Title	Social Policy and programs
Credits	02

Course Description/Rationale:

This course is an important part of social work curriculum as all social work professional will be employed in civil society organisations or in the development sector ,where policy, planning and implementation is utmost important. The welfare and development of the marginalised is largely based on government policies and its implementation. Policies and its spirit of implementation lead to the development of the deprived section of the society.

Course Objectives:

1. To understand the issues in social development.

2. To enhance knowledge of policies and it's planning process in India

3. To develop understanding of social policy in the perspective of National Goals as stated in the Constitution as well as Human Rights and Development Goals

Learning Outcomes:

By the end of the course, students will be able to

1. The students will gain insights about the concept of policy and its approaches

2. Gain knowledge about policy formulation process and acquire skills in critical analysis of the policies

3. Their knowledge of social and economic development in relation to policies in India will be enhanced.

Unit – 1: Concept of Social Policy

1.   Meaning, Definition and Concept of Social Policy
2.   Types and approaches of social policy: Types- Sectoral, Unified and Integrated, Approaches- Residual Welfare Model, Industrial Achievement-Performance Model, Institutional-Redistributive Model, Mixed-economy approach, Rights-based approach, etc.
3.   Values & ideologies underlying Social Policies and planning in India – Social justice, equality, secularism, socialism, and the welfare state
4.   Principles of Social Policy in context of Human rights, United Nations (UN) and the Indian Constitution – Solidarity, Equality, Subsidiarity, Universality, Dignity and Autonomy, Inclusion,

Non-discrimination, Transparency and Access to Information, Participation, Accountability, Human Rights, etc

5. Interrelation between Social Policy and Social Development

Unit – 2: Policy Formulation

1. Process and steps in policy formulation- Agenda Setting, Policy Drafting, Policy Adoption, Policy Implementation and Policy Evaluation

2. Actors in policy formulation process- State Actors- Legislative Branch, Executive Branch, Judicial Branch, Bureaucracy and Political Parties. Non-State Actors- Civil Society Organizations, Interest Groups, Academia and Research Institutions, Private Sector, Media, International Organizations, and Citizens

3. Influence on social policy - Influences of International Organizations and Research on social policy - Knowledge Exchange and Best Practices, Setting Standards and Norms, Advocacy and Policy Influence, Research and Evidence-Based Policy, Technical Assistance and Capacity Building, Monitoring and Evaluation, Influencing Ideas and Narratives, etc.

4. Influence of Interest groups and Social Movements on social policy - Direct Lobbying, Public Awareness and Advocacy, Policy Agenda Shaping, Coalition Building, Legal Challenges

5. Policy advocacy. policy research and policy analysis- Meaning, Definition, Concept, Aim, Role and Significance

Unit – 3: Major Social and Economic Policies in India

1. Brief review of Policies on Education, Health, Urban Development, Rural Development, Social Justice and Special Assistance, Tribal Development

2. Brief review of Policies related to Children, Women, Differently-able, Senior citizens.

3. Brief review of Policies protecting Rights of the Citizens' Groups, Rehabilitation and Resettlement of PAP

4. Economic Policies: Shift from Welfare Economy to Open Market Economy

5. Policies related to Market Economy (UN, WTO, World Bank, SAP and Post LPG processes)

References

Essential Readings: Books

1. Ahmad Shamshad and Nafees Ansari (2005), "Planning commission : Fifty Five Years of Planned Development and Social Sector", Indian Journal of Public Administration, Vol LL 03, July-Sept 2005

2. Arunachalam M (1982). Administration Politics and development in India, New Delhi

3. Bery Suman and Bosworth Barry (Ed) (2007) India Policy Forum, Sage Publication, New Delhi

4. Chalam K S (2007) Caste Based Reservations and Human Development in India, Sage Publications, New Delhi.

5. Chaturvedi T. N. (1984), Planning and Its Implementation, Indian Institution of Public Administration, New Delhi.

6. Eyden Joan (1969) Social Policy in India, Broadway House, London
7. Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India
8. GoI, Five-Year Plan – 1st to 10th, Planning Commission of India, New Delhi
9. Gokhale S.D. (1979) 'Integrated Social Policy in India', New Development of Policy and Planning', Rawat Publications, Delhi.
10. Inamdar N. R. (1992), Development Administration in India, Rawat Publication, New Delhi.
11. Iyer Ramswamy. 2007. Towards Water Wisdom: Limits, Justice, Harmony, New Delhi, Sage Publications.
12. Jecob K. K (1989), Social Policy in India, ASSWI, Himanshu Publications, Udaipur.
13. Kabra Kamal Nayan (2004) Development Planning In India: Exploring an Alternative Approach Indian Institute of Public Administration, New Delhi
14. Kulkarni P. D. (1997). 'What is development oriented welfare?' Social Issues in Development, Uppal Publishing House. New Delhi
15. Kulkarni P.D & Nanavatty Meher (1997) Social Issues in Development, Uppal Publishing House. New Delhi,
16. Kulkarni P.D. (1979) Social Policy and Social Development in India. Lalvani Publishing House, Mumbai
17. NIRD (2001) "Decentralized Planning", India Panchayat Raj Report
18. Patil P.B. (1989), Panchayat Raj, District Planning and Rural Development, Yashwantrao Chavan Partishtan, Mumbai (Marathi)
19. Ramchandran Padma (1994), Some issues in Development Administration, Sage Publications, and New Delhi
20. Rastogi P. N. (1992) Policy Analysis and Problem-solving for Social Systems, Sage Publications, New Delhi
21. Sharma P. N. (1993), Social Planning: Concepts and techniques, Print house, Lucknow
22. Sovani N.V (1979) 'Whither Social Planners and Social Planning', New Development of Policy and Planning, Rawat Publications, Delhi
23. Swaminathan Madhura (2000) Weakening Welfare: The Public Distribution of Food in India, Leftword Books, Delhi
24. Tata Institute of Social Sciences (1983). Special Issue of The Indian Journal of Social Work on Social Work, Development and Policy. Volume XLIII, Number 4.
25. Thorat Sukhadeo (Ed) (2004) Caste, Race and Discrimination, Discourses in International Context, Indian Institute of Dalit Studies & Rawat Publications.
26. UNDP (2007/8) Human Development Report. Fighting climate change: Human Solidarity in a Divided World, UNDP, and New York.
27. UNDP, Millennium Development Goals, http://www.undp.org/mdg/goallistshtmi Essential

Journals and Periodicals

1. Economic and Political Weekly, Economic and Political Weekly, Mumbai
2. Hum Dalit, Social Action Trust, New Delhi
3. Indian Journal of Gender Studies, Sage Publication Pvt. Ltd, New Delhi
4. Indian Journal of Public Administration, Indian Institute of Public Administration, New Delhi

5.   Indian Journal of Social Work, Tata Institute of Social Sciences, Mumbai

6.   Journal of Rural Development, National Institute of Rural Development, Hyderabad

7.   Perspectives in Social Work, Nirmala Niketan College of Social Work, Mumbai

8.   Social Action, Social Action Trust, New Delhi

9.   Social Change, Council of Social Development, New Delhi

Recommended Readings:

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

2.   Choudhary Kameshwar(Ed), (2006), Globalization, Governance Reforms and Development in India, Kalinga Institute of Industrial Technology, Bhubaneshwar

3.   GoI (2000) Beijing Conference, Women Platform for Action, Five Years After-An Assessment Report, Ministry of Human Resource Development, New Delhi

4.   Hooja, Rakesh and Mathur P.C. (1991). District and Decentralized Planning, Rawat Publications, Jaipur.

5.   Khan A.E (1973) Social Policy and Social Services, Random House, New York.

6.   Madison Berince (1980) The Meaning of Social Policy, Westview Press, Colorado, USA

7.   Mathur Kuldeep (Ed) (1994) Development Policy and Administration, Sage Publication, New Delhi 8. Midglet James O. (2008) The Handbook of Social Policy, University of California.

8.   Mohanty Manoranjan (Ed) (2004) Class, Caste and Gender, Sage Publication, New Delhi.

9.   Myrdal Gunnar (1968) Asian Drama: An Inquiry into the Poverty of Nations, Pantheon Press, New York. OXFORD & IBH Publishing Co. Pvt. Ltd, Bombay

10.   Pimpley P. N. and others (1985), Social Development: Processes and Consequences, Rawat Publications, Jaipur

11.   Reinhardt J and Merdows G, Social Problems and Social Policy, American Book Company

12.   Shah Ghanshyam (2001) Dalit Identity and Politics, Sage Publications, New Delhi

MSW 10: Social Welfare Organisations and Development Administration

Name of the Programme	Master of Social Work
Semester	III
Corse Code	MSW 10
Course Title	Social Welfare Organisations and Development Administration
Credits	2

Course Objectives:

13. To develop a comprehensive understanding of the nature, relevance, components and principles of social welfare administration.
14. To develop the understanding about the need of administrative machinery and its enforcement
15. To develop the understanding good governance and management practices in government and NGO sectors
16. To understand the concept of human resource management & importance of Leadership, team building, Decision making, Communication in Human resource management

Learning Outcomes:

By the end of the course, students will be able to learn the followings:

17. Nature, history and scope of social welfare/development administration
18. To acquaint with various types of service organisations and challenges of running a development organization
19. To understand the components of administration and strategies of good governance
20. To develop the required skills in the area of administration, programme planning and implementation

Detailed Course Contents

Unit No	Content
Unit 1	Organisation, Welfare and Development Administration 21. Concept of Organisation, nature and types, and, Organisational design and structure, Systems& Complexity Theory Organization, Network & Hybrid Governance Models (cross-sectoral collaborations)Agile & Adaptive

		Structures in Development Programs
	22.	Types of administration: Public, Development administration, social welfare administration
	23.	Social welfare administration: concept, nature, history and scope, New Public Management vs. New Public Governance in Welfare Delivery, Role of Technology (MIS, Mobile Apps)
	24.	Institutional and non-institutional actors in administration: Nature, types and functions of various service providers (GO, NGO, Corporate, Cooperatives)
	25.	Central social welfare Board, Mahila Ayog, National Commission for Backward Classes, National commission for SCs & STs, National Human Rights commission
Unit 2		Components of Administration
	26.	Functions of Administration: Core and operative functions, POSDCORB
	27.	Administrative Machinery at the Centre and the State: Ministries and departments, Commissionerate, Department and Directorates
	28.	Development Administration at the Local Self Government – Uran and Rural level
	29.	Governance and Good governance: concept, meaning and other aspects of good governance. e-governance, Role of Administrator for Good Governance, Role of Governing Board in Social welfare organisations (Trust, Society and Section 8 of Companies Act, 2013)
	30.	Basic Administrative and managerial skills and roles for social work professionals & practitioners
Unit 3		Human Resource Management and Financial Administration and Management
	1.	Concept of management, human resource management and importance of human resource in the organisation
	2.	Building of human and institutional resources, Leadership, team building, Decision making, Communication, Motivation
	3.	Concept of Project Management, Project Cycle, Project planning, monitoring and Evaluation (Outcome-Based Management),
	4.	Financial administration: Meaning, concept and importance of financial administration. Methods of Fund raising. Concept of social audit
	5.	Financial Management: – Fund vs. managerial accounting– Lifecycle of project finances, Ethics & transparency in fund use Key ratios (liquidity, sustainability, efficiency)– Cost-benefit and cost-effectiveness analyses– Social Return on Investment (SROI) frameworks

Required Reading:

Choudhary, D. Paul (1983) Social Welfare Administration, Delhi: Atma Ram and Sons

Chowdhary, S. (1990) Project Management, Delhi,Tata McGraw-Hill.

Durcker, Peter: Management, Prentice Hall of India Pvt. Ltd.

Bhagoliwal, T. N. (1990) Personnel Management and IR, Agra: Sahitya Bhavan Hospital

Flippo, Edwin B. (1971) Principles of Personnel Management Ed. 4, Tokyo: McGraw Hill Publication

Garain, S. (1998): Organizational effectiveness of NGOs, Jaipur: University Book House

Harold Koonts, Cyrill O'Donell: The Management of Organization – A System and Managerial Functions.

Harsey & Binchand K. (1992) Management of Organizational Behaviour – Utilizing Human Recourses Delhi,

Rao, P. Subba (1999) Essentials of Human Resource Management & I. R; Mumbai: Himalaya Publication

James, A. F. Stoner: Management, Edward New Delhi: Prentice Hall of India Pvt. Ltd.

Naik, B. M. (1985) Project Management: Scheduling and Monitoring, Vani educational book

Ralph Brody (1993) Effectively Managing Human Service Organizations, Delhi, Sage.

Saksena, S. C. (1977). Business Administration and Management, Agra, Sahitya Bhavan Marguerite, J. (2018). Financial Management and Accounting in the Nonprofit Sector. Sage Publications.

Nichols, P. M. (2006). Financial Management for Nonprofit Organizations: Policies and Practices (2nd ed.). John Wiley & Sons.

Rao, M. G., & Singh, P. (2021). Public Administration in India: Contemporary Conditions (Chapter 8: Financial Management in Social Sector). Orient BlackSwan.

Salamon, L. M., & Anheier, H. K. (Eds.). (2020). The Tools of Government: A Guide to New Governance (Chapter 6: Financial Stewardship). Oxford University Press.

Thakor, M. V., & Rabah, K. (2019). Understanding CSR in India: Focus on fundraising and nonprofit financial management. Indian Journal of Public Administration, 65(2), 201–218.

Ministry of Corporate Affairs, Government of India. (2014). The Companies (Corporate Social Responsibility Policy) Rules, 2014. Retrieved from https://www.mca.gov.in/Ministry/pdf/CompaniesAct2013.pdf

National Institute of Public Finance and Policy. (n.d.). FCRA & Financial Compliance for NGOs (Selected excerpts). New Delhi: NIPFP.

MSW 11: SOCIAL WORK PRACTICE SKILL LAB (PROFESSIONAL COMPETENCIES FOR SOCIAL WORK PRACTICE)

Name of the Programme	Master of Social Work
Semester	III
Course Code	MSW-11
Course Title	SOCIAL WORK PRACTICE SKILL LAB (PROFESSIONAL COMPETENCIES FOR SOCIAL WORK PRACTICE)
Credits	02

Course Description/Rationale:

The course social work practice skill lab is especially to learn and understand professional competencies for social work practice, which aims at inculcating in the students both personal and professional skills in the areas of professional development of personality. The course requires active participation of the students and the faculty as Facilitator, Mentor, and Trainer. For this purpose, various activities have been incorporated into the courses, such as oral presentations, impromptu (extempore) speaking, quizzes, debates, case studies, creative thinking, team-building exercises, and psychometric analysis. The course aims to develop technical skills relevant to the field of social work. We believe that for a professional to succeed in today's complex environment, he or she has to demonstrate mastery in all the relevant areas as mentioned in the course.

Course Objectives:

1To enhance the abilities to be self-aware of once potentials and overcome all fears and insecurities as professionals.

2To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others and gain competencies for achieving excellence

3. Prepare students for employment, fellowships, and leadership roles in development and train them in practical tech tools and digital literacy for fieldwork.

Learning Outcomes:

By the end of the course, students will be able to

1.	Understand self- awareness and self -development

2.   Learn the use of professional skills for social work competency

3.   Practical skills will be enhanced leading to professional competence

Unit -1: Communication Skills-

1.   Self- awareness and self -development, SWOC, reading, writing, speaking and presentation skills

2.   Report writing, emails, proposal ,programs, agenda and minutes of meetings, survey reports

3.   Preparing of power point presentation and presenting.

4.   Conducting of meetings, awareness programs and trainings relevant to field of specialization

5.   Reading and speaking about social work field realities. Public Speaking & Advocacy: Pitching issues, storytelling for change

Unit-2: Career Readiness & Professional Development

1. Resume + Cover Letter Formats

2. Mock Interviews & Career Coaching

3.Preparing for fellowships/internships/competitive exams

4.Personal and Professional Ethics: Boundaries, reflection, and self-care

5. Cultural Competency: Working across linguistic, caste, and rural-urban divides

Unit-3: Digital Tools & Tech for Social Impact

1. Welfare-Tech in Practice: Introduction to digital tools Tapasya Application Use.

2. Monitoring & Evaluation Tech: KoboToolbox, Google Forms, and M&E dashboards

3. Design for Change: Canva & social media tools for campaign creation

4. Digital Safety: Ethics, cyber hygiene, and protecting beneficiaries online

5. Mapping the Welfare Maze: Central vs. State Schemes (Live mapping exercise using tools

   used by NGO's

Further Reading:

1.   Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin Brown, T. 2012. Change by Design. New York: Harper Business.

2.   Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education.

3.   Dawkins, E.R. 2016. 52 Weeks of Self Reflection — Your Guided Journal of Self Reflection. Chicago: A B Johnson Publishing.

4.   Elkington, J., and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press.

5.   Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.

6.   Kalam, A.P.J. 2003. Ignited Minds: Unleashing the Power within India. New Delhi: Penguin Books India.

7.   Kelly, T., and Kelly, D. 2014. Creative Confidence: Unleashing the Creative Potential Within Us All. New Delhi: Harper Collins Publishers India.

8.   Kurien, V., and Salve, G. 2012. I Too Had a Dream. New Delhi: Roli Books Private Limited.

9.   Livermore, D.A. 2010. Leading with Cultural Intelligence: The New Secret to Success. New York: American Management Association.

10.   McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham.

11.   O'Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good. New York: Harper Collins Publishers.

12.   Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin.

13.   Sternberg, R.J., and Baltes P.B. (Eds.). 2004. International Handbook of Intelligence. Cambridge, UK: Cambridge University Press.

RM-03: Research skill lab

Name of The Programme	MSW
Semester	III
Course Code	RM 03
Course Title	Research skill lab
Teaching Hours	30
Credits	2

Course Description / Rationale

Social work research is one of the key skills required for every professional social work worker. Research skill lab helps the students in developing basic research competencies and practical skills forselecting research problems, identifying objectives, selecting tools of data collection, collecting datafrom the field and analysing and interpreting the data to draw conclusions.

Course objectives:

1. Acquire the skills of applying research theory into practice
2. Understand the skills of designing the tools for data collection
3. Understand the skills of data processing and report writing

Learning outcomes:

By the end of the course, students will be able to

1. Understand and apply various research skills required for undertaking social work research
2. Learn quantitative and qualitative techniques in research
3. Learn skills of sampling, data collection, data analysis and interpretation
4. Develop competency in literature review, bibliography preparation, report writing, framing conclusions and suggestions

Course Contents

Unit 1: Theoretical perspectives in research

1. Conceptualization and selection of research topic, pilot study, profiling of the area of study, problem formulation, title framing, rationale, need and significance, scope and limitations
2. Review of literature and review of researches
3. Research objectives and research questions
4. Concept, construct, variables and developing different types of hypotheses
5. Selection of suitable research designs, operationalisation, sampling techniques

Unit 2: Tools for data collections

1. Selection of appropriate primary and secondary data
2. Selection and application of methods of data collection – primary
3. Selection and application of methods of data collection – secondary
4. Preparation of various types of tools of data collection
5. Pre-testing and validation

Unit 3: Data processing and reporting

1. Coding, master charting, Tabulation – univariate, bivariate and multivariate; Use of charts and diagrams
2. Use of computer software for data processing;
3. Correlational analysis, tests of significance and incorporating statistical analysis in research reports
4. Deriving the major findings and conclusion, recommendations, social work relevance
5. Writing research reports – preliminary section, chaptalisation, annexure, Bibliography

Reading list:

1. Aglave Pradip (2009) *SAMAJIK SANSHODHAN – PADHADHISHASHTRU VA TANTRE*, Nagpur: Shree Sainath Prakashan
2. Ahuja, Ram (2001) *Research Methods*, Jaipur: Rawat
3. Atkinson, P., & Delamont, S. (2011). *Sage Qualitative Research Methods*. New Delhi: Sage.
4. Babbie, E. (2014). *The Basics of Social Research, 6th ed.* New Delhi: Wadsworth.
5. Bandalos, D. L. (2018). *Measurement Theory and Applications for the Social Sciences*. New York: The Guilford Press.
6. Bordens, K. S., & Abbott, B. B. (2018). *Research Design and Methods: A Process Approach, 10th ed.* New York: McGraw-Hill.
7. Bryman, A. (2012). *Social Research Methods, 4th ed.* New Delhi: Oxford.
8. Carver Robert H and Nash Jane Garadwohl. (2006). *Doing Data analysis with SPSS.*
9. Chowla Deepak and Sondhi Neena (2011) *Research Methodology Concepts and Cases*, New Delhi: Vikas Publishing House Pvt Ltd
10. Christensen, L. B., Johnson, R. B., & Turner, L. A. (2014). *Research Methods, Design, and Analysis, 12th ed.* New York: Pearson .
11. Cornelius, L. J., & Harrington, D. (2014). *A Social Justice Approach to Survey Design and Analysis.* New Delhi: Oxford.
12. Cramer Duncan (1994). *Introducing statistics for social research.*
13. Crano, W. D., Brewer, M. B., & Lac, A. (2015). *Principles and Methods of Social Research, 3rd ed.* New Delhi: Routledge.
14. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* New Delhi: Sage.

15. Goodwin, C. J. (2010). *Research in Psychology Methods and Design, 6th ed.* New Jersey: John Wiley & Sons.

16. Gracious Thomas (Ed.) (2010) *Social work research*, New Delhi: School of Social Work, IGNOU

17. Gupta, S. C. (2006). *Fundamentals of Statistics*. New Delhi: Himalaya Publishing House.

18. Gupta, S. P., (2005). *Statistical Methods*. New Delhi: Sultan Chand and Sons.

19. Hammersley, M. (2013). *What is Qualitative Research?* New York: Bloomsbury.

20. Hardwick, L., Smith, R., & Worsley, A. (2016). *Innovations in Social Work Research: Using Methods Creatively.* London: Jessica Kingsley.

21. Ivan Diamonds and Juliet Jefferies (2001) *Beginning Statistics – An Introduction to Social Scientists*, London: Sage Publications

22. Jackson Sherri L. (2009). *Research Methods and Statistics* (3rd Edition).

23. Knoke David and Bohrnstedt George W. (1988). *Statistics for Social Data Analysis (2nd Edition).*

24. Kothari, C. R. (2004) *Research Methodology: Methods & Techniques*, New Delhi: New Age International (2nd edition reprint)

25. Krysik, J. L., & Finn, J. (2010). *Research for Effective Social Work Practice, 2nd ed.* New York: Routledge.

26. Laldas, D. K. (2000) *Practice of Social Research*, Jaipur: Rawat

27. Laldas, D. K. (2005) *Designs of Social Research*, Jaipur: Rawat Publications

28. Laldas, D. K. (2008) *Practice of Social Research* at Research Methodology Workshop, Ahmednagar: CSRD-ISWR, 23-26, July

29. Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches.* New York: Guilford Press.

30. Martin, W. E., & Bridgmon, K. D. (2012). *Quantitative and Statistical Research Methods: From Hypothesis to Results.* San Francisco: Jossey-Bass.

31. Mitchell, M. L., & Jolley, J. M. (2013). *Research Design Explained, 8th ed.* New Delhi: Wadsworth, Cengage Learning.

32. Novikov, A. M., & Novikov, D. A. (2013). *Research Methodology: From Philosophy of Science to Research Design.* New York: CRC Press.

33. Rubin, A., & Babbie, E. R. (2011). *Research Methods for Social Work.* Belmont: Brooks Cole.

34. Singh, Jaspal (2001) *Methodology and Techniques of Social Research*, New Delhi: Kanishka

35. Somekh Bridget & Lewin, Kathy Eds. (2005) *Research Methods in the Social Sciences*, New Delhi: Vistaar

36. Steinberg Wendy J. (2008). *Statistics – Alive!*

37. Thamilarasan T (2015) *Research Methodology for Social Sciences*, New Delhi: New Century Publications

38. Thanulingom, N. (2000) *Research Methodology*, Mumbai: Himalaya

39. Treiman, D. J. (2009). *Quantitative Data Analysis: Doing Social Research to Test Ideas.* San Francisco: Jossey-Bass.

40. Wahab, S., Anderson-Nathe, B., & Christina. (2015). *Feminisms in Social Work Research: Promise and possibilities for justice-based knowledge.* New York: Routledge.

41. Wright Susan E. (1986). *Social Science Statistics*

42.   Young, A., & Temple, B. (2014). *Approaches to Social Research: The Case of Deaf Studies.* New Delhi: Oxford.

FCW - 01. Family Sociology and Family Dynamics

Name of the Programme	Master of Social Work
Semester	III
Course Code	FCW – 01
Course Title	**Family Sociology and Family Dynamics**
Credits	04

Course Description:

This course explores the sociological foundations of family as a social institution. It examines the complex dynamics within families from a social work perspective to learn and understand present context and past realites. The learners will critically analyze the evolution, structure, functions, and challenges of families in various socio-cultural contexts. The course integrates theories and research. It also helps to apply knowledge to prepare students for professional interventions in family welfare and counseling settings.

Learner objectives:

1. Understand the historical evolution and sociological foundations of the family and changing family patterns&analyze different family structures and typologies across cultures and societies for better working with families.

2. Examine the impact of social change, gender roles, migration, and globalization on family dynamics and relationships.

3. Identify common family problems, issues and their implications for social work practice&Promote family well-being through culturally sensitive and inclusive social work practices and apply key theories.

Learning Outcomes:

1. Understand the Concept of family and family sociology and students will learn structure of family, forms of family, Lineage descent, Residence patterns, Marriage types and rules, Kinship systems and social roles within families

2. Student will identify family dynamics and relationship and they will identify Emerging family forms: live-in relationships, LGBTQ+ families, blended families programming in social and educational settings.

3. Issues and Interventions in Family Life and they will do practice of Role of social work and family counseling in family strengthening and address family issues with informed, evidence-based strategies for effective practice

Unit 1: Introduction to Family Sociology

43.	Historical evaluation of the family as social institution.
44.	Definition, scope of family sociology.
45.	Sociological perspectives on the family (Functionalist, Conflict, Symbolic Interactionism, Feminist).
46.	Characteristics, functions, and significance of the family.
47.	The relationship between family and other social institutions (education, religion, economy, political scenario).

Unit 2: Types and Structures of Families

48.	Forms of family: nuclear, joint, extended, single-parent, childless, etc.
49.	Lineage and descent: matrilineal, patrilineal, bilateral
50.	Residence patterns: matrilocal, patrilocal, neolocal
51.	Marriage types and rules: monogamy, polygamy, endogamy, exogamy
52.	Kinship systems and social roles within families

Unit 3: Family Dynamics and Relationships

53.	Concept of family dynamics, measures to be implemented in reinforcing family dynamics, aadvantages of reinforcing family dynamics
54.	Stages of the family life cycle (challenges, tasks and transition), Parent-child relationships and parenting styles.
55.	Changing marital relationships and spousal roles.
56.	Communication patterns and conflict resolution in families.
57.	Power, authority, and decision-making in the family

Unit 4: Social Change and Family Transformation

58.	Impact of industrialization and urbanization on family life.
59.	Changing gender roles and family responsibilities.
60.	Effects of migration, globalization, modernization, and liberalization.
61.	Family and technology: digital parenting, virtual relationships, and impact.
62.	Emerging family forms: live-in relationships, LGBTQ+ families, blended families

Unit 5: Issues and Interventions in Family Life

63.	Family stress, crises, bond building, and coping mechanisms.
64.	Domestic violence and child abuse.
65.	Divorce, separation, and single-parent families.
66.	State policies and family welfare programs.
67.	Role of social work and family counseling in family strengthening

Recommended Readings:

1. Archard, David. 2010a. The Family: A Liberal Defence. London: Palgrave Macmillan.

2. Dahama, O.P., Bhatnagar, O.P.; (1985). Education and Communication for Development, Oxford and IBH Publishing Co. Pvt Ltd., New Delhi. Second edition

3. Dahama. O. P. (1997) Extension and Rural Welfare, Ram Prasad and Sons, Bhopal

4. Government of Maharashtra – food, civil supplies and consumer protection department

5. Supe. S.V (1985) An Introduction to Extension Education, Oxford and I. B. H. Publishing's. PvtLtd.2nd Edition

6. आगलावे प्रदीप ((जुलै २००३भारतीय समाज संरचना व समस्या साईनाथ प्रकाशन नागपूर

7. देशपांडे चंद्रशेखर,काळे प्रेमाला (ऑक्टोबर 2002),कुटुंब व वैवाहिक समायोजन. प्रकाशन कुलगुरू, डॉ. य.च.म.मु.विद्यापीठ,नाशिक

8. कुलकर्णीपी. के. सामान्यसमाजशास्त्र,मंगेशप्रकाशन,नागपूर

9. खडसे भ. कि भारतातील सामाजिक समस्या : बी.ए. II श्री मंगेश प्रकाशन नागपूर

10. लोटे रा.ज (जुन-2015) भारतीय समाज आव्हाने आणि समस्या मनोहर विंपळठापुळे & कंपनी पब्लिशन्स , नागपुर

11. सांगवे विलास , समस्या(28 मार्च 1979) भारतातील सामाजिक) पॉप्युलर प्रकाशन,मुंबई

Web references

1. https://unstats.un.org/sdgs/report/2024/

2. https://dashboards.sdgindex.org/

3. https://en.wikipedia.org/wiki/Social_issue

4. https://nhm.maharashtra.gov.in/en/scheme/family-welfare-programme/

5. https://milnepublishing.geneseo.edu/introlgbtqstudies/chapter/lgbtq-relationships-and-families/

6. https://mastersociology.com/emergent-forms-of-family/topicwise-notes-ugc-net-sociology/#google_vignette

FCW-02: Fields of Family and Child Development

Name of the Programme	Master of social Work
Semester	III
Course Code	FCW-02
Course Title	Fields of Family and Child Development
Credits	04

Course Description:

This course explores the diverse fields and settings in which social workers engage with families and children to address their various issues and concerns. It helps to learn contemporary and emerging trends that influences the development of families and children in a rapidly changing world. It examines evolving family structures, the digital revolution, socio-economic factors, health and wellness issues, and policy-level interventions. The course is designed to equip students with a multidisciplinary understanding of how these factors shape the well-being and development of families and children, and to prepare them for effective professional practice in family and child welfare settings. It provides an understanding of developmental stages, risk and protective factors, and the roles of various institutions and programs in fostering well-being to address practically while using theoretical backgrounds.

Learner Objectives:

By the end of the course, learners will be able to:

1. Explore the influence of socio-economic, cultural, and gender-based factors on parenting and development.

2. Critically assess national and international policies and interventions addressing family and child welfare.

3. Apply social work methods and ethical practices in work with families and children in different settings.

Learning Outcomes:

Upon successful completion of this course, learners will be able to:

1. Assess the effectiveness of existing programs, interventions, and policies for supporting families and children.

2. Develop context-sensitive, inclusive, and forward-thinking approaches in professional practice related to family and child development.

3. Apply social work methods and ethical practices in work with families and children in different settings.

Unit 1: Foundations of Family Development

1.	Concept, Scope, Nature, stages, and significance of family development.
2.	Historical evolution of family systems: Traditional Indian Family System, Medieval Period Developments, Colonial Impact on Indian Families, Post-Independence Changes in Family Structure and Modernization, Globalization, and Family Transition
3.	Theories of family development: Family Systems Theory, Structural - Functional Theory, etc.). (e.g., Piaget, Erikson, Bronfenbrenner)
4.	Determinants of family well-being (economic, social, emotional).
5.	Role of gender, values, and culture in family development.

Unit 2: Types and Structures of Families

1.	Definition and significance and Forms of families: nuclear, joint, extended, single-parent, childless, etc.
2.	Changing family structures in urban and rural contexts. Factors Responsible for Change in urban and rural and Impact of the Breakdown of the Joint Family
3.	Roles and responsibilities within the family.
4.	Inter-generational relationships and support systems. Types of inter-generational relationships: vertical (grandparents-parents-children), horizontal (siblings, cousins)
5.	Impact of globalization and migration on families.

Unit 3: Child Development Stages and Milestones

1.	Concept of child, developmental stages, milestones and needs children.
2.	Theories of Child Development (Piaget, Erikson, Bowlby, etc.)
3.	Contemporary issues child development.
4.	Working with special groups.
5.	Developmental Domains: Physical, Cognitive, Emotional, Social, Moral, and Child development initiatives in India.

Unit 4: Family Relationships and Communication for Well-Being

1.	Vitality of physical and mental health in the family context for healthy family life.
2.	Parent-child relationships, Communication patterns, and parenting styles.
3.	Parental, maternal, paternal relationships and Marital relationships and couple

	dynamics.
4.	Conflict resolution and decision-making in families.
5.	Promoting emotional resilience and stress management in families.

Unit 5: Family Support Systems and Policies

1.	Government schemes and policies for family welfare (ICDS, Family Counseling Centers, etc.).
2.	Role of NGOs and community-based organizations.
3.	Family life education and counseling services.
4.	Social work intervention in family development.
5.	Emerging issues: work-life balance, digital influence, elderly care.

References:

1. Ananiadou, K., & Claro, M. (2009). 21st century skills and competences for new millennium learners in OECD countries. OECD Working paper Nº41.EDU/WKP(2009)20. URL: http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=edu/wkp(2009)20&doclanguage=en

2. Bandura, A. (1977). Social learning theory. Prentice-Hall.

3. Berk, L. E. (2018). Infants, Children, and Adolescents (8th ed.). Pearson. – A comprehensive guide to developmental psychology.

4. Bronfenbrenner, U. (1979). The Ecology of Human Development: Experiments by Nature and Design. Harvard University Press– Foundational theory for understanding the social environment of development

5. Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.

6. Definition and Selection of Competences: Theoretical and Conceptual Foundations (DeSeCo). Background paper (2001). URL:http://deseco.ch/bfs/deseco/en/index/01.parsys.90715.downloadList.74320.DownloadFile.tmp/desecobackgrpaperdec01.pdf

7. Desai, N. (2001). Women in modern India. Oxford University Press.

8. Developing Key Competences at School in Europe:Challenges and Opportunities for Policy. Eurydice Report, European Commission/EACEA/Eurydice -Luxembourg : Publications Office of the European Union, 2012. URL: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/1

9. enGauge 21st Century Skills: Literacy in the Digital Age by the North Central Regional Educational Laboratory and the Metiri Group (2003). URL: http://pict.sdsu.edu/engauge21st.pdf

10. Erikson, E. H. (1950). Childhood and society. W. W. Norton.

11. European Commission Key competences for lifelong learning: European Reference Framework - Luxembourg : Office for Official Publications of the European Communities, 2007.

12. Future Of Education And Skills 2030: Draft Summaries Of Constructs Currently Reviewed. OECD EDU/EDPC(2017)16/ANN1

13. Future Skills, UNESCO (2015). UNESCO TVET Strategy 2016-2021

14. Gordon, J., Halász, G., Krawczyk, M., Leney, T., Michel, A., Pepper, D., ... & Wiśniewski, J. (2009). Key competences in Europe: Opening doors for lifelong learners across the school curriculum and teacher education. CASE Network Reports No. 87. URL: https://www.econstor.eu/bitstream/10419/87621/1/613705459.pdf

15. Joke Voogt & Natalie Pareja Roblin (2012) A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies, Journal of Curriculum Studies, 44:3, 299-321, DOI: 10.1080/00220272.2012.668938

16. Kapadia, K. M. (1966). Marriage and family in India. Oxford University Press.

17. Kağitçibaşi, Ç. (2007). Family, Self, and Human Development Across Cultures. Lawrence Erlbaum – Cultural variations in family development.

18. Lareau, A. (2011). Unequal Childhoods: Class, Race, and Family Life (2nd ed.). University of California Press – Class-based parenting differences.

19. National Testing of Pupils in Europe: Objectives, Organisation and Use of Results (2009) - Brussels: EACEA/Eurydice, DOI: 10.2797/18294. URL: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/109EN.pdf

20. New Skills for New Jobs: Policy Initiatives in the Field of Education (2010) –Brussels: EACEA/Eurydice.
URL:http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/125EN.pdf

21. Otten, H., & Ohana, Y. (2009). The eight key competencies for lifelong learning: An   appropriate framework within which to develop the competence of trainers in the field of European youth work or just plain politics? IKAB. URL:https://www.salto-youth.net/downloads/4-17-1881/Trainer_%20Competence_study_final.pdf

22. Papalia, D., & Olds, S. (2020). Human development (14th ed.). McGraw-Hill Education.

23. Partnership for 21st Century Learning (2016). Framework for 21st century learning.

24. Patel, A. R. (2024). Family and Child Development [Syllabus]. Department of Human Development, University of Mumbai.

25. Performance Assessment Quality Rubric - Adapted for Summit Public Schools (2014). Stanford Center for Assessment, Learning, & Equity, with components adapted from the Buck Institute for Education Project DesignRubric. URL:https://iowacore.gov/sites/default/files/scaleperformanceassessmentqualityrubric.pdf

26. Piaget, J. (1952). The origins of intelligence in children. International Universities Press.

27. Sharma, R. N., & Sharma, R. (2015). Guidance and counseling in India (2nd ed.).

28. Strong, B., DeVault, C., & Cohen, T. (2022). The Marriage and Family Experience (14th ed.). Cengage Learning. – A broad overview of changing family structures.

29. The Human Capital Report. World Economic Forum (2015). URL: ttp://www3.weforum.org/docs/WEF_Human_Capital_Report_2015.pdf

30. Trilling, B., & Fadel, C. (2009). 21st century skills: Learning for life in our times. URL: http://www.p21.org/our-work/p21-framework

31. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes (M. Cole et al., Eds.). Harvard University Press.

32. Reports, Policy Documents & Online Resources

33. **Ministry of Women and Child Development (India)**:
    a. *National Policy for Children 2013*
    b. *Integrated Child Development Services (ICDS)* Scheme – https://wcd.nic.in

34. **UNICEF** (2021). *The State of the World's Children: On My Mind – Mental Health*. – https://www.unicef.org/reports/state-worlds-children-2021

35. **WHO & UNICEF** (2018). *Nurturing Care Framework for Early Childhood Development*. – https://nurturing-care.org/

36. **Marathi References (मराठी संदर्भ साहित्य)**

37. डॉ. अशोक गायकवाड – *बालकांचा विकास आणि समाजशास्त्र*– (Balakānchā Vikas āṇi Samājśāstra), Phadke Prakashan

38. **डॉ. एस. के. कुलकर्णी** – *शिशु व बालमानसशास्त्र,* (Shishu va Bāl-Mānasśāstra), Maharashtra Rajya Pathyapustak Mandal

39. डॉ. शांताराम शेवाळे **(Dr. Shantaram Shevale)** – *कौटुंबिक विकास व समाजकार्य*– (Kautumbik Vikas va Samajkarya), Diamond Publications, Pune

40. बालकांचा हक्क आणि संरक्षण कायदा (POCSO Act) – मराठी भाषांतर

NameoftheProgramme	MSW
Semester	III
CourseCode	HRM– 01
Course Title	Human Resource Management
Credits	4

– Government of Maharashtra Publication

– Legal document useful for understanding child rights.

41. सावित्रीबाई फुले पुणे विद्यापीठ अभ्यासक्रम – *कौटुंबिक आणि बाल विकास (Family and Child Development)*Available in university syllabi and Marathi medium texts.

Supplementary Resources (Articles, Journals, E-sources)

1. **Halgunseth, L. C. et al.** (2020). "Digital Media Use and Child Development in the Context of Family." *Child Development Perspectives*, 14(2).

2. **Save the Children – India Reports**

   – https://www.savethechildren.in

3. **UNESCO Early Childhood Resources**

   – https://unesdoc.unesco.org

HRM– 01 Human Resource Management

Course Description:

This course provides a comprehensive introduction to the core principles and practices of Human Resource Management (HRM). In this course learnerswill explore the strategic role of HR in organizations, learning how effective people management drives business success. It is also focuses on developing skills and competencies relevant to the management of human resources amongst the students of social work. It also focuses on building professionals who can manage and develop human resources in different kinds of organizations.

Learner's Objectives:

1. To Develop an understanding Of Fundamentals of Management and Human Resource Management (HRM).
2. To develop an understanding of HRM functions and practices
3. To develop an insight of HR policies, practices and strategies
4. To develop appropriate skills and competencies in managing human resources
5. To Analyze the strategic role of human resource management in a competitive environment

Learning outcomes:

1. Learners will gain theoretical perspectives about human resource management
2. Learners will understand the strategic role of HR in achieving organizational objectives.
3. Learners will apply best practices in recruitment, training, and performance evaluation.
4. Learners will navigate legal and ethical challenges in workforce management.
5. Learners will get insights on how to develop and formulate strategies and programs to introduce and sustain competitive HR

Detailed Course Content

Unit No	Content
Unit I	**Fundamentals of Management** 1. Management: Concepts, nature, levels, importance; role in modern organizations. 2. Evolution of management thought — Contributions of Taylor (scientific management), Weber (bureaucratic management), Fayol (administrative management); implications for contemporary practice. 3. Principles and theories of management; application through real-life

		organizational case studies.
	4.	Core functions: Planning, organizing, staffing, directing, controlling — with case-based assignments.
	5.	Distinguishing between Management and Administration
Unit II	**Human Resource Management**	
	1.	HRM: Concept, nature, scope, and significance in a globalized context, Distinction between Personnel Management and HRM;
	2.	Human Relations Movement: Hawthorne studies, their impact on modern HR practices; evolution from traditional to strategic HR.
	3.	H.R Environment : Technology and structure, Network organization, virtual organisations, workforce diversity, Demographic Changes, global and local workforce management,
	4.	Roles and functions of HRM, including strategic partner, change agent, employee advocate, and administrative expert.
	5.	Essential competencies and emerging challenges for HR managers in the digital age.
Unit III	**HRM Policies and practices**	
	1.	HR policies: Meaning, objectives, structure, and development process; aligning with organizational culture and compliance.
	2.	Human Resource Planning: Environmental scanning and SWOT analysis, Forecasting techniques, succession planning.
	3.	Job Analysis and Job Evaluation: Designing job descriptions and specifications, practical workshop on writing JD.
	4.	Talent acquisition: Employer branding, recruitment strategies, selection methods.
	5.	Employee retention: Strategies, engagement programs, turnover analysis.
Unit IV	**Performance Management System and Compensation Management**	
	1.	Types and theories of wages (e.g., equity theory, expectancy theory); practical relevance in compensation design.
	2.	Components of compensation: Fixed, variable pay; incentives, rewards, Fringe benefits and perquisites: Trends and innovative practices and Compensation Management
	3.	Promotions, transfers, and demotion policies; fairness and legal aspects and Integration of AI in compensation analytics and benefits administration.
	4.	Concept of Performance Management system, types and
	5.	Performance Management System: Balanced scorecard, KPIs, 360-degree feedback.
Unit V	Strategic Human resource management & OD	
	1.	Concept of SHRM, Strategic management process implementation, evaluation

	and Importance
	2. The strategic role of HR in Strategy formulation in organizational success, Aligning HR strategies with vision, mission, and corporate objectives
	3. Strategic Diagnosis and Data Collection Environmental scanning & HR analytics**:** identifying strategic gaps and OD levers**,** OD diagnostic tools: survey feedback, in-depth interviews, process consultation, Linking diagnostics to HR metrics**:** turnover, engagement, capability gaps
	4. Designing OD Interventions for Strategic HR Challenges, Intervention typology**:** behavioural (team building, coaching), structural (job redesign, organizational restructuring), and large-scale (Appreciative Inquiry, Future Search),
	5. Customization**:** tailoring interventions to talent management, leadership pipeline, performance management, Stakeholder engagement**:** securing sponsorship from senior leaders and HR business partners
	Cases related to Strategic HRM

1. Further Reading :

1. Boxall, P., Purcell, J., & Wright, P. (2007). *The Oxford Handbook of Human Resource Management*. Oxford University Press.
2. Charles R. Greer, Strategic Human Resource Management, Pearson Education, 2003.
3. Gary Dessler, Human Resource Management, PHI, New Delhi, 2003.
4. Luis R. Gomez-Mejia, David B. Balkin, Robert L. Cardy, Managing Human Resources, PHI, 2001.
5. Peter J. Dowling, Denice E. Welch, Randall S. Schuler, International Human Resource Management, Thomson South-Western, 2002.
6. Schuler, R. S., Jackson, S. E., & Tarique, I. (2011). *Global Talent Management and Global Talent Challenges: Strategic Opportunities for IHRM*. Cambridge University Press.
7. Ulrich, D., Brockbank, W., Johnson, D., Sandholtz, K., & Younger, J. (2017). *HR Competencies: Mastery at the Intersection of People and Business* (2nd ed.). SHRM.
8. Wright, P. M., & McMahan, G. C. (2011). "Exploring human capital: putting 'human' back into strategic human resource management." *Human Resource Management Journal*, 21(2), 93–104.

Indian-Authored & India-Focused

1. Aswathappa, K. (2020). *Human Resource Management: Text and Cases* (10th ed.). McGraw Hill Education India.
2. Subba Rao, P. (2020). *Essentials of Human Resource Management and Industrial Relations* (5th ed.). Himalaya Publishing House.
3. Prasad, L. M. (2011). *Human Resource Management* (6th ed.). Sultan Chand & Sons.
4. Budhwar, P. S., & Debrah, Y. A. (Eds.). (2009). *Human Resource Management in Developing Countries*. Routledge (includes several India-context chapters).

5.   Deb, T., & Tripathi, P. C. (2015). *Organization Behaviour and Human Resource Management* (2nd ed.). Taxmann.

1.   Cummings, T. G., & Worley, C. G. (2015). *Organization Development and Change* (10th ed.). Cengage Learning.
2.   Burke, W. W. (2017). *Organization Development: A Process of Learning and Changing* (5th ed.). Pearson.
3.   French, W. L., Bell, C. H., & Zawacki, R. A. (2005). *Organization Development and Transformation: Managing Effective Change* (6th ed.). McGraw-Hill.
4.   Schein, E. H. (2010). *Organizational Culture and Leadership* (4th ed.). Jossey-Bass.

1.   Rao, T. V. (2018). *Organization Development: Interventions and Strategies* (3rd ed.). Response Books (SAGE).
2.   Mishra, P. C. (2019). *Dynamics of Organizational Development* (2nd ed.). Excel Books.
3.   Srivastava, A. K., & Jain, R. (2017). *Organization Change and Development*. New Age International.
4.   Venkataraman, C. S., & Rao, T. V. (2012). *Designing & Managing Human Resource Systems: Strategies and Practices*. SAGE India.

1.   Ulrich, D., & Dulebohn, J. H. (2015). "Are we there yet? What's next for HR?" *Human Resource Management Review*, 25(2), 188–204.
2.   Beer, M., Eisenstat, R. A., & Spector, B. (1990). "Why change programs don't produce change." *Harvard Business Review*, 68(6), 158–166.
3.   Budhwar, P. S., & Debrah, Y. A. (Eds.). (2009). *Human Resource Management in Developing Countries*. Routledge (bridges SHRM and OD in emerging markets).

Unit I Practical Component:

1.   Analyze a real or hypothetical organization structure.
2.   Group presentation on applying management principles to solve operational challenges.

Unit II Practical Component:

1.   Interview HR professionals or alumni to understand real-world HR functions.
2.   Simulation exercise on HR role-play (e.g., conflict resolution, policy communication).

Unit III Practical Component:

1.   Prepare a recruitment and selection plan for a given case scenario.
2.   Draft an HR policy document.

Unit IV Practical Component:

1.   Design a compensation structure for a sample startup or NGO.
2.   Analyze compensation data using Excel or HR analytics tools.

Additional Components

Assignments and Projects

1.   Industry-based mini projects (e.g., HR audit report, policy design).
2.   Case study analyses on recent HRM challenges (e.g., remote workforce management, DEI initiatives).

HRM 2: Employee Welfare and Trade Unionism

Name of the Programme	Master of Social Work
Semester	III
Corse Code	HRM 2
Course Title	Employee Welfare and Trade Unionism
Credits	4

Course Description:

This course explores the concept and practices of employee welfare and trade unionism in the Indian and global contexts. It provides a comprehensive understanding of welfare measures — both statutory and non-statutory — and traces their evolution from the pre-independence period to the current globalized economy. Learners will critically engage with the roles of government machinery, welfare officers, and various labour legislations in promoting employee wellbeing. The course also delves into industrial health, safety, and hygiene, along with emerging workplace practices such as employee engagement, remote work, and inclusivity. A significant focus is placed on the historical development, legal frameworks, and contemporary challenges of trade unions in both organized and unorganized sectors. Through theoretical and practical insights, this course equips students with the skills to analyze and contribute to effective welfare and industrial relations systems.

Learner Objectives:

1.   Develop the knowledge of employee welfare pre-independence post- independence and its changing nature in the era of globalization.

2.   Understanding the importance of Health, Hygiene, occupational health hazards and safety.

3.   Knowledge of various government organization working for employee welfare.

4.   Develop an insight of employee welfare programme and its relevance to work culture and productivity.

5.   Develop an understanding about trade unionism, role and functions

Learning Outcomes:

1.   Gain Knowledge about employee welfare in past and present

2.   Understand labour welfare provisions under different legislations

3.   Gain insight about organized and unorganized sector issues and challenges

4.   Acquire knowledge about employee engagement practices

5.   Develop knowledge about trade unions and their changing roles

Detailed Course Content

Unit No	Content
Unit I	**Labour/Employee welfare** 1. Labour /Employee Welfare: Welfare-concept, goals & objectives, principles 2. Theories of labour welfare 3. Scope of employee Welfare Statutory and non-statutory provisions under different legislations 4. Evolution of Labour Welfare: Indian and Global perspectives, LPG and its impact on welfare and working conditions. **5.** International labour organization: It's functioning and relevance in the Indian context
Unit II	**Machinery of welfare in India** 1. Machinery of Labour Welfare in India: Central & State Government machinery. 2. Salient features of The Maharashtra Labour Welfare Fund Act 1953. 3. The Maharashtra Labour Welfare Board: Structure, functions and programs. 4. The Maharashtra Welfare Officers (Duties, Qualifications and Conditions of Service) Rules, 1966. Emerging challenges for welfare officer in industrial environment. 5. Employee rights and responsibilities

Unit III	**Industrial accidents, hazards and safety**
	
	1. Industrial Accidents: concept, types, consequences, prevention of Accidents.Human factors: fatigue, error, inadequate training ,Technical factors: equipment failure, poor maintenance Organizational factors: unsafe procedures, poor safety culture
	      a. **Prevention** Risk assessments & Job Safety Analysis (JSA)
	      b. Behaviour-based safety programmes Personal Protective Equipment (PPE) & engineering controls
	2. Industrial accident recording and reporting

	a. **Legal & Regulatory Requirements** Mandatory registers (accident register, dangerous occurrences) under national/state laws, Reporting thresholds and timelines, **Internal Procedures** Incident investigation forms
	
	    b. **Root-Cause Analysis Methods -**Fishbone (Ishikawa), 5-Why, Fault Tree Analysis, Mobile apps enabling frontline workers to log incidents instantly
	
	3. Occupational Diseases
	
	    a. **Definition &Classification,** Work-related vs. occupational (e.g., silicosis vs. common cold), **Common Diseases** Respiratory, Musculoskeletal (back pain, carpal-tunnel), Skin disorders, hearing loss, occupational cancers,
	
	4. Prevention Programmes
	
	    a. Vaccination drives (hepatitis, tetanus) Health-ducation& wellness campaigns
	
	5. Safety management: Meaning, need, importance of safety management. ISO 14001, OSHAS, EMS

Unit IV	**Employee engagement and wellbeing** 1. Quality of Work Life: meaning and indicators of QWL, Programmes& Strategies for enriching QWL , Definitions & dimensions of QWL • Indicators: job satisfaction, work–life balance, ergonomics, autonomy • Enrichment strategies: job redesign, wellness clubs, flexible scheduling 2. Employees engagement: Concept, activities and recent trends in various sectors.• Models: Kahn's engagement theory, Gallup Q^{12} ,• Activities: town halls, recognition schemes, gamification 3. Employee wellbeing: Concept, importance and employee wellbeing initiativesPillars: physical (EAPs, ergonomics), mental (mindfulness, counseling), financial (literacy) ,• Initiatives: health fairs, wellness apps, mind-body workshops 4. Workplace diversity and inclusiveness: Definitions & benefits of D&I • Unconscious bias & allyship training, Policies: flexible leave, affinity groups, accessibility 5. Remote & hybrid workModels: fully remote, hybrid flex, hub-and-spoke

	Tools: collaboration platforms, virtual water-coolers, wellbeing bots Policies: data privacy, work-hours monitoring
Unit V	**Trade Unionism in organized and unorganized sectors** 1. Introduction of Trade Unionism: Concept, objectives, role and functions of Trade Unions. History of Trade Unionism in India. 2. Trade Union Act 1926, 3. MRTU & PULP Act 1971 4. Management of Unionized workforce, Managing Non-Unionised work environment in a factoryUnionised Environment, Collective Bargaining: Conflict Management, Communication: maintaining transparency, regular information-sharing with union reps Non-Unionised Environment, Direct Employee Engagement: 5. Issues and challenges in unorganized sectors: Lack of Legal Recognition, No clear coverage under TU Act or MRTU & PULP Act Fragmentation & Scale High numbers of micro-units, informal employment relationships, Poor Working Conditions, Difficulties in Unionizing, Geographic dispersion, low literacy, transient workforce, Enforcement Gaps, Emerging Challenges, Gig-economy platforms,

References:

1. Dayal, Ishwar and (1976) Management Trade Unions; New Delhi: Shri. Ram Centre for IR & HR

2. Kale D. G. (1971): Trade Unions in Maharashtra, Labour Research Cell, Mumbai

3. Kumar, Shiv (1994) Labour Welfare & Incentive Plans in Incentive Plans in Industries; New Delhi: Radha Publications

4. Laldas, D. K. (1991) Personnel Management industrial relations & Labour Welfare; Agra: Y. K. Publishers

5. Masihi, Edwin J. (1985) Trade Union leadership in India; New Delhi: Ajantha Publication

6. Mccarthy W. E. Year Trade Unions; Penguin Education.

7. Mongia, J. N. (1976) Readings in Indian Labour & Social Welfare; Delhi: Atmaram & Sons

8. Moorthy, M. V. (1982 Ed.2.): Principles of Labour Welfare; New Delhi: Oxford & IBH Publishing Co.

9. Mustafa, M. (1990) Labour Problems & Welfare; New Delhi: Deep & Deep Publications

10.Punekar S. D. etc. (1994): Labour Welfare, Trade Unionism and IR; Ed. 5. Himalaya Publication, Mumbai

11. Rao, Manju (1995) Labour Welfare Policy in India, Printwell

12. Sarma, A. M. (1997) Aspects of Labour Welfare and Social Security, Mumbai: Himalaya Publishing House

13. Sharma, A.M. (1990) Welfare of Special Categories of Labour; Mumbai: TISS

14. Singa, Ram Chandra (1989) Labour Welfare administration in India; New Delhi: Deep & Deep Publication

15. Srivastava, K. D. (1982) Law relating to trade unions in India, Ed. 2, Lucknow: Eastern Book Com.

16.Vaed, K. H. (1962) Growth and Practice of Trade Unionism; Delhi: Delhi School of Social Work

17. Vaid, K. N. (1970) Labour Welfare in India; Delhi: Shri Ram Centre for IR & HR

18. Verma, Pramod and Mookherjee (1982) Trade Unionism in India, New Delhi : Oxford and IBH Publication

19. Ram Chandra P., Singh, Labour Welfare Administration in India, Deep & Deep Publication, New Delhi.

20.**Kale, D. G.** (2020). *Trade Unions in India: Their Role in Labour Welfare*. Sage Publications.

21. **Mehrotra, S.** (2019). "Trade Unions in the Gig Economy: Challenges and Responses," *Economic & Political Weekly*

22.***Bhattacharya, S. K., & Rathore, S. S.*** *(2018). Fundamentals of Occupational Health & Safety. CRC Press.*

MPSW- 1: The Field of Medical and Psychiatric Social Work

Name of The Programme	MSW
Semester	III
Course Code	MPSW- 1
Course Title	The Field of Medical and Psychiatric Social Work
Teaching Hours	60
Credits	4

Course Description / Rationale

Medical and psychiatric social work is a growing field of professional social work. Social workers engage with the patients and their families inside as well as outside the institutional setup of a hospital. They also work with the health care workers and the health care administrators in public and private sectors. Prevention, promotion and rehabilitation are key sectors of health management system. This paper introduces the fundamental concept, approaches and the major fields of medical and psychiatric social work.

Course Objectives:

1. To develop conceptual clarity and interdisciplinary understanding of health, mental health, and the foundational principles of medical and psychiatric social work.

2. To enable learners to critically analyse the roles, functions, and professional ethics of medical and psychiatric social workers across diverse institutional and community-based settings.

3. To cultivate problem-solving and analytical skills by exploring preventive, curative, rehabilitative, and rights-based approaches to healthcare and mental well-being.

Learner outcome:

1. Understand the concept of health and mental health

2. Understand various approaches in medical and psychiatric social work

3. Understand the field of medical and psychiatric social workand develop understanding and expected competence about the task, role and functions of MPSW in various settings.

Course content

Unit I: Understanding Health, Mental Health, and Medical & Psychiatric social work

1.   Concept of health and mental health

2.   Medicaland psychiatric social work

3.   Evolution of medical and psychiatric social work

4.   Mental Healthcare in India, Policy, Programmes and Legislations

5.   Functions of medical and psychiatric social workers

Unit - 2. Approaches in the practice of medical and psychiatric social work:

1.   Preventive

2.   Curative

3.   Rehabilitative

4.   Developmental

5.   Rights based approach

Unit - 3.Current Fields and Practice of medical social work

1.   Medical colleges, General Hospital and different departments,

2.   Specific disease hospitals

3.   Bloodbanks,

4.   Eyebanks,

5.   Organtransplant coordination

Unit - 4. Current Fields and Practice of medical social work (contd.)

1.   District hospitals,

2.   PHCs and Community health centres

3.   Administrationof health programmes

4.   Schools for the physically and mentally challenged and sheltered workshop,

5.   Residentialinstitutions for physically and mentally challenged

Unit -5. Current fields and practice of psychiatric social work:

1.   Mental health institutions, psychiatric departments ingeneral hospitals, half way homes, day care centres,

2.   Child guidance clinic, social work in schools

3.   De-addiction Centre

4.   Social Work in industrial set ups

5.   Community mental health

Reading list:

1.   Bedi, Yash Pal (1979) *Social & Preventive Medicine*, Atma Ram & Sons.

2.   Birudu R, Reddy KN. (2018). Role of medical and psychiatric social workers in improving follow-up care in surgical settings: Medical and psychiatric social work perspective. *Int J Health Allied Sci.* 7:120-2. (Downloaded from http://www.ijhas.in on Tuesday, June 22, 2021).

3.   Campbell, Ian D., Ted Lankester, Ali son D. Rader (2000) *Setting up community Health Programme,* New Delhi: VHAI

4.   Cassens, Brett J. (1992) *Preventive and Social Medicine*, Malvern Harwal Publishing Company

5.   Chalkley, Audrey (1987) *A textbook for the health worker*, Vol. I & II, Delhi: Wiley Eastern Ltd.

6.   Das, N. P., Mishra, V. K., Saha, P. K. (2001) *Does Community Access Affect the Use of Health & Family Welfare Services in Rural India*.

7.   Dutta, P. K. (1998) *Public Health & Social aspects*, Khanna Publishers

8.   Gerald Caplan (1969) *An approach to Community – Mental Health.* London: Tavistock Publications.

9.   Government of India. (2017). *The Mental Health Act, 2017.* New Delhi: Ministry of Law and Justice (Gazette of India, 7 April).

10.   Goyal, R. S. (1990) *Community Participation in Primary Health Care.* Chandigarh: Arun Publishing House

11.   Gracious, Thomas (1994) *AIDS in India: Myth and reality*. New Delhi: Rawat Publications

12.   Green, Anderson (1982) *Community Health*. London: The C. V. Mosby Company

13.   Hema Shah (1996). Psychiatric Social Work Individual Interventions: Recent Trends. NIMHANS Journal. 14.4: 325-329

14.   Hetzel, Basil S. (1978) *Basic health care in developing countries.* New York: Oxford University Press

15.   ICSSR (1981) *Health for All: an alternative strategy*. Pune: Indian institute of education.

16.   Kumar R. (1992) *Social & Preventive Health Administration*. New Delhi: Ashish Publishing House

17.   L. Ramchandran, T. Dharmalingam (1983) *A Textbook of Health Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

18.   Marshall M, Crowther R, Almaraz-Serrano A, Creed F, Sledge W, Kluiter H, et al. (2001). Systematic reviews of the effectiveness of day care for people with severe mental disorders: (1)

Acute day hospital versus admission; (2) Vocational rehabilitation; (3) Day hospital versus outpatient care. *Health Technology Assessment* 5(21).

19. Nagpal, Narender (1984) *Primary Health Care*. New Delhi: Trained Nurses Association of India

20. Park J. E., Park, K (1977) *Preventive and Social Medicine*, M/s BanarasidasBhanot.

21. Pati, R. N. (1992) *Health, Environment & Development*. New Delhi: Ashish Publication House

22. Paul H. Stuart PhD (1997) Community Care and the Origins of Psychiatric Social Work, *Social Work in Health Care*, 25:3, 25-36, DOI: 10.1300/J010v25n03_03

23. Raju D. S. (1963) *Guide to health*. Bombay: Current Technical literature co.

24. Shah, Ghanshyam (1997) *Public Health & Urban Development*. New Delhi: Sage Publications

25. Sinha, A. K.(ed) (1997) *Human Health & Environment*, Vol. I & II. New Delhi: A. P. H. Publishing Corp

26. Soumen Acharya. (2018). "The Study of Medical Social Worker how was this Evolved in India and how Medical Social Service Officer in AIIMS Changed the Problem Faced by Patients". *Acta Scientific Medical Sciences* 2.6: 19-30.

27. Werner, David (1994) *Where there is no Doctor*. New Delhi: VHAI

28. WHO (1988) *AIDS Management, Prevention & Control*, Delhi: B. R. Publication corporation

29. World Health Organisation. (2020). *Basic Documents (49th Edition)*. Geneva: World Health Organization (https://apps.who.int/iris/handle/10665/339554).

Weblinks:

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2. Community psychiatry in India https://www.jmhhb.org/article.asp?issn=0971-8990;year=2018;volume=23;issue=1;spage=4;epage=11;aulast=Sidana

3. Day care as an innovative approach in psychiatry: Analysis of Lucknow experience
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4462785/

4. Guidance techniques
https://www.uen.org/lessonplan/download/4654?lessonId=4948&segmentTypeId=6

5. Half-way Home http://archives.hardnewsmedia.com/2017/10/why-india-needs-more-halfway-homes-mentally-ill

6. Half-way Home https://www.livemint.com/Politics/SIU0N8UPwFQ WyDO7uMrw2L/Centre-plans-halfway-homes-to-h elp-rehabilitate-the-mental.html

7. History of psychiatric rehabilitation in India
https://www.amhsjournal.org/article.asp?issn=2321-4848;year=2021;volume=9;issue=1;spage=163;epage=170;aulast=Kakunje

8. Psychiatric social work https://www.grin.com/document/206999

9. Therapeutic community
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7424041/https://journals.sagepub.com/doi/full/10.1177/002076401245099

10. Trends and issues in community mental health programs in India: The Ranchi Institute of Neuropsychiatry and Allied Sciences experience
https://www.industrialpsychiatry.org/article.asp?issn=0972-6748;year=2021;volume=30;issue=1;spage=11;epage=17;aulast=Giri

MPSW- 2: Health, Disease and Medical Information for Medical & Psychiatric Social Workers

Name of The Programme	MSW
Semester	III
Course Code	MPSW- 2
Course Title	Health, Disease and Medical Information for Medical & Psychiatric Social Workers
Teaching Hours	60
Credits	4

Course Description / Rationale

Advanced medical information is essential for effective functioning of medical social workers. Medical social workers work with the patients and their families explaining them about their health conditions, treatment and rehabilitation plans suggested by the medical practitioners. This paper equips the students with the required medical information for discharging the responsibilities of medical social worker in a hospital set up.

Course objectives:

1. To provide foundational knowledge of human anatomy and physiology relevant to medical and psychiatric social work practice.

2. To develop the ability to identify and understand major health conditions across various bodily systems, including neurological, cardiovascular, reproductive, and endocrine systems, from a psychosocial lens.

3. To equip students with the skills to analyse communicable and non-communicable diseases, their psychosocial impacts, and appropriate social work interventions.

Learner outcome:

1. Acquire basic knowledge of human anatomy, physiology, physical illness and their treatment.

2. Gain advanced medical information for prevention of communicable and noncommunicable diseases and promotion of physical health.

3. Understand the role ofmedical social worker

Course Content

Unit 1. Anatomy and Physiology of the human body – part 1

1.   Significance of anatomy and physiology of the human body in medical social work

2.   Central Nervous System – Stroke, Paralysis, Coma etc.;

3.   Cardio Vascular System – Cardiac anomalies;

4.   Respiratory System – Respiratory infections, cold, influenza, Pneumonia, asthma

5.   Reproductive System (male and female) – Pregnancy, child birth – normal delivery and complications, gynaecological, conditions, prolapse uterus, ectopic pregnancy, molar pregnancy etc. Infertility – causes and treatment, menopause – symptoms, treatment, implications, Menstrual related disorder, Andropause

Unit 2. Anatomy and Physiology of the human body – part 2

1.   Digestive System – Acidity, Ulcers, Dysentery, Ascetic, liver disorder, Amoebiasis;

2.   Endocrinal System – Hypo and hyper thyroidism;

3.   Genito Urinary System – Kidney and related conditions;

4.   Skeleton - muscular System: GBS – Gia barre syndrome, Wilson's disease etc.;

5.   Human blood, chemistry and components of blood: Blood groups and cross matching, Immuno haematology, Rhesus factor, Measurement in pathological tests, blood tests for diagnosis of infections, Blood Donation

Unit 3: Communicable diseases - Aetiology, Prevention, InvestigationandTreatment

1.   Tuberculosis, Leprosy, Skin infections,

2.   Hepatitis,Poliomyelitis, Rabies, Jaundice

3.   HIV/AIDS, Sexually Transmitted Infections/ Sexually Transmitted Diseases

4.   Endemic, Pandemic, Epidemics, Prevalence, Epidemiology

5.   Diseases of Childhood - Chicken Pox, Measles, Mumps, Rubella, Diphtheria,Tetanus, Meningitis, Encephalitis

Unit 4:Non communicable diseases, Life style diseases and Degenerative conditions:

1.   Ischemic heart disease. Hypertension, Diabetes Mellites,

2.   Parkinson's disease, Cataract, Glaucoma,Retinal detachment,

3.   Urinary incontinence, Benign – Prostatic hypertrophy, Arthritis andOsteoporosis

4.   Cancer – types,stages, prevention, care as survivor

5.   Epileptic seizures, Burns,Poisoning, Snake bite, Renal failure

Unit 5: Prevention, Promotion and Rehabilitation

1.   Nutrition and health – protein, calorie malnutrition, kwashiorkor, marasmus, vitamin deficiency diseases, Anaemia

2.   National health programmes for prevention and control of communicable and non-communicablediseases

3.   Health education, promotion and rehabilitation

4.   Health as human rights; Health and sustainable development goals

5.   Psychosocial Rehabilitation of recovered individuals and the role of social work in rehabilitation

Reading list:

1.   Bedi, Yash Pal (1979) *Social & Preventive Medicine*, Atma Ram & Sons.

2.   Birudu R, Reddy KN. (2018). Role of medical and psychiatric social workers in improving follow-up care in surgical settings: Medical and psychiatric social work perspective. *Int J Health Allied Sci*. 7:120-2. (Downloaded from http://www.ijhas.in on Tuesday, June 22, 2021).

3.   Campbell, Ian D., Ted Lankester, Ali son D. Rader (2000) *Setting up community Health Programme*, New Delhi: VHAI

4.   Cassens, Brett J. (1992) *Preventive and Social Medicine*, Malvern Harwal Publishing Company

5.   Chalkley, Audrey (1987) *A textbook for the health worker*, Vol. I & II, Delhi: Wiley Eastern Ltd.

6.   Das, N. P., Mishra, V. K., Saha, P. K. (2001) *Does Community Access Affect the Use of Health & Family Welfare Services in Rural India*.

7.   Dutta, P. K. (1998) *Public Health & Social aspects*, Khanna Publishers

8.   Goyal, R. S. (1990) *Community Participation in Primary Health Care.* Chandigarh: Arun Publishing House

9.   Gracious, Thomas (1994) *AIDS in India: Myth and reality*. New Delhi: Rawat Publications

10.   Green, Anderson (1982) *Community Health*. London: The C. V. Mosby Company

11.   Hetzel, Basil S. (1978) *Basic health care in developing countries*. New York: Oxford University Press

12.   ICSSR (1981) *Health for All: an alternative strategy*. Pune: Indian institute of education.

13.   Kumar R. (1992) *Social & Preventive Health Administration*. New Delhi: Ashish Publishing House

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TD- 1Tribal Society and Issues

Name of the Programme	Master of Social Work
Semester	II
Course Code	TD-1
Course Title	Tribal Society and Issues
Credits	04

Learner's Objectives

1)To develop an understanding about tribal society.

2)To understand the tribal issues in contemporary society

3)To enhance the knowledge about current scenario of tribal society.

Learning Outcomes: By the end of this course students will be able to

1.   Learners will be develop basic understanding about concept, nature and characteristics of tribal community

2.   Learners will able to develop comprehensive understanding about tribal issues

3.   Learner will able to develop understanding scope and relevance of social work profession in tribal society

Unit number	Content
Unit I	**Understanding tribe: Identity and context** 1. Meaning, definition and Characteristics of tribe. 2. Classification of tribes - demographic, linguistic, racial, cultural and geographic. 3. Major tribes in India and Maharashtra 4. Social Organization: Tribal marriage, family, Clan,

	5. Yuvagruh, - Meaning, concept, history and new consequences.
Unit-2	**Tribal Culture and costmary practices** 1.Component of tribal culture – Literature, Arts, Languages, Dance, Drama, Instruments, customs and rituals. 2.Religion and customary practices 3. Traditional control systems- types, characteristics and functions 4. Changing nature of Tribal culture 5.Factors contributing to cultural and religious transition
Unit-3	Problems of Tribal Community 1.Assertion of tribal identity –historical and modern perspectives 2.Tribe caste continuum 3.Tribal Resources and Cultural exploitation 4.Challenges of traditional control systems 5.Issues related to tribal culture and community
Unit-4	Tribal Economical issues 1.Economic Organization- concept, Meaning, and types 2. characteristics, changing Nature of tribal economy 3. Economic & Livelihood Issues- Forest, Land and Agriculture ,shifting cultivation 4.Industrialization and tribal problems- Economical exploitation etc. 5.Ngo's role to overcome of Tribal Economical issues

Unit-5	Tribal devlopmental issues
	
	1. Social issues – Poverty, Superstitions, Addiction, Non-Co-operation
	
	2, Migration, Displacement and dispossession, Unemployment
	
	3. Infrastructural Issues -Habitat and settlement, basic civic amenities, transportation
	           and communication
	
	4. Educational issues - Accessibility, marginalization, drop-out etc.
	
	5. Health issues –Accessibility of medical facility, Malnutrition Mortality and Morbidity
	     And reproductive health, women safety, Anemia and Sickle cell anemia. Impact of globalization on tribal life.

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3. Dynamics of Tribal migration, Sonali Publication New Delhi

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TD-2: Administration of Tribal Development

Name of the Programme	Master of Social Work
Semester	II
Course Code	TD-2
Course Title	Administration of Tribal Development
Credits	04

Course Description/Rationale:

This course aims at developing an understanding of the tribal development administration and its relevance to social work practice. An important goal of the course is to enable students in applying administrative concepts to meet the challenges and needs of the world effectively.

Learner Objectives:

1. Develop an understanding about Tribal development administration in India

2. Understand the functions and structure of Tribal Administration for tribal development

3. To acknowledge learners about various schemes of tribal development.

Learning Outcomes:

1. Develop knowledge base and understanding of the tribal development administration in India.

2. Develop acknowledgement of various schemes of tribal development

3. Develop understanding of use of administrative machineries in social work practice

Unit number	Content
Unit-1	**Tribal Development Approach and Mechanism** 1. Tribal development: Meaning, definition and conceptual understanding 2. Tribal Development Approach: Isolation, Assimilation and Integration 3. Constitutional provisions for Tribal administration -5th and 6th schedule of Indian Constitution and Special provisions for scheduled areas 4. Issues and challenges in Tribal Development **5.** Political influence in tribal development
Unit – II	**Administration of Tribal Development** 1. Tribal Development Administration in Pre & Post Independence Period 2. Administration at Centre and State-level for tribal welfare and development 3. Issues of Acculturation 4. Need and importance of specific mechanisms for Tribal administration **5.** Structure & functions of Tribal Research and training institute
Unit III	**Local Self Government and Tribal Development** 1. History and Growth of Local Self-Government in India 2. Role and functions of Local Self – Government for tribal development 3. An introduction to 73rd constitutional amendment and Limitation of its application 4. PESA – Panchayat Extension to Scheduled Areas Act, 1996 **5.** Tribal Development Plan – ITDP, TSP, MADA, & mini-MADA
Unit IV	**Corporations and co-operatives for Tribal Development**

	1.	History, Structure and functions of Tribal Development Corporation
	2.	Need and significance of financial help in tribal development
	3.	Shabari Financial Help & Development Corporation
	4.	Need and significance of co-operatives for tribal development
	5.	**Co**-operatives: Forest and multi-purpose co-operatives
Unit-V	**New Actors in Tribal Development**	
	1.	Role and Contribution of NGO's, CBO's & corporates (CSR) in Tribal Development
	2.	Role & functions of Joint Forest Management Committees in Tribal Development
	3.	Role & functions of Caste Verification Committee
	4.	Role and functions of Self Help Groups and Microfinance institutions in Tribal Development
	5.	Case studies – Tribal women empowerment, JFM committee, etc.

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URCD- 01 Fields of Urban & Rural Community Development

Name of the Programme	Master of Social Work
Semester	III
Course Code	URCD-01
Course Title	Fields of Urban & Rural Community Development
Credits	04

Course Objectives

1.   To understand issues of rural and urban communities.

2.   To understand the major provisions under 73rd, 74th Constitutional Amendments in addressing community issues.

3.   To critically reflect on the powers and functions of Local Self-Governance (LSG) Bodies in addressing community issues.

Course Outcomes: By the end of this course

1.   Students will demonstrate an understanding of key socio-economic issues affecting rural and urban communities.

2.   Students will be able to understand the relevance and implications of the 73rd and 74th Constitutional Amendments in community development.

3.   Students will critically analyze the roles, powers, and effectiveness of Local Self-Governance (LSG) bodies in addressing local community issues.

Unit number	Content
Unit-1	**Urban and Rural Communities - Linkages and Changes** 1. Concept and Overview of Urban and Rural Communities 2. Characteristics of urban and rural communities 3. The relation between urban and rural communities 4. The changing nature of urban and rural communities 5. Interface between Urban and Rural Communities
Unit-2	**Issues of Urban and Rural Communities** 1. Economic Issues – poverty, unemployment and its implications 2. Issues related to Environment, Infrastructure and Services 3. Socio-cultural issues- caste dynamics; intersections of class, caste, gender and ethnicity and implications 4. Political Issues: Political interference, people's participation 5. Issues related to various groups: Women, Children, Marginalised groups (SC, ST, OBC, NT-DNT, Minorities), labourers, etc.
Unit-3	**Democratic Decentralisation and Constitutional Amendments** 1. Concept and Context of Democratic Decentralization 2. The Constitutional 73rd & 74th Amendments – Context of their Enactment and major provisions 3. Structure, Functions, and Powers of LSG bodies 4. Current trends in democratic decentralization 5. Opportunities and Challenges in democratic decentralization
Unit-4	**The Ground Reality of Local Self-Government Bodies** 1. Issues of finance, functionaries and functional autonomy 2. Revenue and Finance sources with respect to LSGs -Finance commission recommendations 3. Importance of citizen participation through gram sabhas/ward sabhas 4. Problems and prospects with respect to reserved quotas 5. Issues related to people's participation and decision-making
Unit-5	**Social Work Intervention in relation to LSG bodies** 1. Opportunities and challenges with respect to LSGs in urban and rural areas 2. Social work intervention in LSGs: Training to elected members, elected women representatives (EWRs), 3. Strengthening the gram sabha; understanding participatory budgeting & social audit, citizen participation and community mobilization for accountable and transparent governance 4. Innovations in Urban and Rural Community Development 5. Role of NGOs and Civil Society organisations in strengthening LSG

Recommended Readings :

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

2.   Alochana (2007) Gender, Women and Panchayat Raj, Pune : Alochana Center for Documentation and Research on Women

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27.   Mishra, Omprakash (Ed.) (2004) Forced Migration, Delhi : Manak Publication

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49.   Sivaraman, K.C, Kundu Amitabh, Singh B.N (2005) Handbook of Urbanization in India, Delhi : OUP

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URCD 02: Development Economics

Name of the Programme	Master of Social Work
Semester	III
Course Code	URCD 02
Course Title	Development Economics
Credits	4

Course Description: The economy if India has changed rapidly over the period of times. The agriculture was considered the back bone of Indian economy. The green revolution and white revolution have brought about unprecedented growth in primary sectors of economy. The country has become self-relent to meet the needs of growing population. The new economic policy has posed challenges in agriculture and allied business. The human development, employment generation and improving living standard of people has given more prominence. As a social work professionals we must be able to understand and assess the economic situation of people across rural, tribal and urban communities. So this course is designed to equip students with adequate knowledge about the economic development in India including knowledge of rural, tribal and urban community with various economic dimensions. The course provides a conceptual understanding about economic theories and models in Indian context. It also gives insights regarding agrarian economy, various experiments in agriculture, emerging challenges and issues. The course also gives perspective oncooperation and its contribution to human development and empowerment.

Course Objectives:

1. To understand theories of economic development.

2. To understand economies of Urban Rural and Tribal areas from a Human Development

   Perspective

3. To understand Urban, Rural, Tribal economic problems in the context of globalization

4. To understand the relevance and problems of cooperatives in the current context

Course outcome:

1. Students will be able to understand different theories and models of economic development.

2. Students will be able to relate and critically analyze human development perspective to explore economic issues of urban, rural and tribal areas

3. Students will develop knowledge of new trends in economic development at local and global level

4. Students will be able to critically evaluate the power structure and issues of cooperatives and its importance to human empowerment

Unit-1: Concept and meaning of Development

1. Overview of sectors of economic development

2. Basic Elements and Dimensions of economic development

3. Determinants of economic development

4. Concept and meaning of Rural, Urban and tribal Economy

5. Understanding Rural, urban and Tribal economy in the context of- land, labour, capital, technology and economic infrastructure

Unit-2. Theories & Models– in the context of Indian economic Development

1. Evolutionary Theory

2. Modernization Theory

3. Dependency Theory

4. Gandhian economic model of Rural Development

5. Human Capital Model of Development

Unit – 3. Economic Development in the Rural and Tribal Context

1. Agrarian Economy – importance, problems

2. Measures of land reforms,

3. Green revolution and White Revolution

4. Agrarian Policies in the Current Context – Rural Credit Policy, Agricultural Price Policy

5. Globalization & Agriculture –Impacts, emerging issues and challenges,

Unit- 4: Economic Development in the Urban Context

1. Industrialization and Employment generation

2. Informal and formal sectors in work

3. Infrastructure facilities – Road, Energy, Finance

4. Economic Development and its impact on cities – its production, distribution and present

shift

5 Globalization and Urban economy- impacts on basic services, issues and challenges

Unit-5. Economic Development and Human Development

1. Measurement of Human Development

2. Economic Development and Social opportunities

3. Economic inequality & poverty

4. Diversities and social exclusion

5. People Centered Approaches in Economic Development (Cooperation – Meaning, objective, principles, Types of cooperatives, Role of cooperatives in empowering the poor and marginalized and Contemporary challenges facing cooperatives in country

References Books:

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2. Myint, Hla (1965), *The Economics of Underdeveloped Countries, Preager, New Delhi.*

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18. *Chand, R., R Saxena and S Rana (2015): "Estimates and Analysis of Farm Income in India, 1983-84 to 2011-12," Economic & Political Weekly, Vol 50, No 22, pp 139-145.*

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Technological Effects", Agricultural Economics Research Review, Conference Issue.

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MSW 12 Participatory Planning and Strategic Management

Name of the Programme	Master of Social Work
Semester	IV
Corse Code	MSW 12
Course Title	Participatory Planning and Strategic Management
Credits	2

Course Description:

This course on participatory planning equips students with the knowledge and skills to involve diverse stakeholders in the planning process, leading to more effective and inclusive outcomes. This course covers the principles of participatory planning, various methods and techniques, and applies them in different contexts, including urban planning, community development, and project management.

Course Objectives:

1) To facilitate the learning on concepts of participatory planning and strategic management and steps and issues related to project / program planning.

2) Develop an understanding of the changing trends in participatory planning approach in government and NGOs.

3) To develop ability to understand and use strategic management in field practice.

Learning Outcomes:

By the end of the course, learners will be able to learn the followings:

1. Understand the concept, meaning, and importance of participatory planning and management.
2. Acquaint with types of participatory planning and Role of Government and NPO in promoting participation.
3. Develop the required skills in the area of strategic management.

Unit	Content

1.	**An Introduction to Participatory Planning**
	1. Concept, types, Importance of planning.
	2. Concept, Meaning, Importance of participatory planning.
	3. Principles and Types of Participatory planning.
	4. Approaches and Models of participatory planning.
	5. Role of Government and Non-Profit Organizations in promoting participation.
2.	**Participatory Project / Program Planning**
	1. Participatory methods for need assessment and planning.
	2. Steps in Participatory Planning. (Identification of needs –Determining priorities – Assessing feasibility – Specifying goals and objectives – Identifying preferred solution – Preparing Action Plan.)
	3. Tools for Participatory Project / Program Planning– Participatory Rural Appraisal (PRA), Participatory Learning and Action (PLA), Participatory Action Research (PAR).
	4. Participatory Planning, Sustainable Development and Community empowerment.
	5. Issues and Challenges in Participatory Planning.
3.	**Strategic Management**
	1. Concept, and Importance of strategic management
	2. Key components of strategic management (Vision, Mission, Goals, Objectives and activities).
	3. Process of Strategic Management in Development.
	4. Concept, Meaning and Importance of Monitoring and Evaluation in Strategic Management.
	5. SWOC Analysis – PERT & CPM, Logical Framework Analysis and management.

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20. Parnell John A.,(2017) Strategic Management: Theory and Practice, SAGE Publications Ltd., California.

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22. Dr. K. Govinda Bhat & Govinda Sharma, (2017) Strategic Management, Himalaya Publishing House, Mumbai.

23. Azhar Kazmi & Adela Kazmi, () Strategic Management, McGraw Hill Education India

24. Ghosh, P. K., (2014) Strategic Management, Sultan Chand & Sons, New Delhi

MSW 13: Management and administration of Non-Profit Organization

Name of the Programme	Master of Social Work
Semester	IV
Corse Code	MSW 13
Course Title	Management and administration of Non-Profit organization
Credits	2

Course Description

This course provides an in-depth exploration of the principles and practices underpinning the management and administration of non-profit organizations. Students will examine the historical evolution and legal frameworks that shape the sector, learn how mission, vision, and values drive purpose-led work, and analyse the role of NGOs in advancing social, educational, and environmental goals. Core management topics include governance structures, ethical leadership, human resources (staff and volunteer management), financial planning, fundraising strategies, and technology applications. The course also equips learners with project management skills—covering proposal development, planning, risk and quality control, and monitoring and evaluation—to ensure sustainable, community-focused program delivery.

Learner Objectives:

1. To introduce learners to the fundamental concepts, legal frameworks, and societal contributions of non-profit organizations.
2. To develop practical knowledge various management strategies NPO management.
3. To develop practical knowledge of financial and operational management for non-profits.
4. To enable the learners -develop knowledge about project management methodology, and to develop skill of project writing

Learning Outcomes:

By the end of the course, learners will be able to learn the followings:

1. Understand the meaning, objectives and types of NPOs
2. acquaint with various types of NPO and Role of NPO in development.

3.   Get knowledge about components and approaches of project management
4.   Develop the required skills in the area of administration, programme planning and implementation

Detailed Course Content

Unit No	Content
Unit I	**Foundations of Non-Profit Organizations** 1. Overview of Non-Profit Sector: Definition, characteristics, **T**ypes of Non-Profits**:** Charities, trusts, societies, foundations, social enterprises, NGOs, international NGOs.Current Trends**:**The Rise of Hybrid Models (Social Enterprises, B Corps), Digital Non-Profits, and CBO 2. Historical Development: Evolution of non-profit organisations globally and locally.Contemporary Shifts**:** Transition from charity-based to rights-based approaches; integration of non-profits with CSR, ESG, and SDGs. 3. Legal and Regulatory Framework: Understanding the compliance and laws governing non-profits, Registration Models in India:Societies Registration Act, 1860, Indian Trusts Act, 1882.Section 8 Companies under Companies Act, 2013, Compliance under ,I T Exemptions (12A, 80G), FCRA ,CSR Rules under Section 135 of the Companies Act. 4. **Governance Requirements**: Good Governance of the Board, roles, transparency, accountability, and reporting.Non-profits' impact on education, health, environment, and social justice. 5. Emerging Needs: Data protection, anti-money laundering compliance, and digital fundraising regulations.
Unit II	**Management of Non-Profit Organizations** 1. Leadership and Governance:Governance structures: Boards of trustees, advisory councils, and committees. Ethical leadership and decision-making in non-profits. Conflict resolution and stakeholder management. 2. Human Resource Management-Managing paid staff and volunteers. Volunteer recruitment, training, and motivation. Diversity and inclusion practices in the workforce. 3. Financial Management-Budgeting and forecasting for non-profits auditing. Fundraising and Development Strategies: 4. Partnerships and Collaborations: Building networks with government, corporates, and other NGOs. Cross-sector partnerships for resource mobilization and capacity building. 5. Technology and NPO- technological trends in fund raising (popular crowd funding platforms e.g., GoFundMe, Ketto),Program Delivery Using Technology, addressing cybersecurity and data privacy concerns, Enhancing Communication through Technology, Artificial Intelligence and its applications (e.g., chatbot services).
Unit III	**Project Management** 1. Basic Project Management, -definitions. Nature, scope of project

		management
	2.	Components of project management: planning, organizing, motivating, and controlling resources, Prepare Project Proposal
	3.	Project management methodology: planning, planning, team management, integration management, communication management, risk management, human resource management, procurement management, time management, cost management, quality management
	4.	Sustainability in programs: Ensuring long-term community benefits. Definition of sustainability in the social sector, Difference between program sustainability vs. financial sustainability. Key strategies- Community participation, Institutional Linkages**,** Policy Integrationwith National Programmes and SDG**,** Technology for Sustainability
	5.	Monitoring and Evaluation Plan: Importance of M&E in Non-Profits, Core Components of an M&E Plan, Goals and Objectives**,** Clear statement of program purpose and expected outcomes., Alignment with SDGs/CSR mandates. Indicators and Metrics, Input, Output, Outcome, and Impact indicators Qn VSQl, ESG /SROI, Types of Evaluation Formative (before/during project), Summative (after project), Impact Evaluation (long-term effects).Mid-term vs. end-line evaluations.

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1.   Goel, O.P. (2004). Strategic management and policy issues of NGOs. Neha Publishers and Distributors.

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3.   BoardSource. (2016). The Handbook of Nonprofit Governance (2nd ed.). Jossey-Bass.

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5.   Worth, M.J. (2021). Nonprofit Management: Principles and Practice (6th ed.). SAGE Publications.

6.   Renz, D.O. (2016). The Jossey-Bass Handbook of Nonprofit Leadership and Management (4th ed.). Jossey-Bass.

7.   Crutchfield, L.R., & Grant, H.M. (2012). Forces for Good: The Six Practices of High-Impact Nonprofits. Jossey-Bass.

8.   Anheier, H.K. (2014). Nonprofit Organizations: Theory, Management, Policy (2nd ed.). Routledge.

9.   Bryson, J.M. (2018). Strategic Planning for Public and Nonprofit Organizations (5th ed.). Jossey-Bass.

10.   **Kumar, R., & Goel, S.L. (2005)** *Administration and Management of NGOs: Text and Case Studies*Deep and Deep Publications.

11.   **Worth, M.J. (2021)** *Nonprofit Management: Principles and Practice* (6th ed.)SAGE Publications

FCW - 03. Socialization of the Child and Family Development

Name of the Programme	Master of Social Work
Semester	IV
Course Code	FCW – 03
Course Title	Socialization of the Child and Family Development
Credits	04

Course Description/Rationale:

The inclusion of the "Socialization of the Child and Child Welfare" course in the Master of Social Work (MSW) curriculum is pivotal for preparing social work professionals to address the multifaceted needs of children and families. This course provides students with a comprehensive understanding of the processes influencing child development and the systemic structures in place to support child welfare.

Course Objectives:

1. To understand the processes of child socialization and their relation to family dynamics in the present era.

2. To explore social work interventions that promote healthy family functioning and child development.

3. To build competencies for working with children and families in diverse settings.

Learning Outcomes:

1. Understand the Concept of socializationand its prepossess.
2. Gaining of theoretical knowledge of child development and understand the evolving role of the family in socialization across life stages.
3. Developing skills to demonstrate practical knowledge and professional skills to support families and children through social work interventions.

Unit	Content
1.	**Introduction to Socialization** 1. Meaning, definition and importance of socialization 2. Stages of socialization: primary and secondary 3. Agencies of socialization: family, school, peers, media, religion 4. Role of culture, values and norms in socialization

	5. Theories of socialization: Freud, Mead, Piaget, Vygotsky, Erikson
2.	**Family and Its Role in Child Development** 1. Family as the primary unit of socialization 2. Types of families: nuclear, joint, extended, single-parent, blended 3. Parenting styles and their impact on child behavior 4. Influence of family environment on child's emotional and social development 5. Gender roles and socialization in families
3.	**Child Development: A Life Span Perspective** 1. Domains of child development: physical, cognitive, emotional, social, moral 2. Developmental milestones (0–18 years) 3. Early Childhood Development (ECCE framework) 4. Adolescence: identity formation, peer influence, challenges 5. Risk factors and resilience in child development
4.	**Social Issues Affecting Child and Family Development** 1. Child abuse, neglect, child labor, child trafficking 2. Impact of poverty, migration, displacement on child development 3. Impact of media and technology 4. Dysfunctional families: domestic violence, substance abuse, parental conflict 5. Role of schools in shaping values and discipline
5.	**Social Issues Affecting Child and Family Development** 1. Child abuse, neglect, child labor, child trafficking 2. Impact of poverty, migration, displacement on child development 3. Impact of media and technology 4. Dysfunctional families: domestic violence, substance abuse, parental conflict 5. Interventions for Socialization and Family Support: Programs for parenting education and family life education and Government schemes: ICDS, RBSK, ICPS, SSA

Recommended Readings:

1. Abraham, M. F. (2014). Contemporary Sociology: An Introduction to Concepts and Theories (2nd Edition). Oxford University Press.

2. Bilton, T. (1981). Introductory Sociology. London: The Macmillan Press Ltd.

3. Bukowski, W.M. et al. (2015). 'Socialization and Experiences with Peers'. In Grusec, J.E. and Hastings, P.D. Handbook of Socialization: Theory and Research.Pp-228. Guilford Press.

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5. Cooley, C.H. (1922a). 'The Social Self —1.The Meaning of 'I''. In Human

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12. Haralambos, M. and Heald, R.M. (2009). Sociology: Themes and Perspectives.

13. Jonson, H.M. (1960). Sociology: A systematic introduction. New York: Harcourt,Brace & World.

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22. Prot, S. et al. 2015. 'Media as Agents of Socialization'. In Grusec, J.E. and Hastings, P.D. Handbook of Socialization: Theory and Research. Pp- 276, 280,286.

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25. Worsley, P. et al. (1972). Introducing Sociology. England: Penguin Books.

Web references

26. https://en.vikaspedia.in/viewcontent/social-welfare/women-and-childdevelopment/child-development-1/child-development

27. https://www.popeindia.org/english/education/children-status-in-india/

28. https://www.unicef.org/india/what-we-do/child-protection

Videos

29. https://www.youtube.com/watch?v=7zzCCaxoHtA

30. https://www.youtube.com/watch?v=jrq0hzfXbUo

31. https://www.youtube.com/watch?v=svYsLEfJkPo

FCW-04/ MPSW-04 Counselling: Theory and Practice (Compulsory Common Subject for Family and Child Development and Medical and Psychiatric Social Work)	
Name of the Programme	Master of Social Work
Semester	IV
Course Code	FCW - 04
Course Title	FCW- 04. COUNSELLING: THEORY AND

	PRACTICE
Credits	04

Course Description/Rationale:

A counselling course aims to equip individuals with the knowledge, skills, and understanding necessary to effectively support others in navigating life's challenges. It focuses on developing empathetic listening, communication, and problem-solving techniques, enabling individuals to offer helpful guidance and encouragement in various life contexts. The course also emphasizes the importance of self-awareness, ethical practice, and understanding different counselling approaches.

Course Objectives:

1. To introduce basic concepts, foundational theories and principles of counselling to learner

2. To develop an understanding of counselling skills and helping process among learner
3. To equip students with practical knowledge of different counselling approaches to handle diverse population and setting

Learning Outcomes:

By the end of the course, students will be able to

1. Develop the basic understanding of concepts, theoretical approaches used in counselling.
2. Develop foundational counselling skills and reflection on personal values and ethical considerations.
3. Also learn about the therapeutic process, building relationships, and applying knowledge to diverse contexts.

Unit 1: Basics of Counselling

1. Meaning, Definition, Concept, purpose, and scope of counselling.
2. Goals and principles of counselling
3. Process and stages in counselling.
4. Counselling situations – developmental, preventive, facilitative and crisis intervention.
5. Tools and techniques of counselling.

Unit 2: Theories and approaches in counselling

1. An introduction to schools of psychology
2. Understanding psycho-therapy
3. Theories of personality and their significance in counselling- Sigmund Freud, Alfred Adler, Erikson
4. Approaches in counselling – Humanistic Approach, Psychoanalytical, Psychodynamic, Behavioural, Cognitive, Existential, Eclectic, etc.

5.   Person Centred Theory, Rational Emotive Behavioural Therapy and Gestalt Therapy, Transactional analysis, Egan's Approach- theoretical base, thrust, goals, key concepts and techniques

Unit 3: Types of Counselling

1.   Individual
2.   Group
3.   Couple
4.   Family
5.   Telephonic / helpline

Unit 4: Counselling Practice in different set ups

1.   Marriage and Family counselling – Divorce, marital / live- in, domestic violence
2.   Planned Parenthood – Parenting, MTP, Infertility, Adoption & Child guidance and counselling
3.   De-addiction, Terminal illness & HIV-AIDS
4.   Employee counselling
5.   Trauma and disaster – Rape and sexual violence, Suicide prevention, Counselling in correctional and mental health institutions, Counselling for Live and Cadaver organ transplant, Bereavement and death counselling

Unit 5: Counsellor as a professional

1.   Competencies: Qualities, skills, attitudes, values, personality of a counsellor
2.   Obstacles in counselling
3.   Ethical issues in counselling
4.   Stress and burnout
5.   Legal aspects and limitations of counselling

References:

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2.   Colin, Feltham (1995) What is Counselling, New Delhi : Sage Publication
3.   Cooper Steve, (2005) A comprehensive handbook for counselling, New Delhi: Infinity books.
4.   Gibson Robert, Mitchell Marianne (2005) Introduction to Counselling and Guidance (6th Edition), New Delhi : Person Education Pvt. Ltd.
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General Reading:

1.   Albrecht Jervane, Mara Adelman (1987) Communicating Social Support, New Delhi : Sage Publication

2.   Barbara Barnett (2000) Meeting the needs of young clients, USA : Family Health International

3.   Beckeltt, Chris (2007) Child Protection (Second Edition), New Delhi : Sage Publication

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15.   Megranahan, Michael (1989) Counselling: A practical guide for employers, London : Institute of Personnel Management

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21.   Pandey, V. C. (2004) Child Counseling and Education (2 Volumes), New Delhi : Isha Books

22.   Paul, Gilbert (2004) Counselling for Depression, New Delhi : Sage Publication

23.   Pauline,Cohen C Krause Mertan (1971) Case Work with Wives of Alcoholics, New York : Family Service Association of America

24.   Pritchard, Colin (2006) Mental Health Social Work : evidence based practice, Oxan : Rautledge

25.   Ravindra, R. P., Sadani, Harish Geetzli, V. M., Mukund, S. N. (2007) : Breaking the moulds, Delhi : Books for Change

26. The Journal of Marriage Counselling Insert Year Published by Marriage Counsellors working in Family Courts in the State of Maharashtra.

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HRM– 03 Labour Legislation and Industrial Relations

Name of the Programme	MSW
Semester	IV
CourseCode	HRM– 03
Course Title	Labour Legislation and Industrial Relations
Credits	4

HRM– 03 Labour Legislation and Industrial Relations

Course Description:

This course offers a comprehensive introduction to the core laws and practices governing labour legislation in India. Learners will explore the intricate framework of labour laws and industrial relations that aim to protect workers' rights, ensure fair employment practices, and promote harmonious employer-employee relationships.

Learner's Objectives:

1. To Understand the Framework of Labour Laws in India
2. To familiarize students with provisions under protective, social security and other significant legislations.
3. To acquire knowledge about industrial relations, employee relations and industrial discipline
4. To develop understanding about preventive mechanisms used in industry to maintain conducive industrial relations

Learning outcomes:

1. Learners will gain theoretical knowledge about labour legislation in India
2. Learners will equip themselves with significant provisions related with welfare, social security and wages under different legislations
3. Learners will understand the concept of industrial conflict, industrial discipline and preventive mechanism to regulate the industrial relations
4. Learners will acquire competencies and develop perspectives required for working with workers in the industrial setting

Detailed Course Content

Unit No	Content
Unit I	**Fundamentals of Labour Legislation** 1. Nature, Objectives, Need, Classification/Types of LabourLegislation, Principles of Modern Labour Legislation 2. Factors Influencing Labour Legislations; Indian Constitution and Labour Legislation. 3. The Factories Act, 1948 , The Shop and Establishments Act, 1953 4. The Contract Labour (Regulation and Abolition) Act, 1970 5. Apprentices Act 1961
Unit II	**Social Security legislation and Wage legislation** 1. The Employees Compensation Act 1923, The Maternity Benefit Act 1961 2. The Employees State Insurance Act, 1948, The Employees PF and Miscellaneous Provisions Act, 1952 3. The Payment of Gratuity Act, 1972, The Prevention of Sexual Harassment at Work Place, 2013 4. The Payment of Wages Act 1936, The Minimum Wages Act 1948 5. Payment of Bonus Act 1956.
Unit III	**Industrial Relation Legislations and New proposed Labour Codes** 1. The Trade Unions Act, 1926, MRTU and PULP Act, 1971 2. The Industrial Disputes Act, 1947 3. The Industrial Employment (Standing Orders) Act, 1946 4. Code on Wages, Industrial Relations Code 5. Social Security Code, Occupational Safety, Health and Working Conditions Code
Unit IV	**Fundamentals of Industrial Relations** 1. Concept, nature, objective and Legal Frame Work of Industrial Relations 2. Industrial Discipline: Concept of discipline, indiscipline, factors and causes of indiscipline 3. Disciplinary action, Disciplinary action letters such as, Show - Cause Notice, Charge – sheet.

	4.	Domestic enquiry and principle of natural Justice
	5.	Concept of stakeholders and Role of stakeholders in maintaining IR
Unit V	**Grievance and Industrial disputes**	
	1.	Grievance Handling Procedures: Process, methods, model-grievance handling procedures, Concept, nature, causes and its impact of Industrial Disputes. Critical review of dispute settlement machinery in India.
	2.	Collective Bargaining: Nature, process, levels, advantages and challenges of collective bargaining.Worker's participation strategies and approaches of HR manager in current scenario. Role of managers in promoting I.R.
	3.	Labour relations strategy for greenfield site and brownfield projects in manufacturing.
	4.	Understanding Business needs and designing Labour relations strategy, Low-cost manufacturing and Management of positive Labour relations.
	5.	Case Studies: select best case studies on topics like strikes, lock-outs lay-off, retrenchment, conditions of work, closure termination, discharge and dismissal

Further Reading :

1. Ahuja, K. K. (1988) Industrial relations - Theory & Practice; New Delhi : Kalyani Publishers

2. Ahuja, K. K. (1990):Personnel Management & Industrial Relations; New Delhi : Kalyani Publication

3. Arora, R. (2000) Labour Laws, Mumbai : Himalaya Publishing House

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5. Central Board of Workers Education (1976) Labour Legislation, Nagpur : CBWE Publication

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7. Chand, K. V. (1989) Industrial relations, New Delhi : Ashish Publishing House

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9. Davar R. S. (1990):Personnel Management and Industrial relations in India; Vikas Publication House Pvt.Ltd. New Delhi

10. Dhingra O. P. and Chellappa, H V. V. Ed. Cases in Industrial relations; Shri. Ram Centre for Industrial

Relation

11. Ghosh, B. (2001IR & HR, New Delhi – 1989) Industrial Relations of Developing Economy; Mumbai :

Himalaya Publication House

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14. Kautman, B. E. (2006) Industrial relations; New Delhi : International Labour Office

15. Kumar, H. L. (1996) Employers rights under Labour Laws, Delhi : Universal Law Publishing Co. Pvt; Ltd.

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34. Singh, D. etc (2000) Commercial &Labour Laws, Chandigarh : Abhishek Publications

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36. Singh, Hirmal and Bhatia : Industrial relations and collective Bargaining (2005) : New Delhi : Deep & DeepPublication

37. T H Tietenben: Environment and Natural Resources Economics.

38. Tripathi, P. C. & Gupta, C. B. (1990) Industrial Relations &Labour Laws, New Delhi : Sultan Chand &Sons

39. Trivedi. P R: Pollution Management in Industries.

40. Trivedi. R K :Hand book on environmental laws guidelines compliance of standards – Volume 1 & 2.

41. Varghese, V. G. (1987) Industrial Jurisprudences, Mumbai :Tiss

42. Verma, P (1979) Impact of economic development on Industrial relations; Ahmadabad: Academic BookCentre

43. Yoder, Dale (1975) : Personnel Management and Industrial relations Ed. 6; Prentice Hall of India, Pvt.Ltd., New Delhi

Recommended List of cases:

1. People's Union for Democratic Rights v. Union of India 1982 SCC(3)235

2. Payment of Wages Inspector v. B.E.S. & Co. Purshottam V. Potadar AIR 1966 SC 856

 3. Payment of Wages Inspector v. B.E.S. & Co. AIR 1969 SC 590

 4. Kamani Metals & Alloys v. Their workmen. AIR 1967 SC 1175

5. Hydro (Engineers) Private Ltd. V. Their Workmen AIR 1969 SC 182

6. Haldia Refinery Canteen Employees Union and Another v. IOCL &Others(2005) II LLJ 684 7. Randhir Singh v. Union of India and others (1982) 1 LLJ 344 (SC)

8. Air India v. NargeshMeerza (1981) SCC (L&S) 599

9. M/S Mackinon Mackenzie &Co. Ltd v. Andrey D'Costa & Another (1987) I LLJ 536 (SC) 10.Bandhua Mukti Morcha v. Union of India &Ors. AIR 1984 SC 802

11. Sanjit Ray v. State of Rajasthan AIR 1983 SC 328

12. M.C.Mehta v. State of Tamil Nadu & others 1997 SC 699

13. Employees' State Insurance Corporation & another v. Tata Engineering & Locomotive Co. Ltd. & another 1976 I LLJ 81 SC

14.Oriental Insurance Company Ltd. V. SorumaiGagoi and others 2008 II LLJ 863 (SC) 15.National Iron and Steel Co. Ltd v. Manorama AIR 1953 Cal 143

16.Jyothi Ademma v. Plant Engineer, Nellore 2006 III LLJ 324 (SC)

17. Y.A. Mamarade and ors. V. Authority under the Minimum Wages Act (1972) 2SCC108 18.Express Newspapers (P) Ltd. v. Union of India 1959 SCR 12

19.Standard- Vacuum Refining Co. of India v. Its. Workmen and others (1961) 3 SCR

20. Workmen (Represented by Secretary) v. Reptakos Brett. & Co. Ltd. and another (1992)1 SCC290.

21. Crown Aluminium Works v. their workmen 1958 SCR 651

22.Francis Coralie Mullin v. Administrator , Union Territory of Delhi AIR 1981 SC746

23. Secretary, Haryana State Electricity Board v. Suresh and others. 1999 SCC (L&S) 765

24. D.S. Nakara v. Union of India 1983 SCC (L&S) 145

25. Hindustan Antibiotics Ltd. v. Workmen AIR 1967 SC 948

26. Municipal Corporation of Delhi v. Female Workers (Muster Roll) and another 2000SCC(L&S) 331

27. Hotel New Nalanda v. Regional Director, ESI Corporation (2010) 1 SCC (L&S) 424

28. J.K.Industries Ltd. v. Chief Inspector of Factories , 1997 SCC (L&S) 1

29.Bank of India v. T.S.Kelawala and others (1990) II LLJ 39 SC

HRM – 4 ORGANIZATIONAL BEHAVIOUR AND SOCIAL ASPECTS IN INDUSTRY

Name of the Programme	Master of Social Work
Semester	IV
Corse Code	HRM 4
Course Title	Organizational BehaviourAnd Social Aspects In Industry
Credits	4

Course Description

This course offers a comprehensive introduction to the study of human behaviour within industrial and organizational settings, blending classic theories with contemporary social perspectives. Students will explore how individual differences—such as personality, perception, learning, attitudes, and motivation—shape workplace dynamics, and how group processes and team functioning evolve in diverse, virtual, and multicultural environments. The curriculum also examines the impact of organizational culture, climate, change, and development on employee wellbeing, stress, and counselling needs. Finally, it situates these behavioural insights within the broader social issues of modern industry—technological transformation, generational diversity, human rights, gender equity, and workplace harassment—and highlights the critical role of MSW professionals in fostering inclusive, ethical, and supportive work environments.

Learner Objectives:

1. To understanding the dynamics of individual and group behavior for efficient and effective utilization of human resources in the organizations.
2. To equip the HR professionals/students in managing human behaviour in organizations.
3. To understand the role of individual differences in workplace behavior
4. To analyze group formation and development processes in organizational settings
5. To understand the social issues and welfare aspects relevant to industrial settings.

Learning Outcomes:

1. Understanding of key theories and frameworks in organizational behavior

2.   Develop approaches to enhance employee wellbeing and positive work attitudes

3.   Understand how individual differences affect organizational outcomes.

4.   Understand how structure and culture shape organizational behaviour.

5.   Understand and engage with social issues in industrial environments.

Unit No	Content
Unit I	**Foundations Of Organizational Behavior** 1. Organizational Behaviour -Definition, need, importance, nature, scope 2. Evolution of Organizational Behaviour (OB) 3. Contributions of psychology, sociology, Economic and anthropology to OB 4. Challenges and opportunities for OB in modern organizations 5. Models of OB
Unit II	**Individual Behaviour** **1.Personality**: Concept and Determinants Types and Traits Major Personality Attributes Influencing Organizational Behavior; 2. Learning-- types of learners, the learning process, learning theories 3. Perception- importance, factors influencing perception, 4. Attitudes – Characteristics, Components, Formation , Measurement. 5. Motivation at work – importance, need, types, its effects on work behavior. Motivation Theories
Unit III	**Group Behaviour and Teamwork** 1. Groups and Teams- Concept, Types, functions, Difference between Group and team 2. Stages in group development, 3. Problems in team work (Free riding, social loafing, group think), Cross-cultural virtual teams. 4. Power, Politics, and Influence 5. Conflict management – causes, types, resolution strategies
Unit IV	**Dynamics of Organizational Behavior** 1. Organizational culture and climate –Definition, elements, types, Importance Factors affecting organizational climate, 2. Organizational change – Need, importance, reasons, resistance, and change

	models
	3. Organizational Development – Characteristics & objectives.
	4. Occupational Stress**:** concept, stressors, impact of stress on employees, employer and productivity, stress management and coping mechanisms. (IQ, Emotional Quotient, Spiritual Quotient)
	5. Employees Counseling**:** Various Psycho-Social Problems, techniques and methods for employee counseling. Its application in industrial Set-– Balancing work and Life.
Unit V	**Social issues in industry** 1. Role of technology in industries: Digital transformation, Automation, AI, and employment effects 2. Generational diversity and age-related challenges 3. issues of human rights, gender, discrimination 4. sexualharassment at work place and related act 5. Role of MSW professionals in promoting inclusive workplaces

References

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3.   Khanka.S.S (2000) : Organizational Behavior, Kitab Mahal Publication, New Delhi
4.   Maier (Norman R F) (1955) : Psychology in Industry, HoughtenMifun, Co, Bostan.
5.   Pareek Udai : Organizational behaviour .
6.   Rao M.G: Organizational Behaviour.
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8.   Stephen P. Robbins (2002): Organizational Behavior,(E-business- Updated Edition) Pearson Education Asia Delhi.
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11.   Robbins, S.P., & Judge, T.A. (2023). Organizational Behavior (19th ed.). Pearson.
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13.   Thompson, P., & McHugh, D. (2023). Work Organizations: A Critical Approach (5th ed.). Palgrave Macmillan.

14. Buchanan, D.A., & Huczynski, A.A. (2023). Organizational Behaviour (11th ed.). Pearson

15. Watson, T.J. (2022). Sociology, Work and Organisation (8th ed.). Routledge.

MPSW- 3: Psychiatric Information in Child and Adult Psychiatry

Name of The Programme	MSW
Semester	IV
Course Code	MPSW- 3
Course Title	Psychiatric Information in Child and Adult Psychiatry
Teaching Hours	60
Credits	4

Course Description / Rationale

Mental health is an emerging field of social work. Psychiatric information in child and adult psychiatry is essential for effective functioning of psychiatric social workers in every institution. Psychiatric social workers work with the patients and their families explaining them about their psychiatric disorders, treatment and rehabilitation plans suggested by the psychiatrist. Psychiatric social workers also work in educational and industrial settings. This paper equips the students with the required psychiatric information for discharging the responsibilities of psychiatric social worker in institutional as well as noninstitutional set ups.

Course objectives:

1. To equip students with concept of child and adult psychiatry and psychiatric social work.

2. To develop an understanding of minor and major psychiatric disorder, their causes, symptoms, diagnosis and treatment/management.

3. To equip the students for their roles as psychiatric social worker in the field

Learner outcome:

1. Understand the role of psychiatric social work in various fields

2. Gain insights into minor and major psychiatric disorders, their causes,symptoms, diagnosis and treatment/management.

3. Gain attitude and competencies to deal with mental health issues

Course content

Unit 1: Definition and scope of Psychiatry

1. Relationship between Psychology and Psychiatry

2. Relationship between Social Sciences and Psychiatry.

3. Understanding normal behaviour

4. History and Mental Status examination,

5. Team Assessment in Psychiatry

Unit 2:Classification, Causes, Symptoms, Investigations, Treatment and Management of Major Psychiatric disorders:

1.   Classification of Psychiatric disorders: DSM

2.   International Classification: ICD; Indian Classification

3.   *Major Psychiatric disorders:* Schizophrenia and its types;

4.   Other psychotic disorders;

5.   Mood Disorders

Unit 3: Classification, Causes, Symptoms, Investigations, Treatment and Management of Minor Psychiatric disorders:

1.   Anxiety disorders andGeneralized Anxiety disorder;

2.   Panic disorder;

3.   Phobias;

4.   Obsessive compulsive disorder;

5.   Post-traumatic stress disorder;

Unit 4: Other Psychiatric disorders:

1.   Dissociative disorder;

2.   SomatoformDisorders:Somatization disorder; Conversion disorder; Hypochondriasis;

3.   *Sexual Disorders:* 1. Sexual Dysfunction; 2. Gender Identity disorders

4.   *Personality disorder:* Psychosomatic disorders; 2. Suicide; 3. Substance related disorders - addiction

5.   *ChildhoodPsychiatric disorders:* 1. Mental retardation; 2. Learning disorders; 3. Developmental disorders including Autism; 4. Attention Deficit disorders; 5. Behaviour disorders; 6. Eating disorder; 7. Elimination disorders

Unit 5: Treatment Methods in Psychiatry, prevention and rehabilitation

1. Pharmacological interventions

2. Non-pharmacological interventions

3. Electro Convulsive Therapy

4. Prevention of psychiatric disorders

5. Care and rehabilitation of psychiatric patients

Reading list

Recommended Readings:

1. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders – Fifth edition (DSM V)*. Washington: American Psychiatric Publishing

2. World Health Organisation (2008). The ICD-10 Classification of Mental and Behavioural Disorders - Clinical descriptions and diagnostic guidelines (Chapter V). *The International Statistical Classification of Diseases and Related Health Problems – Tenth revision (ICD-10. Vol. 1)*. Switzerland: World Health Organisation

3. Park K. (2017). *Park's Textbook on Preventive and Social Medicine (24th Ed.)*. Jabalpur: M/s. BanarasidasBhanot.

   Marathi Textbooks

1. Godbole Achyut (2020). *Manat (47th Ed.)*. Pune: ManovikasPrakashan

2. Godbole Achyut and Joshi Neelambari (2021). *Mankallol (Part 1) (11th Ed.)*. Pune: ManovikasPrakashan

3. Godbole Achyut and Joshi Neelambari (2021). *Mankallol (Part 2) (11th Ed.)*. Pune: ManovikasPrakashan

4. Kulkarni PK. (2008). *Aarogya Ani Samaj (Health and Society)*. Pune: Dimond Publications

5. Momin Safiya Siraj (2022). *Manasik Achar VaParichay (11th Ed.)*. Kolhapur: SirajosafiPrakashan.

6. Momin Safiya Siraj (2022). *ShareershashtraVaSamlagna Achar (Anotomy, Physiology & Related Diseases) (9th Ed.)*. Kolhapur: SirajosafiPrakashan.

7. NeelprabhaLakkavar (2019). *VaidyakeeyaSamajkaryaVyaptiVa Sandhi*. Amravati: SamajkaryaMahavidyalay

8. Park K. (2016). *Samajik Arogya Parichay (Translated from Essentials of Community Health Nursing by Dikshit Jagannath V.) (7th Ed.)*. Jabalpur: M/s. BanarasidasBhanot. (Marathi Edition)

General References:

9.   World Health Organisation (2008). *The International Statistical Classification of Diseases and Related Health Problems – Tenth revision (ICD-10. Vol. 1)*. Switzerland: World Health Organisation

FCW-04/ MPSW-04 Counselling: Theory and Practice **(Compulsory Common Subject for Family and Child Development and Medical and Psychiatric Social Work)**	
Name of the Programme	**Master of Social Work**
Semester	**IV**
Course Code	**FCW - 04**
Course Title	**FCW- 04. COUNSELLING: THEORY AND PRACTICE**
Credits	**04**

Course Description/Rationale:

A counselling course aims to equip individuals with the knowledge, skills, and understanding necessary to effectively support others in navigating life's challenges. It focuses on developing empathetic listening, communication, and problem-solving techniques, enabling individuals to offer helpful guidance and encouragement in various life contexts. The course also emphasizes the importance of self-awareness, ethical practice, and understanding different counselling approaches.

Course Objectives:

1.   To introduce basic concepts, foundational theories and principles of counselling to learner

2.   To develop an understanding of counselling skills and helping process among learner
3.   To equip students with practical knowledge of different counselling approaches to handle diverse population and setting

Learning Outcomes:

By the end of the course, students will be able to

1.   Develop the basic understanding of concepts, theoretical approaches used in counselling.
2.   Develop foundational counselling skills and reflection on personal values and ethical considerations.
3.   Also learn about the therapeutic process, building relationships, and applying knowledge to diverse contexts.

Unit 1: Basics of Counselling

1.   Meaning, Definition, Concept, purpose, and scope of counselling.
2.   Goals and principles of counselling
3.   Process and stages in counselling.
4.   Counselling situations – developmental, preventive, facilitative and crisis intervention.
5.   Tools and techniques of counselling.

Unit 2: Theories and approaches in counselling

1. An introduction to schools of psychology
2. Understanding psycho-therapy
3. Theories of personality and their significance in counselling- Sigmund Freud, Alfred Adler, Erikson
4. Approaches in counselling – Humanistic Approach, Psychoanalytical, Psychodynamic, Behavioural, Cognitive, Existential, Eclectic, etc.
5. Person Centred Theory, Rational Emotive Behavioural Therapy and Gestalt Therapy, Transactional analysis, Egan's Approach- theoretical base, thrust, goals, key concepts and techniques

Unit 3: Types of Counselling

1. Individual
2. Group
3. Couple
4. Family
5. Telephonic / helpline

Unit 4: Counselling Practice in different set ups

1. Marriage and Family counselling – Divorce, marital / live- in, domestic violence
2. Planned Parenthood – Parenting, MTP, Infertility, Adoption & Child guidance and counselling
3. De-addiction, Terminal illness & HIV-AIDS
4. Employee counselling
5. Trauma and disaster – Rape and sexual violence, Suicide prevention, Counselling in correctional and mental health institutions, Counselling for Live and Cadaver organ transplant, Bereavement and death counselling

Unit 5: Counsellor as a professional

1. Competencies: Qualities, skills, attitudes, values, personality of a counsellor
2. Obstacles in counselling
3. Ethical issues in counselling
4. Stress and burnout
5. Legal aspects and limitations of counselling

References:

1.   Barki, B. G. Mukhopadyay, B. (1991) Guidance and counseling, New Delhi: Sterling Publishers, Pvt. Ltd.
2.   Colin, Feltham (1995) What is Counselling, New Delhi : Sage Publication
3.   Cooper Steve, (2005) A comprehensive handbook for counselling, New Delhi: Infinity books.
4.   Gibson Robert, Mitchell Marianne (2005) Introduction to Counselling and Guidance (6th Edition), New Delhi : Person Education Pvt. Ltd.
5.   Godbole Achyut, (2012) Manat (मनात), Manovikas Prakashan
6.   Hackney Harold, Sherilyn Cormier (1979) Counselling Strategies and Objectives, New Jersey : Prentice – Hall Inc.
7.   Madhukar Indira (2000) Guidance and Counselling, New Delhi : Authors Press
8.   Miller Ewan (2007) Person Centered Counselling Psychology, New Delhi : Sage Publication
9.   Patri Vasantha (2001) Counselling Psychology, New Delhi : Authors Press
10.   Rao, Narayan (1995) Counselling and Guidance, New Delhi : Tata McGraw – Hill Publishing Co, Ltd.

General Reading:

1.   Albrecht Jervane, Mara Adelman (1987) Communicating Social Support, New Delhi : Sage Publication
2.   Barbara Barnett (2000) Meeting the needs of young clients, USA : Family Health International
3.   Beckeltt, Chris (2007) Child Protection (Second Edition), New Delhi : Sage Publication
4.   Broyfield, Arthur (1950) Readings in Modern Methods of Counselling, New York : Appleton Century Crofts Inc
5.   Doyle Celia (2006) Working with abused children (3rd edition), New Delhi : Palgrave Macmillan
6.   Fuster, J. M. (1991) Personal Counselling (5th edition), Mumbai : Better Yourself Books
7.   Glaser Dany, Stephen Frosh (1988): Child Sexual abuse, London : Macmillan Education
8.   Gough, Tony (1987) : Couples Arguing, Bombay, Better Yourself Books
9.   Joel Latner (1973) The Gestalt Therapy Book, New York : Julian Press
10.   Kaila, H. L. (2006) Counselling in Indian Organisations, Ambala : The Associate Publishers
11.   Kalter, Neil (1990) Growing up with Divorce, New York : The Free Press
12.   Mabel Fonseca (1966) Counselling for Marital Happiness, Bombay : Manaktalas
13.   Mahler Clarence (1969) Group Counselling in schools, Boston : Houghton Mifflin Company
14.   May Rollo (1978) The Art of Counselling, New Delhi,Nashville : Abingdon
15.   Megranahan, Michael (1989) Counselling: A practical guide for employers, London : Institute of Personnel Management
16.   Mehta, Nilima (1992) Ours by Choice, Delhi,UNICEF
17.   Michael Nichols, Richard Sohwartz(1991) Family Therapy : Concepts and Method, Boston : Allyn and Baccon
18.   Morris Kenneth J (1960) Premarital Counselling, N. J. Prentice Hall Inc.
19.   Moursund, Janet (1993) The process of counseling and therapy (3rd edition), New Jersey : prentice Hall
20.   Osipow Samuel, Walsh Bruce (1970) Behaviour Change in Counselling, New York : Appleton Century Crofts

21.   Pandey, V. C. (2004) Child Counseling and Education (2 Volumes), New Delhi : Isha Books

22.   Paul, Gilbert (2004) Counselling for Depression, New Delhi : Sage Publication

23.   Pauline,Cohen C Krause Mertan (1971) Case Work with Wives of Alcoholics, New York : Family Service Association of America

24.   Pritchard, Colin (2006) Mental Health Social Work : evidence based practice, Oxan : Rautledge

25.   Ravindra, R. P., Sadani, Harish Geetzli, V. M., Mukund, S. N. (2007) : Breaking the moulds, Delhi : Books for Change

26.   The Journal of Marriage Counselling Insert Year Published by Marriage Counsellors working in Family Courts in the State of Maharashtra.

27.   WHO (2003) Training of Trainers in Voluntary Counselling and Testing (Facilitators Manual – Part 1).

28.   Wicks, Robert (1979) Helping others, Pennsylvania : Chilton Book Company

TD-03: Tribal Policies & Laws

Name of programme	Master of social work
Semester	IV
Course code	TD 03
Course Title	Tribal Policies & Law
Credit	4

Learner's Objectives –

1. To understand the historical background of tribal policies.
2. To develop an understanding about tribal policies and laws.
3. To develop critical understanding over the implementation of tribal policies and law.

Learning Outcomes

1. Learners will be develop basic understanding about concept, nature and characteristics of tribal Policy

2. Learners will able to develop comprehensive understanding about tribal movement and law

3. Learner will able to develop understanding scope and relevance of social work profession in tribal rights.

Unit number	Content
Unit – 1	**Constitutional Identity of Indian tribes.** 1. Indigenous People- Distinguish 'Indigenous' and 'Tribe' 2. Origin of the Term Tribe and its Evolution in India 3. Search for an Alternative to the Term 'Tribe' 4. Tribe as a Constitutional Category - Scheduled Tribes, Primitive Tribal Groups (PTGs, De-notified, Tribes/Ex-criminal Tribes 5. Contemporary Tribal Situation in India.
Unit-2	**Historical Perspective of tribal Policy**

	1. Glimpses of Tribal Welfare initiatives at National and International level. 2. An introduction to Nehru's 'Panchshil Philosophy' for tribal welfare and development 3. Dr. B.R. Ambedkar vision and Tribal policies in India. 4. Five year plans and tribal development. 5. Critical analysis on implementation of tribal welfare policy and tribal
Unit-3	**Tribal Movements in India** 1. Historical review of Tribal movements in India 2. Interrelation between Tribal movements and Tribal welfare policies in India 3. Role of Tribal in National Freedom Movement: Laxmana Naik, Birsa Munda. 4. Tribal Activists and reformers - Contribution of Tribal activists- Birsa Munda,,Tantya Bhil **5.** Contribution of Tribal reformers- Thakkar Bappa,,Dadasahab Bidkar Verier Elven, Iravati Karve, Godawari Parulekar.
Unit-4	**Laws related to Tribes in India** 1. Prevention of Atrocities Act 1989 & amendments of 1995 2. Joint Forest Management Act 2003 3. Forest Dweller Protection Act 2006 4. Project affected persons displacement and rehabilitation Act 5. Conservation of Biodiversity Act 2002
Unit-5	**Prevention of Violation and Protection of Tribal Rights** **1**.United Nations Declaration on Rights of Indigenous People 2.ILO convention 169 regarding Rights of Indigenous People 3.National Commission on Scheduled Tribe 4.National Council for tribal welfare 5. Tribes Advisory council

References

1. Anvita Abbi, Languages of tribal and indigenous people of India: the ethnic space, Motilal Banarsidass Publishers.
2. Beteille, A. 1975. Six Essays in Comparative Sociology. New Delhi: Oxford University Press.
3. Beteille, A. 1992. Society and Politics in India: Essays in a Comparative Perspective. New Delhi: Oxford University Press.

4.   C.P. Yadav, Encyclopedia of schedule Cast and schedule tribes, anmol publication pvt 2000

5.   Daniel P. Biebuyck : Tradition and Creativity in Tribal Art, University of California Press

6.   Devy, G. N.; Davis, Geoffrey V. and Chakravarty, K. K (ed.). 2011. Voice and Memory: Indigenous Imagination and Expression. Hyderabad: Orient Blackswan.

7.   Gandhi, Malli. 2008. De-notified Tribes: Dimensions of Change. New Delhi: Kanishka Publishers.

8.   Ghurye, G.S., The Scheduled Tribes Of India, Transaction Books, Brunswick, USA.

9.   https://rgu.ac.in/wp-content/uploads/2021/02/Download_637.pdf

10.   Kumar Suresh Singh : Tribal movements in india, Manohar Publication

11.   Lalita Prasad Vidyarthi and Binay Kumar Rai : The Tribal Culture of India, Concept Publishing Company.

12.   M.R. Biju : Human Right In A Developing Society, Mittal Publications.

13.   Mair, Lucy : An Introduction to Social Anthropology, oxford University Press, New Delhi, India

14.   Mibang, Tamo and M. C. Behera (ed). 2007. Tribal Studies: Emerging Frontiers of Knowledge. New Delhi: Mittal Publications.

15.   P.K. Mohanty, Encyclopedia of Primitive Tribes In India, Gyan Publishing House.

16.   P.K. Mohanty, Encyclopedia of Scheduled Tribes In India 5 Vol. Set, Gyan Publishing House.

17.   P.S.K. Menon and Bakshi D. Shina, Panchayati Raj in Scheduled Areas; A Critical Study, Institute of Social Sciences.

18.   Pratap Chandra Swain, Panchayati , APH Publishing House.

19.   Purushottam Kumar, History and administration of tribal chotanagpur (Jharkhand), Atma Ram & Sons.

20.   R. C. Verma, Indian Tribes Through the Ages, Publications Division, Ministry Of information and Broadcasting, Government of India.

21.   Rann Singh Mann, Tribes of India: Ongoing Challenges, M.D. Publications Pvt. Ltd.

22.   Sahay, V.S. and P.K. Singh : Indian Anthropology, K. K. Publications, Allahabad, India

TD-4 : Environment & Tribal Development strategies

Name of the Programme	Master of Social Work
Semester	IV
Course Code	TD-4
Course Title	: Environment & Tribal Development strategies
Credits	04

Course Description/Rationale:

This course aims at developing an understanding of the tribal development and its relevance to social work practice. An important goal of the course is to enable students in applying social work methods to meet the challenges and needs of the world effectively.

Course Objectives:

1.   To develop an in-depth understanding of tribal development and its relevance in social work practice.
2.   To familiarize learners with different social work methods and their application in tribal settings.
3.   To explore governmental and non-governmental strategies for tribal empowerment.
4.   To equip learners with knowledge of community-based and rights-based approaches in tribal development.
5.   To analyze case studies and movements to understand real-life intervention strategies.

Learning Outcomes:

On completion of this course, students will be able to:

1.   Demonstrate knowledge of tribal communities and development challenges in India.
2.   Apply direct social work methods such as casework and group work in tribal contexts.
3.   Use community organization and social action strategies for tribal empowerment.

4.   Critically analyze intervention models used by governments, NGOs, and tribal movements.

5.   Engage in tribal welfare administration and research-driven interventions.

Course Content:

Unit I: Social Work Approaches and Strategies for Tribal Development

1.   Importance of intervention in tribal areas
2.   Developmental, rights-based, and empowerment approaches
3.   Government models for tribal development (e.g., TRTI, ITDPs, Vanbandhu Scheme)
4.   NGO strategies and participatory models
5.   Role of social workers in integrated tribal development

Unit II: Direct Social Work Practice with Tribal Communities

1.   Scope and relevance of social case work
2.   Casework strategies for addressing alcoholism, health, malnutrition
3.   Challenges in using casework for employment, education, superstition
4.   Application of social group work for youth, family, and women
5.   Use of group work in JFM, SHGs, education and development committees

Unit III: Community Organization and Tribal Development

1.   Steps and strategies for tribal village development
2.   PRA, community mapping, and need assessment techniques
3.   Challenges and limitations in using community organization
4.   Capacity building and leadership development
5.   Monitoring and evaluation of community interventions

Unit IV: Social Action and Tribal Empowerment

1.   Concept, strategies, and models of social action
2.   Case Studies:

    a)   Narmada BachaoAndolan (MedhaPatkar)
    b)   SEARCH (Dr. Abhay and Rani Bang)
    c)   LokBiradariPrakalp (Dr. Prakash and MandaAmte)
    d)   Mendha-Lekha model (DevajiTofa)

3.   Advocacy, rights-based campaigns, and mobilization

Unit V: Social Welfare Administration and Research in Tribal Development

1. Tribal welfare administration as an intervention tool
2. Role of National Commission for Scheduled Tribes
3. Evolution of tribal research (Elwin, ThakkarBapa, ErawatiKarve, etc.)
4. Social work research and Importance in Tribal Development
5. Social work research and intervention strategies

Recommended Readings:

1. Vidyarthi, L.P., &Rai, B.K. (1976). *The Tribal Culture of India*.
2. Basu, A.R. (1985). *Tribal Development Programmes and Administration in India*.
3. Hasan, A. (1988). *Tribal Administration in India*.
4. Mehta, P.C. (2000). *Tribal Development in 20th Century*.
5. Government of India. (2018-19). *Annual Report*, Ministry of Tribal Affairs.
6. Majumdar, D.N. &Madan, T.N. (1956). *An Introduction to Social Anthropology*.
7. Elwin, V. (1963). *A Deal for Tribal India*.
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11. Bhowmik, K. L., & Gupta, S. (1971). Tribal India: A profile in Indian ethnology. World Press.
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URCD- 03

Management of Community Projects

Name of the Programme	Master of Social Work
Semester	IV
Course Code	URCD-03
Course Title	**Management of Community Projects**
Credits	04

Course Objectives:

1. To understand key approaches of community development and principles of participatory planning.

2. To develop conceptual and practical knowledge of project management and Result-Based Management (RBM).

3. To enhance skills in proposal writing, implementation strategies, and community change assessment.

Course Outcomes: by the end of this course;

1. Students will be able to understand and analyze community development models and apply participatory methods in planning.

2. Students will demonstrate the ability to design and manage projects using RBM tools.

3. Students will be able to create effective proposals with realistic implementation strategies for community-based projects.

Unit -1: Development Perspectives

1. Concept, Meaning and Principles of Development

2. Concept and Meaning of Sustainable Development.

3. Perspectives in project development and management in relation to freedom, justice, peace and stability,

4.   Feminist Perspectives: Women in Development (WID), Women and Development (WAD) and Gender and Development (GAD)

5.   People-Centric Perspective and Alternative Development Perspective

Unit 2: Types of Community Projects (Reflection on various approaches in project management)

1.   Service oriented

2.   Development oriented

3.   Action oriented

4.   Support organizations

5.   Advocacy

Unit 3: Project Planning and Project Development:

1.   Concepts and Terminologies in Project Planning

2.   Process and essentials of the Project

3.   Project Life Cycle - Conceptualisation phase, formation phase (preparing the project proposals), operational phase, termination/ withdrawal phase

4.   Resource Mobilisation: Fundraising, external & internal resources

5.   Budgeting and accounting in social development projects

Unit – 4. Participatory Approaches in Project Planning and Management

1.   Importance of participatory approaches in project planning

2.   Participatory methods for need assessment, planning and impact assessment

3.   Community Need Assessment (CNA), Participatory Rural Appraisal (PRA), Participatory Learning and Action (PLA), Participatory Action Research (PAR)

4.   Log Frame Analysis, Log frame matrix, PERT, CPM, SWOC

5.   Planning and Management perspective: Environmental Impact Assessment (EIA), Social Impact Assessment (SIA), & Social Audit

Unit – 5. Monitoring and Evaluation of Development Projects:

1.   Meaning and importance of monitoring and evaluation

2.   Developing monitoring indicators and mechanisms, Mid-term (concurrent) evaluation, Budget monitoring, Process monitoring, MIS.

3.   Reporting and documentation: monthly report, annual report and project report.

4.   Types of evaluation and its process- Internal & External evaluation, Ongoing and end evaluation

5.   Various frameworks of evaluations- CEEERS framework (Coherence, Effectiveness, Efficiency, Equity, Relevance, & Sustainability), OECD-DAC Evaluation criteria (relevance, coherence, effectiveness, efficiency, impact, and sustainability), AAAQ Framework (Availability, Accessibility, Acceptability and Quality)

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URCD- 04 Community Work Sectors and Interventions

Name of the Programme	Master of Social Work
Semester	IV
Course Code	URCD-04
Course Title	Community Work Sectors and Interventions
Credits	04

Learner Objectives

1.   To get an understanding of the key sectors, scope and its issues in community development

2.   To understand the initiatives and programs by the government, non-government organisations and CSR in each sector for community development

3.   To get critical insights about the approaches and strategies used in each sector

Course Outcomes: by the end of this course;

1.   Students will demonstrate understanding of key sectors, their scope, and prevailing issues in community development.

2.   Students will analyze major initiatives and programs by the government, NGOs, and CSR bodies in various development sectors.

3.   Students will critically assess the approaches and strategies adopted within each sector for effective community development.

Unit number	Content
Unit-1	**Overview of the sectors in Community Intervention (understanding the components of each sector for community development)** 1. Sectoral Approach of Community Development 2. Livelihood: Land, Forest, Fisheries, Informal Sectors 3. Infrastructure and amenities – Water and Sanitation, Energy, Housing 4. Microfinance and Social Entrepreneurship 5. Services – Health, Education
Unit-2	**Livelihood: Land, Forest, Fisheries, Informal Sectors** 1. Concept and Overview of Sector 2. Utility of the Resource Sectors 3. Government Initiatives: Reforms and Programs 4. Initiatives by NGOs, social movements, & CSR **5.** Approaches and strategies reflected in the programmes
Unit-3	**Infrastructure and amenities – Water, Energy, Housing** 1. Concept and Overview of Sector 2. Utility of the Resource Sectors 3. Government Initiatives: Reforms and Programs 4. Initiatives by NGOs, social movements, & CSR **5.** Approaches and strategies reflected in the programmes
Unit-4	**Microfinance and Social Entrepreneurship** 1. Concept and Overview of Sector 2. Utility of the Resource Sectors 3. Government Initiatives: Reforms and Programs 4. Initiatives by NGOs, social movements, & CSR 5. Approaches and strategies reflected in the programmes
Unit-5	**Services – Health, Education, Sanitation & Waste Management** 1. Concept and Overview of Sector 2. Utility of the Resource Sectors 3. Government Initiatives: Reforms and Programs 4. Initiatives by NGOs, social movements, & CSR **5.** Approaches and strategies reflected in the programmes

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