

**REGULATIONS AND SYLLABUS OF
MASTER OF SOCIAL WORK DEGREE 2024**

With specialisation tracks in

- a) Clinical Social Work*
- b) Child and Family Welfare*
- c) Community Development*



COLLEGE OF SOCIAL WORK (AUTONOMOUS)

Nirmala Niketan

38, New Marine lines, Churchgate, Mumbai 400020

Introduction

The mission of the Master of Social Work program at College of Social Work (Autonomous), Nirmala Niketan is to prepare graduates for advanced practice in their chosen field of specialisation. Offered since 1969, the mission of MSW is accomplished through the preparation of advanced social workers capable of practice in complex, diverse-and ever-changing environments. Emphasis is placed on developing evidence-based knowledge and skills for ethical, culturally competent, socially just, and empowering interventions on all practice levels.

The core competencies of the MSW Program are:

1. Demonstrate Ethical and Professional Behaviour
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Each core competency is defined by a set of practice behaviours which demonstrate achievement of the competency. Students are assessed throughout the course of their graduate study on progress toward achieving these competencies.

All students of MSW program receive instruction in the foundations of social work. These courses include social work history/ philosophy, human behaviour and the environment, social welfare, research, and fundamentals of social work practice. These courses provide the basis for all fields in social work. The specializations build upon this framework to teach targeted skills and knowledge in individual practice areas. Our innovative and holistic program provides three areas for MSW students to specialize. Students choose from a specialization in ***Clinical Social Work***; ***Child and Family Welfare***; or ***Community Development***

Clinical Social Work - this specialization prepares students for advanced social work practice in multiple clinical/ health settings, often working with interdisciplinary teams. This specialization is designed for those who wish to work one-on-one with clients, families, and groups, providing case management, counselling, mental health care, and more.

Child and Family Welfare - this specialization prepares students for working with children and families. Students learn to apply life span, family systems theories and methods of intervention with women, children youth and senior citizens.

Community Development - this specialization prepares students for working with public and/or non-profit organizations, communities, and labour/human rights agencies. Students learn to apply evidence-informed and asset-based community practice frameworks and methods of intervention to develop responsive human resource systems, sustainable physical and social environments, and just public and institutional policies.

Objectives of Master of Social Work

The following are the objectives of offering Master of Social Work program:

- To develop social work practitioners who understand social work knowledge, values, and skills to enhance all levels of client systems.
- To prepare professional social work practitioners to engage in culturally sensitive practice that encourages active community participation in advancing social and economic justice.
- To prepare social work practitioners to integrate multidisciplinary bodies of knowledge and skills into their practice in order to empower clients.
- To develop social work practitioners who incorporate reflective practices to enhance understanding of self and others within their diverse context.
- Prepare social work practitioners who embrace core social work values and ethics in service of all people with particular attention to marginalized and disenfranchised persons and communities.
- To prepare social workers that are lifelong learners committed to the growth of their own professional knowledge base, ongoing professional development, and self-growth.

Program Learning Outcomes (PLO)

At the end of the program, students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

REGULATIONS AND SYLLABUS OF MASTER OF SOCIAL WORK DEGREE 2024

With specialisation tracks in *Clinical Social Work; Child and Family Welfare; Community Development*

R. 501. A: Eligibility for admission to the master of social work (MSW) Program shall be UG Degree in any discipline from UGC/ AIU approved Universities from India or Abroad.

R. 501. B: The course of study for the MSW program shall be full time and its duration shall be 4 semesters extending over a period of 2 academic years. Each academic year shall be divided into two semesters, coinciding with the two terms as announced by the Academic Council for every academic year. If the student wishes to exit after completion of 1st and 2nd semester, the student will be awarded a PG Diploma in Social Work.

R. 501. C: The Examination for the MSW program shall be held in 4 parts, at the end of semesters I, II, III, IV. The examinations of all 4 semesters will be the responsibility of the college in compliance with University of Mumbai Rules.

R. 501. D: The degree of Master of Social Work shall not be conferred upon a candidate unless the candidate has passed all the papers in theory and in fieldwork/ field practicum prescribed for the 4 semesters' examinations in accordance with the provision of the assessment of 100 percent in each subject including field work will be held at the end of each semester.

R. 501. E: A candidate for being eligible for admission to the MSW semester end examinations should have required attendance of 75% minimum in theory papers and 100% attendance in field work/ field practicum, and successfully completed the class tests, assignments/projects of the internal assessment for all papers and have satisfactory conduct.

R. 502 F: There shall be Continuous Internal Assessments for 50 percent of the total marks in each course. For 100 marks paper, internal assessment shall be for 50 marks; and for 50 marks paper, internal assessment shall be for 25 marks. Term End Semester Examination for each course/ subject shall be for 50 percent of the total marks of the said course.

R. 502 G: Assessment of For 04 Credit Courses:

- Total Marks: 100
- External Assessment: 50 Marks
 - Exam Time: 2 Hours
 - External Question Paper Pattern: 1 Question for long answer (1*20= 20 Marks), 3 Questions for short answers (3*10=30 Marks) – **with internal choice**
- Internal Assessment: 50 Marks
 - Written Assignment: 20 Marks
 - Oral Presentation: 10 Marks
 - Group Discussion/ Seminar/Videos/Blogs: 20 Marks

R. 502 H: Assessment of For 02 Credit Courses:

- Total Marks: 50
- External Assessment: 25 Mark
 - Exam Time: 1 Hour

- External Question Paper Pattern: 1 Question for long answer (1*15 =15 Marks), 1 Questions for short answer (1*10 =10 Marks)- **with internal choice**
- Internal Assessment:25 Marks
 - Written Assignment: 10 Marks
 - Oral Presentation: 05 Marks
 - Group Discussion/ Seminar /Videos/Blogs: 10 Marks

R. 501. I: Field work courses from semesters 1 to 4 shall be in accordance with the field work manual.

R. 501. J: For four credit courses, CIA shall be for 50 marks and the End Semester Examination shall be for 50 marks.

R. 501. K: For two credit courses, CIA shall be for 25 marks and the End Semester Examination shall be for 25 marks.

R. 501. L: The PASSING NORMS are as follows:

i) To pass a theory course, a student is required to obtain a minimum of 40 percent marks allotted to the course, in CIA and End Semester Exams cumulatively. If a student fails to secure the required minimum 40 percent of the marks in the internal and external, that student will have to reappear for the additional exams. Those students who do not register for the Additional Examination within the stipulated period (15 days of the declaration of the result) will not be permitted to appear for the concerned examination (s).

ii) To pass a Fieldwork/ Practicum Course, the student should obtain 40 percent marks in each semester. If a student's performance in Fieldwork is consistently found unsatisfactory all through the semester the student will not be allowed to appear for the Viva Voce. Grounds for unsatisfactory performance are specified in the Fieldwork Manual. The Field Work hours completed by the student who has been declared failed in Field Work will not be carried forward. Failure in Field Work does not entitle a student to keep terms for the higher class. A student failing in Field Work shall have to make up the entire semester's fieldwork

R. 501. M: Grace Mark Norms

i) Grace marks shall be as per the Circular of the University of Mumbai Ref. No. Exam/Controller of Examination/1353/2013 dated 21 September 2013 and DTE circular: CON/2016/ No 302/ 03 dated 4 March 2017.

R. 501. N: Awarding MSW Degree: Students who opt to exit after completion of the FIRST year have to secure the required credits. These students are allowed to re-enter within a period of three years to complete the degree programme.

R. 501. O: Grading and ATKT System

i) The college follows the 10 Point Grading System:

Marks out of 50	Marks out of 100	Grade Points	Grade	Performance
40 & Above	80 & Above	10	O	Outstanding
35-39.99	70 – 79.99	9	A+	Excellent
30-34.99	60 – 69.99	8	A	Very Good
28-29.99	55 – 59.99	7	B+	Good
25-27.99	50 – 54.99	6	B	Above Average
23-24.99	45 – 49.99	5	C	Average

20-22.99	40 – 44.99	4	D	Pass
Less than 20	Less than 40	0	F	Fail

ii) Those students who fail in up to 4 courses across both semesters (excluding Field Work) in an academic year, will be 'Allowed to Keep Terms' (ATKT) and appear for the Additional Examination(s) in the subsequent semester. An unsuccessful candidate who has obtained 40 percent of the full marks in a subject/s may be given an exemption from appearing in those subject/s at the subsequent examination and will be declared to have passed the respective semester-end examination when the candidate has passed in the remaining subject/s. Those students who fail in more than 4 courses across both semesters in an academic year will be declared failed in that academic year.

Note: However, a candidate who has obtained 40 percent or more of the full marks in Field Work may claim the exemption in Field Work.

MSW Grid and Guidelines for Choosing Specialisation Papers for Batches from 2024

- MSW (with Specialisation in Clinical Social Work) : Students to choose DSE 401,404,501,504; Field Practicums in Specialization Area A; and Opt for RP 502 under Research Track A)
- MSW (With Specialisation Track in Community Development): Students to choose DSE 402,405,502,,505; Field Work Field Practicums in Specialization Area B; and Opt for RP 502 under Research Track B)
- MSW (With Elective/ Specialisation Track in Child and Family Welfare): Students to choose DSE 403,406,503, 506; Field Practicums in Specialization Area C; and Opt for RP 502 under Research Track C)

Year	Semester	Major		RM	RP	Cumulative Credits
		Mandatory	Specialisation			
1	1	CC 401: Introduction to Social Sciences: (4 credits)	DSE 401: Health and Social Work (4 credits)	RMC 401: Research Methodology- I (4 credits)	---	22
		CC 402: Social Work with Groups (4 credits)	Or DSE 402: Rural and Urban Community Development (4 credits)			
		CC 403: Field Work –I (4 credits)	Or DSE 403: Family Centred Practice			
		CC 404: History and Philosophy of Social Work (2 credits)				

	2	<div>CC 405 : Community Organisation (4 credits)</div> <div>CC 406 : Social Work Practice with Individuals and Families (4 credits)</div> <div>CC 407 : Field Work-II (4 credits)</div> <div>CC 408: Psychology for Social Work Practice (2 credits)</div>	<div>DSE 404: Mental Health Practice (4 credits)</div> <div>Or</div> <div>DSE 405: Marginalisation and Social Inclusion (4 credits)</div> <div>Or</div> <div>DSE 406: Women Studies (4 credits)</div>	RMC 402: Research Methodology-II (4 credits)	---	22
Cumulative Credits required for Exit with PG Diploma:						44
2	3	<div>CC 501: Social Policy in Development Context (4 credits)</div> <div>CC 502: Administration in Social Work (4 credits)</div> <div> <div>CC 503: Field Work in Specialisation Area - Part 1</div> <div> <div>A. Clinical Social Work</div> <div>B. Community Development</div> <div>C. Child and Family Welfare</div> </div> </div> <div>(4 credits)</div> <div>CC 504: Training and Supervision in Social Work (2 credits)</div>	<div>DSE 501: Therapeutic Intervention (4 credits)</div> <div>Or</div> <div>DSE 502: Sustainable Development and Environment (4 credits)</div> <div>Or</div> <div>DSE 503: Geriatric Social Work (4 credits)</div>	---	<div>RP 1: Research Project- Part A (4 credits)</div> <div># Chapter 1 and 2 Submission</div>	22

4	CC 505 : Integrated Social Work Practice (4 credits)	DSE 504: Disability Studies and Practice (4 credits)	---	RP 2: Research Project- Part B (8 credits)	22
	CC 506: Human Rights and Legal Literacy (4 credits)	Or DSE 505: Globalisation and Informal Labour (4 credits)		Research Tracks:	
	CC 507 : Field Work in Specialisation Area - Part 2 A. Health Practice B. Community Practice C. Child and Family Practice	Or DSE 506: Youth Work (4 credits)		A. Clinical Social Work B. Community Development C. Child and Family Welfare # Chapter 3 and 4 Submission	
Cumulative Credits required for MSW Degree:					88

Semester- 1

Program	MSW (Revised 2024)
Course Code	CC401
Course Title	Introduction to Social Sciences
Semester	I
Credits	4

Rationale for the Course:

The Purpose of this paper is to introduce learners to understand major sociological and political concepts as social work education is influenced by social sciences. This course will also focus on understanding the democratic structures, and the electoral processes, emphasizing the dynamics involved in practice of the democracy. This will further help the learner develop a perspective on the evolution of society, social systems, social institutions, and their interconnectedness.

Course Objectives

- To understand Social Science concepts and their applicability to the field of social work
- To critically understand and analyze the society, social institution, social change processes, Nation State, types of government, democratic structure and electoral processes.
- Critically understand and analyse the major problems that affect contemporary society.
- To contextualise the tenets of sociology and politics both at the national and international level
- Equip social work learners with theoretical knowledge as a base to social work practice

Learner Outcomes:

- The learner will be able to understand basic concepts, theoretical perspectives and their application related to social sciences
- The learner will be able to analyze the various social institutions and the role of culture and its impact.
- The learner will be able to develop the knowledge and skill enabling them with deeper understanding and analytical perspective of the society
- The learner will get an insight into the concept of democracy, the electoral process and various dynamics embedded in it.
- The learner will be able to relate the state, national-level politics to the international level.

Course Content:

Unit	Title	Contents	Essential Reading
Part A: Introduction to Sociology			
I	Sociological Perspectives	<ul style="list-style-type: none"> • Differences between Social Sciences and Natural Sciences • Definition and historical development of sociology in India and world • Major theoretical perspectives in sociology – Positivism (August Comte, Herbert Spencer), Structuralism-Functionalism (Durkheim, Talcott Parson), Conflict (Hegel, Karl Marx), Interactionist (G.H Mead), Interpretivism (Max Weber), Historical development of modernism and post-modernism • Relevance of sociology in social work practice 	<p>Zoe Staines; Gerhard Hoffstaedter; and Ned Binnie (2023). <i>Introduction to the Social Sciences</i>, Brisbane, Queensland: The University of Queensland</p> <p>Rao, S. (2005), <i>Sociology</i>. New York: S.Chand and Company Ltd</p> <p>Haralambos, M., Holborn, M., Chapman, S., & Moore, S. (2013). <i>Sociology - Themes and Perspectives</i>. United Kindom: Collins.</p>
II	Major concepts in sociology	<ul style="list-style-type: none"> • Society and social institution • Culture • Socialization and agents of socialization • Social Processes and social interaction • Social change and theories of social change 	<p>Rao, S. (2005), <i>Sociology</i>. New York: S.Chand and Company Ltd</p> <p>Bhushan, V. S. (2000), <i>An Introduction to Sociology</i>. Delhi: Kitab Mahal Distributor.</p> <p>Giddens, A. (2009). <i>Sociology</i>. New Delhi: Willey India</p>

III	Sociology of Gender	<ul style="list-style-type: none"> ● Gender as a Social Construct: Gender, Sex, Sexuality; Production of Masculinity and Femininity ● Gender: Differences and Inequalities with respect to class, caste, work and family ● Gender, Power and Resistance: Role of Movements 	<p>S. Jackson and S. Scott (eds.) 2002 <i>Gender: A Sociological Reader</i>, London: Routledge.</p> <p>Judith Lorber and Susan A. Farrell (1991). <i>The Social Construction of Gender</i>, New Delhi: Sage Publications</p>
IV	Political Sociology	<ul style="list-style-type: none"> ● Concept of politics ● Understanding Nation and State ● Democracy, Dictatorship, Communism, Federalism ● Indian Parliamentary structure ● Meaning, characteristics, and role of – Political parties and Pressure groups (Tactics of Pressure groups – lobbying, advocacy, media, propaganda, etc) ● Political participation, representation, alienation, corruption, and violence ● Politicisation of caste and religion ● Understanding the role of election commission, voting behaviour, election and representation quota 	<p>Bastian, S. (ed). Luckham, R.(2003) <i>Can Democracy be designed</i>, Zed Books. London 23 Page Cambridge University Press, Cambridge. Cambridge University Press.</p> <p>Sharma B.M. Bareth; R(ed) 2004 <i>Good Governance, Globalisation and Civil Society</i>,</p> <p>Mehra, A.K. & Khanna, D.D (ed) Kueck, G.W (2003). <i>Political Parties and Party System</i>, New Delhi.</p> <p>Wilkinson, S.(2004). <i>Votes and Violence. Electoral competition and communal riots in India</i>,</p>

Program	MSW (Revised 2024)
Course Code	CC402
Course Title	Social Work with Groups
Semester	I
Credits	4

Rationale for the Course:

A key focus of the course will be on understanding the distinctive role of group work within the broader spectrum of social work methods. In this course, the learners will understand the fundamental aspects of group composition, and processes and learn about models of intervention integral to Group Work practice. Learners will be equipped with interpersonal helping skills and techniques to effectively work with group members towards predefined objectives. The rationale for this course lies in preparing social work professionals to navigate the intricate dynamics of group settings, through a synthesis of theoretical knowledge and practice skills. Participants will be equipped to facilitate positive outcomes and foster resilience within group contexts.

Course Objectives:

- Understand the group work method and appreciate its practice in various settings
- Acquire knowledge required for planning, for conducting activities, and for effective use of program media at each stage of group development.
- Acquire understanding of dynamics and development of group work in institutional and community settings.
- Develop self-awareness and sensitivity as a professional group worker.

Learner Outcomes:

- Identify as a professional social worker and conduct oneself accordingly.
- Develop procedural skills, (such as the process of collecting and assessing information, and framing objectives for groups; listening, observing) and assessment and interaction skills (such as accepting, relating, enabling, supporting, guiding, interpreting, observing and evaluating group process).
- Practice personal reflection regarding one's own practice skills, leadership style and outcomes to assure continual professional development.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Social Group Work	<p>Introduction to Social Group Work</p> <ul style="list-style-type: none">· Group work as a method of social work <p>Definition and types of groups</p> <ul style="list-style-type: none">· Values and principles underlying group work as a method.· Historical development of group work practice <p>Standards for social work practice with groups (AASWG)</p>	<p>Introduction to Group Work, 4th Edition. David Capuzzi, Douglas R. Gross, Mark D. Stauffer. Rawat Publications, 2010, India.</p> <p>Glassman, U., & Kates, L. (1990). Group Work: A Humanistic Approach. New Delhi: Sage Publications.</p> <p>Joseph, H. (1997). Social Work with Groups: A Literature Review. Indian J. of Social Work, 58 (2), 195-211.</p>

II	Group Formation and Group Processes Group Dynamics	<p style="text-align: center;">Group formation</p> <ul style="list-style-type: none"> · Phases and stages of group development · Characteristics of each stage and role of Group worker therein <p style="text-align: center;">Group Processes and Group Dynamics</p> <ul style="list-style-type: none"> · Communication and interaction Pattern in a group: Group Cohesion and Attraction; · Group Leadership: Functional and Dysfunctional Roles in a group; · Social Control and Group Culture; · Decision making in group; Factors hindering effective Decisions and the Different Techniques of Decision Making. · Conflict Management; Functional and Dysfunctional Conflict; Steps in the Resolution of Conflicts; Different Styles of Conflict Management. 	<ul style="list-style-type: none"> · Konopka, G. (1972). Social Group Work: A Helping Process (2nd ed). New Jersey: Prentice Hall Inc. · P R. Balgopal & Vassil. 1983. Groups in Social Work: An Ecological Perspective. Macmillan Publishing Co. New York. · Trecker (1972). Social Group Work: Principles and Practices. Association Press, New York. · Diana Rowan & Kim Bender (2009) An Experiential Approach to Group Work, Furman Rich, , Lyceum Books, Chicago, · Siddiqui, H.Y. (2008) Group Work: Theories and Practices, Rawat Publications, New Delhi. · Gerold Corey & Cindy Corey Group Work: Process & Practice. 3rd and 9th Edition. Marianne Schneider. Cengage Learning India Pvt. Ltd. India, 2014. · Coyle, G. L. (1947). Group Experience and Democratic Values. New York: The Women's Press.
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III	Group Work Models of intervention	Models of intervention <ul style="list-style-type: none"> · Life cycle model: social goals model, remedial model, reciprocal model · Tuckman's Group and Team Development model · Mutual aid/SHG models · ABC model 	<p>Mutual Aid Groups, Vulnerable Populations and the Life Cycle. 2nd Edition, Edited by Alex Gitterman & Lawrence Shulman, Columbia University Press, 1994, New York.</p> <p>Heap. K. (1977). Group Theory for Social Workers: An Introduction. Oxford: Pergamon Press.</p>
IV Skill s Lab	Use of Programme Media in group work[Skills Lab]	Use of Programme Media in group work <ul style="list-style-type: none"> · Programme media- characteristics, rationale of programme media · Use of programme media <ul style="list-style-type: none"> Types of programme media – action songs, simulation games, puppets, street play, photo language, documentary/feature films, posters etc. Conducting group sessions <ul style="list-style-type: none"> Group discussions, group meetings and training programmes · Steps in planning and conducting group sessions 	<ul style="list-style-type: none"> · Trecker (1972). Social Group Work: Principles and Practices. Association Press, New York. · Pereira, M. (1994). Development Communication Handbook: Ideas, Skills, Illustrations. Indore: Satprakashan Kendra. · Pragasam, M., & Yadav, A. (2002). Street Plays on Community Health. Secunderabad: The Catholic Association of India. · Pragasam, M., & Yadav, A. (2003). Group Media: Trainer's Manual. Secunderabad: The Catholic Association of India · Discussion, Conference and Group Process, 2nd Edition. Halber E. Gulley, University of Kentucky. Amerind Publishing Co. Pvt. Ltd, New York, 1968.

Program	MSW (Revised 2024)
Course Code	CC403
Course Title	Field Work- I
Semester	I
Credits	4
Learning Outcomes, Tasks and Assessments as per Field Work Manual	

Program	MSW (Revised 2024)
Course Code	CC404
Course Title	History and Philosophy of Social Work
Semester	I
Credits	2

Rationale for the Course:

This course is to expose students to the historical, philosophical and ethical foundations of Social Work and examine the professional status of Social work worldwide and specifically in India. Taking this course at the first semester of the MSW program gives students not only a thorough grounding in the foundation of social work, but also offers a birds eye view to relate to various social work methods/ field practicum subjects offered throughout the two years of the program.

Course Objectives:

- Discuss the historical origins of social work globally and in India
- Reflect on the major philosophical and ideological moorings behind social work
- Analysing code of ethics in social work and developing skills to apply it in the field context.

Learner Outcomes:

After completing the course, students will be able to:-

- Discuss the historical context of social work
- Identify the philosophical and ideological moorings of social work
- Apply Self-care practices for effective personal and professional balance
- Employ social work ethics in field context

Course Content:

Unit	Title	Contents	Essential Reading
I	Historical Context of Social Work	<ul style="list-style-type: none"> ● Overview on social problems, role of helping professions, & specific role of social workers ● Definition and mandate of social work ● Core values and principles of social work ● Western and Indian History of Social Welfare and Social Work Education ● Overview on methods, fields of practice, and basic skills in social work 	<p>Pierson, J. (2022). <i>A New History of Social Work Values and Practice in the Struggle for Social Justice</i>. London: Routledge</p> <p>Dash, B.M (2023). <i>Introduction to Social Work</i>. Delhi: Rawat Publication</p>
II	Philosophical and Ideological Moorings of Social Work	<ul style="list-style-type: none"> ● Overview on Western and Indian Philosophical Traditions ● Philosophy of human life ● Eco-humanism as central philosophy of social work ● Overview on conservative, liberal and radical ideologies and its relevance to social work practice ● World religions and the application of golden rule in social work 	<p>Desai, M. (2002). <i>Ideologies and social work: Historical and contemporary analyses</i>. Delhi: Rawat Publication</p> <p>Stefaroi, P. (2016). <i>Philosophy and Social Work: Philosophical Bases, Models and Sources for a Humanistic Social Work</i>. USA: Create space- Amazon</p>
III	Self-care and Social Work Ethics	<ul style="list-style-type: none"> ● Key concepts: confidentiality, self-disclosure, consent, breaching trust ● Understand self, recognise feelings, and managing conflicts ● Code of Ethics in Social Work ● Application of Ethics in Social Work Agency Settings ● Multicultural awareness and preparing for professional practice 	<p>Joseph, J., & Fernandes, G. (2006). <i>An Enquiry Into Ethical Dilemmas in Social Work</i>. Mumbai: College of Social Work</p> <p>Ronald, Y., & Laavanya, PV. (2020). Social Work Ethics: Context, Text and Instruction, <i>Perspectives in Social Work</i>, 35 (1), 18-36</p>

Program	MSW (Revised 2024)
Course Code	RMC 401
Course Title	Research Methodology- I
Semester	I
Credits	4

Rationale for the Course:

From the view point of social work professionals, research is needed from the first step of social work process – needs assessment – to the last stage of evaluation and planning the next step. Evidence-based practice, which is getting more support in the field of social work over time, refers to a philosophy and process designed to forward effective use of professional judgment in integrating information regarding each client's unique characteristics, circumstances, preferences, and actions and external research findings (Gambrill, 2006).

Lincoln and Guba (1985) suggested that values influence all research in several ways, including choice of the research problem, choice of paradigm to guide the problem, choice of data gathering and data analysis methods and choice of ways of presenting the findings. Research methodology as a subject of social work education then should be governed by social work values of social justice, human rights and non-discrimination and teach students to be scientific, un-biased and relevant in their research.

This course is designed to provide an introduction to research methods and to produce an appreciation of the research process. This course will cover components of undertaking a research and carrying out a research process in social work practice in different settings and environments, program evaluation and policy development. More specifically, Research Methodology I helps the students appreciate the relevance of research in social work profession, understand research ethics and scope of research in social work, learn the process of research and comprehend the ways in which it can be used in the field.

Course Objectives

To enable learners to:

- Understand the nature of social science research and its relevance in social work field.
- Gain knowledge about the initial and intermediate steps of research process
- Develop skills for data collection

Learner Outcomes:

At the end of this course, the learners should be able to:

- Understand basic concepts of research and its methodologies
- Identify appropriate research topics.
- Select and define an appropriate research problem and its parameters.
- Develop data collection tools and conduct data collection.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to Social Science Research	<ul style="list-style-type: none">· Definition of social science research· Epistemology of research· Characteristics of research· Relevance of research in social work· Ethics in social work research	<p>Kothari, C. R. and Garg, G. (2019) Research Methodology: Methods and Techniques (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 1</p> <p>Alston, M. and Bowles, W. (2003) Research for Social Workers: An Introduction to Methods. (2nd ed.) New Delhi: Rawat Publications. – Cha. 1</p> <p>Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: SAGE – Cha. 1, 14</p> <p>Rubin, A. and Babbie, E. (2008) Research Methods for Social Work. Belmont: Thomson Brooks/Cole – Cha. 1, 2, 4.</p>

II	Initial Steps of Research Process	<ul style="list-style-type: none"> · Literature Review · Concepts & Variables · Formulation of Objectives Research Questions & · Hypotheses 	<p>Kothari, C. R. and Garg, G. (2019) Research Methodology: Methods and Techniques (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 2, Cha. 10</p> <p>Alston, M. and Bowles, W. (2003) Research for Social Workers: An Introduction to Methods. (2nd ed.) New Delhi: Rawat Publications. – Cha. 2, 3, 4, 11</p> <p>Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: SAGE – Cha. 3, 4, 5 6</p> <p>Rubin, A. and Babbie, E. (2008) Research Methods for Social Work. Belmont: Thomson Brooks/Cole – Cha. 6, 7</p> <p>Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) Introduction to Social Work Research. Illinois: F. E. Peacock Publishers, Inc. – Cha. 3</p>
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III	Intermediate Steps of Research Process	<ul style="list-style-type: none"> · Distinguishing between Quantitative and Qualitative Research · Quantitative Research Designs · Sampling – Meaning, Sampling Strategies – Probability & Non-Probability, Sampling Error 	<p>Kothari, C. R. and Garg, G. (2019) Research Methodology: Methods and Techniques (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 3, 4, 9.</p> <p>Lal Das. D. K. (2005) Designs of Social Research. Jaipur: Rawat Publication</p> <p>Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: SAGE – Cha. 8, 12</p> <p>Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) Introduction to Social Work Research. Illinois: F. E. Peacock Publishers, Inc. – Cha. 2, 5, 6, 7, 8.</p>
IV	Going to the Field: Data Collection	<ul style="list-style-type: none"> · Types & Sources of Data · Methods of Data Collection · Tools of Data Collection · Reliability & Validity of Data Collection Tools 	<p>Kothari, C. R. and Garg, G. (2019) Research Methodology: Methods and Techniques (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 5, 6.</p> <p>Engel, J. R. and Schutt, R. K. (2009) The Practice of Research in Social Work (2nd ed.) Los Angeles: SAGE</p> <p>Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) Introduction to Social Work Research. Illinois: F. E. Peacock Publishers, Inc. – Cha. 10, 11.</p>
<ul style="list-style-type: none"> · The practical/practice aspect of problem formulation, sampling and tool preparation will be covered in the form of research assignment (individual or group). 			

Program	MSW (Revised 2024)
Course Code	DSE 401
Course Title	Health and Social Work
Semester	I
Credits	4

Rationale for the Course:

Based on the holistic concept of Health, the course recognizes the role of social, cultural, political and economic factors in influencing the Health of individuals. The course believes that health is integrally related to the processes of development and that inequality, poverty; exploitation, violence and injustice are at the root of ill-health and mortality, especially for the poor and marginalized.

The course aspires to enable the social work practitioners in helping individuals and communities to attain the highest possible level of health and well-being regardless their caste, ethnic background, religion, gender, age, abilities, sexual orientation or class. Looking at Health as a fundamental Human Right, the course also envisages to enable the learners to take up issues of health for advocacy and thus enable communities to play and active role in the formulation, implementation and evaluation of all health policies and programmes.

Course Objectives:

- To understand the concept of Health and wellness and factors influencing the same.
- To understand the concept of Community health, Health Education, Health Action and Health Advocacy.
- To establish the link between Health and Development by presenting the various challenges faced by the Health sector in the current socio-economic context.
- To analyse the changing trends in the field of health policy and planning in India.
- To understand the relationship between caste, class, gender, age with Health and its repercussion on the overall wellbeing.

Learner Outcomes:

- Develop understanding of the factors affecting health and plan health action programme in accordance to the community needs.
- Gain an overview of health system, programmes and policies in India and to enable its implementation.
- Find the overall impact of health on wellbeing, gender justice and sustainable development of the community.

- Understand the role played by social worker in the field of Health and to be able to practice the same. This would also include Advocacy in the field of health.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction of Health, Community health and Health Education	<ul style="list-style-type: none"> · WHO definition of health and its criticism, · The Iceberg Phenomenon · Changing concept of Health: Biomedical, ecological, psycho-social and holistic. · Dimensions of health: Physical, Mental, Social, Spiritual, Emotional & Vocational · Approaches to Health: Physical & Social · Factors affecting health: Biological, Social, Political, Economic, Geographical & Psychological. · Social and Economic Determinants of Health. · Concept and history of Community health; Difference between Community Health and Public Health · Critical analysis of status of Health in India; Rural /Urban Divide Community diagnosis and health action plan, Organising and planning for community health programme · Concept of Health education, methods, and Principles of Health Education 	<ul style="list-style-type: none"> · Park. K. (2011). Preventive and Social Medicine (21st ed.) Bhanot, Jabalpur · Michele, I. (2004). Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health, London, Jones and Bartlett Publishers. · Desai SB & Joshi Bharti (2012). Social Work and Community Health, New Delhi, Alfa Publications

II	Health and Development	<ul style="list-style-type: none"> · Linkage between Health & Development · Millennium and Sustainable development goals · Health Literacy and Health Behaviour; health seeking behaviour: Zollas Model & Health belief model, health related behaviour · Health Sector Reforms; Emerging Socio-economic and Demographic Situation in India-challenges to the health sector 	<ul style="list-style-type: none"> · Qadeer, Sen and Nayar (2001) Public Health and the Poverty of Reforms, Sage Publications, New York.
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III	Health System Programmes and Policies	<ul style="list-style-type: none"> · Three tier health care system: primary, secondary, and tertiary. · Health Infrastructure and Human resource Development; · Public vs Private health care. · National and State Level Health Policies and Programs: Health planning in India, NHP 1983, NHP 2002, National Rural Health Mission 2005, National Health Mission 2013, National Health Policy 2017, Ayushman Bharat/ Pradhan Mantri Jan Arogya Yojana, ICDS Scheme, Mahatma Jyotiba Phule Jan Arogya Yojana. · Out of Pocket Expenses on Health; Health Insurance 	<ul style="list-style-type: none"> · Banerjee, D (1985). Health and Family Planning Services in India. · Duggal Ravi, Health Planning in India. · Banerjee, D. (1982). Poverty Class and Health Culture in India. New Delhi: Prachi Prakashan. · World Bank (1993). World Development Report- Investing in Health, World Development Indicators, Oxford University Press · Devadasan N et.al. "Community Health Insurance in India- An Overview" Economic and Political Weekly, July 2004
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IV	Health Disparities and social work intervention	<ul style="list-style-type: none"> · Aging and health · Migration and Urban Health · Health and Gender-gender dimensions of health care, reproductive rights, gender-based violence, female deficit and emerging issues · Linkages between Health and Environment with special reference to climate change and its effects on health and Nutrition · Areas of Social Work Practice: School health, Community, Institution and Hospital: Medical Social Work and Psychiatric Social Work: Concept, Evolution, Roles, Functions / Responsibilities of Medical Social Workers and Psychiatric Social Workers. · Crisis intervention and role of the social worker: Natural disasters like flood, famine, pandemics and earthquakes · Advocacy in Health care, Right to Health. 	<ul style="list-style-type: none"> · Ministry of Health and Family Welfare, Government of India, January 2013, "A strategic approach to Reproductive, maternal, new-born, child and adolescent health (RMNCH +A) in India"
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Program	MSW (Revised 2024)
Course Code	DSE 402
Course Title	Rural and Urban Community Development
Semester	I
Credits	4

Rationale for the Course:

The subject Rural and Urban studies gives an idea on the structures, issues, governance and process of development of rural and urban societies in India. The study highlights the history of rurality and urban development processes. The course will develop sociological understanding of rural and urban realities focusing on geographical diversities, social stratification, class disparities, caste dynamics, and gender discrimination in context of equity is significant to understand rural-urban realities. Knowledge on village level agrarian and water crisis, urban related issues on migration and slum development and livelihood issues of tribal communities are the crucial areas to be focused in this study. Understanding on rural, urban and tribal administration and governance is an important part to intervene in the development processes. Similarly information on constitutional provisions, policy framework, welfare programs on the role of NGO, people's organizations, campaigns for rural urban development enable to get the vision for development of rural, urban and tribal societies.

Course Objectives:

1. To orient the learner about geographical differences, population distribution/proportion & characteristics of rural, urban, and tribal locations
2. To trace the history of development of Urban society & processes of migration
3. To introduce a sociological understanding of urban and rural societies.
4. To understand the rural and urban structures, issues, governance and processes of development.
5. To study the constitutional provisions, policy framework and programs for rural, urban & tribal development
6. To study the interventions and networking for rural and urban development.
7. To study the government and non-government interventions in rural and urban development.

Learner Outcomes:

Learners are expected to get insights on socio-cultural and geo-political systems responsible for development of rural-urban and tribal communities. They will get knowledge on issues of livelihood of rural, urban, and tribal people. They will be equipped with the skills to intervene in handling local issues related to education, health, PDS, water, electricity, addiction, employment and so on.

Course Content:

Unit	Title	Contents	Essential Reading
I	Understanding Rural and Tribal	Introduction to concepts related to rural, Tribal societies: Concepts, diversity, understanding, analysis Geographical diversities Village structures across India Intersectional analysis of village structure Village as agrarian society Changing/transition of village structures Impact of urban societies Issues : Economic, agrarian, displacement, migration	Chaudhary Anjana: <i>Rural sociology</i> . New Delhi. Dominant Publishers, 2004 Joshi Divya: <i>Gandhi On Villages</i> . Mumbai. Mani Bhavan Gandhi Sangrahalaya, 2002 Prasad B K: <i>Rural Development: Concept, Approach, And Strategy</i> . New Delhi. Sarup and Sons Publishers, 2003

Unit	Title	Contents	Essential Reading
		<p>Definitions: Schedule Tribes, indigenous people, Nomadic and denotified tribes in India</p> <p>Demographic profile, Identity issues, livelihood issues, Land, atrocities, witch killings; occupation, indebtedness, bonded labour, displacement, dispossession, forced migration ,relocation</p>	<p>Singh Katar: Rural Development: Principles, Policies, And Management. New Delhi. Sage Publication, 2009</p> <p>Soundarapandian M: New Economic Policy And Rural Development. New Delhi. Serials Publications, 2006</p> <p>Maharatna, Arup 2005 Can 'Beautiful' Be 'Backward'? India's Tribes in a Long- Term Demographic Perspective, Gokhale Institute of Politics and Economics, Pune</p>
II	The origin and growth of cities	<p>Urban Growth : Pre-industrial city</p> <p>industrial revolution and its effects, Post-industrial urbanisation</p> <p>(Chicago School of Thought) Urban Demography: Concept of Urbanisation and slum communities</p> <p>Issues related to migration: Livelihood of urban poor, housing, employment</p> <p>Urban Transportation Systems Ghettos and gated Communities.</p> <p>Sociological diversities Issues : Informal settlement, service, Transportation</p> <p>Gemeinschaft and Gesellschaft Gentrification and De gentrification</p>	<p>Sandhu Ravinder Singh:Urbanisation In India: Sociological Contributions. New Delhi. Sage Publications, 2003</p> <p>Prasad B K: Urban Development: New Perspective. New Delhi. Sarup and Sons Publishers, 2003</p> <p>Mohan Sudha: Urban Development New Localism. Jaipur. Rawat Publications, 2005</p> <p>Siva Ramakrishnan K C: Oxford Handbook of Urbanisation in India, 2nd Edi. New Delhi. Oxford University Press, 2005</p>

Unit	Title	Contents	Essential Reading
III	Governance and Development : Policies and Programmes	<p>Perspectives of Mahatma Phule, Mahatma Gandhi, and Ambedkar on village Development</p> <p>Constitutional provisions, Provisions in NITI Ayog and Budgetary Allocation, welfare programs</p> <p>PRI: 73rd & 74th Amendment PESA 5th and 6th Schedule</p>	<p>Singh, Surat and Singh, Mohinder 2006: Rural Development Administration in 21st Century: A Multi-Dimensional Study; Deep & Deep Publications, Delhi</p> <p>Apte, P. (2013). Urban Planning and Development: An Indian Perspective. Gurgaon: Zorba Publishers</p> <p>GOI. (2005). Urban Infrastructure: Economic Survey 2004–05. New Delhi: Ministry of Finance</p>
IV	Government and Non-government intervention	<p>MGNREGA, NRLM; Nagar Rajya Bill, Area Sabha, Slums Redevelopment plans: Schemes e.g MMRDA, MHADA, SRA JNNURM, NULM Ministry of Tribal Development, Administration of tribal development,</p> <p>Rural Cooperatives: concept, scope and limitations of the cooperative movement,</p> <p>NGO, CBO , civil society, SHGs intervention at community level, People's Organisations intervention on Natural resources like forest/land and water, labour exploitation, SEZ, housing issues RTI , Jansunvai, Public Interest Litigation, e-governance, campaigns</p>	<p>Chatterjee Shankar: Rural development and National Rural Livelihood Mission (NRLM). Jaipur. RBSA Publishers, 2011</p> <p>Mukherjee Amitava: Participatory Rural Appraisal Methods And Applications In Rural Planning.. (2nd Revise) New Delhi. Concept Publishing Company, 2004</p> <p>MCGM. (2010). Mumbai Human Development Report 2009 (Chapters 4 and 8). New Delhi: Oxford University Press</p>

Program	MSW (Revised 2024)
Course Code	DSE 403
Course Title	Family Centred Practice
Semester	I
Credits	4

Family-Centred Practice is an approach of working with families that focuses on enhancing their capacity to care for their children and meet their needs. It considers family as an imperative unit to ensure well-being of children. The goal is to develop consistent, ethical, and effective child welfare practices within the family. Family-centeredness characterizes beliefs and practices that treat families with dignity and respect adopting individualised, flexible and responsive practices and processes for each family unit and emphasise on information sharing so that families can make informed decisions.

Family centred practice is based upon the belief that the best way to meet a person's needs is within their families and that the most effective way to ensure safety, permanency, and well-being is to provide services that engage, involve, strengthen, and empower families. This approach strives to preserve families and prevent out-of-home placements when this can be done safely. A family centred model should not only focus on child's (client's) well-being but also on the relationship dynamics of the client's family.

Children are central to the family-centred practice, children are kept in focus while making decisions about their lives fostering a partnership with families towards safeguarding and promoting their safety, interests and well-being. Family centred practice spans the community-based services continuum and is not restricted to a specific service or model. Thus family centred practice complements the role and function of child protection mechanism by serving gatekeeping and family strengthening functions.

This course on Family Centred Practice provides an insight on family as a dynamic and ever-changing entity having significant role to play for safeguarding and promoting children's well-being; it also intends to develop an overarching perspective amongst students to view families as an agency having capacity to make informed decisions and also the need to engage with families while making use of individualised, flexible and empowering strategies.

Course Objectives: this course intends to:

- Provide learners with an understanding of Family-centred practice and its relevance to safeguard and promote children's well-being;
- Provide learners with an understanding about Family as a dynamic entity and learn about various internal and external familial forces that have pushed families into difficult situations and to understand their needs;
- Familiarize learners with relevant theoretical frameworks for studying families and their use while making holistic assessment of their needs, issues and coping abilities of families in difficult situations.
- Appraise learners of various psychosocial interventions and other services needed and currently available for families in difficult situations with emphasis on promoting children's wellbeing.

Learner Outcomes: Learners will be able to develop:

- Critical understanding about family centred practice and its relevance in promoting children's well-being;
- Critically examine various theoretical frameworks to analyse emerging contexts of diverse families and families in difficult situations;
- Skill set in the use of assessment tools such as Genogram, Eco-mapping and Family Sculpting and also for undertaking psychosocial interventions with diverse families.

Course Content:

Unit	Title	Contents	Essential Reading
I	Family – Centred Practice	<p>Family-centred Practice – its relevance towards promoting children's well-being</p> <p>Family-centred Practice- Principles, models and Practice</p> <p>Emerging context of families, analysis of intra-familial and extra-familial forces impinging on families in difficult situations</p>	<p>Prasad, BD, Khasiwala Aruna., Vaswani Thrity (2009). Families in Difficult Situations in Indian Journal of Social Work 70(2); 191-218.</p> <p>Prasad Devi.B, Juvva Srilatha & Nayar Mahima (eds.) (2020). The Contemporary Indian Family: Transitions and Diversity. Routledge, London & New York.</p> <p>Chakravorty, S., Goli, S., & James, K. S. (2021). Family Demography in India: Emerging Patterns and Its Challenges. Sage Open, 11(2). https://doi.org/10.1177/21582440211008178</p> <p>Bharat Shalini (Ed.) (1996). Family Measurement in India. Sage Publications.</p>
II	Theoretical frameworks to study families	<p>Bowen's Family Systems framework</p> <p>Perception of problem and exchange framework.</p> <p>Symbolic Interactionism</p> <p>Ecological Framework- Family & its environment</p>	<p>Prasad, BD, Khasiwala Aruna., Vaswani Thrity (2009). Families in Difficult Situations in Indian Journal of Social Work 70(2); 191-218.</p> <p>Varghese, M., Kirpekar, V., & Loganathan, S. (2020). Family Interventions: Basic Principles and Techniques. <i>Indian journal of psychiatry</i>, 62(Suppl 2), S192–S200. https://doi.org/10.4103/psychiatry.IndianJP_sychiatry_770_19</p>

Unit	Title	Contents	Essential Reading
		<p>Family development Framework- Family life cycle approach</p> <p>Family Strengths theory</p> <p>Overview of various family assessment tools</p>	<p>Holman, A. (1983). <i>Family Assessment: Tools for Understanding and Intervention</i>. Beverly Hills. Sage Publications.</p> <p>Klein, D.M. & White, J.M. (2002). <i>Family Theories: An Introduction</i>, Thousand Oaks: Sage Publications.</p> <p>Defrain, J & Asay S. (2007). Strong Families Around the World. <i>Marriage & Family Review</i> 41(1-2):1-10 DOI: 10.1300/J002v41n01_01</p> <p>Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) <i>Family Measurement in India</i>, New Delhi: Sage Publications.</p> <p>G. Maitri,, G. Srividya (2022). My Real Family Using Drama Therapy to Challenge Normative Notions of Family. <i>Indian Journal of Social Work</i>, Volume 83, Issue 4 October 2022.</p>
III	Challenges and Coping strategies of Families in difficult situations	<p>Families facing issues related to child protection (violence, abuse, child marriage, trafficking, child work)</p> <p>Gatekeeping role of family in Child Protection Continuum including alternative family care (adoption, foster care and kinship care)</p> <p>Families with differently able children (caregiving challenges)</p>	<p>Bharat S. (1994). Alternate family patterns and policies. In Desai M. (Ed.), <i>Enhancing the role of the family as an agency for social and Economic development</i> (pp. 72–117). Tata Institute of Social Sciences.</p> <p>India Alternative Care Network. (2022). <i>Compendium on Family Strengthening & Alternative Care Programs Practised Across India</i>.</p> <p>Anand, S. (2009). Disability and Impairment: Working with Children and Families. <i>Journal of Family Communication</i>, 9 (2),129-130.</p> <p>Joseph Manoj & Juvva Srilatha (2017). Experiences of Caregiving Stigma: Contestations and Challenges. By <i>Café Dissensus</i> (We dissent).</p>

Unit	Title	Contents	Essential Reading
		Families coping with children's health and financial issues	
IV	Interventions and Services	<p>Psychosocial intervention with children and families</p> <p>Family Crisis Intervention</p> <p>Family Life Education and Enrichment Programs</p> <p>Expedited case management including engaging with families as client, use of home visit, interview, observation as fact-finding tools</p> <p>Family Counselling-Positive Parenting Program, psychoeducation, healthy coping</p> <p>Community based services- SHGs, ICDS, Support Groups</p>	<p>Varghese, M., Kirpekar, V., & Loganathan, S. (2020). Family Interventions: Basic Principles and Techniques. <i>Indian journal of psychiatry</i>, 62(Suppl 2), S192–S200. https://doi.org/10.4103/psychiatry.IndianJPpsychiatry_770_19</p> <p>Prasad, BD, Khasgiwala Aruna., Vaswani Thrity (2009). Families in Difficult Situations in Indian Journal of Social Work 70(2); 191-218.</p> <p>Mohapatra S. (2021). Family Life Education: Concept and Meaning. BSWE-004-BLOCK-1-UNIT-2-small size.pdf (ignou.ac.in) eGyanKosh: Block-1 Family Life Education</p> <p>Chowdhury A, Carson, DK & Carson CK. (Eds.) (2006). Family Life Education in India: Perspectives, Challenges, and Applications. Rawat Publications</p> <p>Desai M (ed) (1994). Family and Intervention: A Course Compendium, Mumbai, TISS.</p>

Semester- 2

Program	MSW (Revised 2024)
Course Code	CC405
Course Title	Community Organisation
Semester	II
Credits	4

Rationale for the Course:

Community organization has a very prominent place in social work education as it is a method that has the potential to bring about positive changes at the micro level and with a large population. It is an effective method in building an inclusive and empowered community, but it is equally challenging. The course of community organization, therefore, encompasses all the three components – knowledge, attitude and skills – of teaching and learning process. A country like India has a rich heritage adorned with diverse cultures but is also plagued for decades by poverty, marginalization and discrimination on the basis of caste, gender, class, race and ethnicity. This course purports to equip learners with skills required for direct community work, organizing and mobilizing as also to build their perspective to be able to assess, identify and advocate on various social and community issues. Each component of this course incorporates discussion and interactive deliberation on multiple aspects of community organization to enable learners to reflect and connect it with their fieldwork.

Course Objectives:

To enable learners to:

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

Learner Outcomes:

At the end of the course, the learners will:

- Demonstrate skills to identify communities, assess their needs and plan appropriate interventions.
- Demonstrate skills in community mapping, recognizing complexities and identify groups to work.
- Show ability to reflect and contextualize various types of community interventions.
- Develop an insight into different perspectives in relation to community organization

Course Content:

Unit	Title	Contents	Essential Reading
I	Understanding the concepts related to community organization	<p>Defining communities:-</p> <ul style="list-style-type: none"> -Geographical – <ul style="list-style-type: none"> o Village, Urban Slum and Tribal Hamlets and others -Functional – <ul style="list-style-type: none"> o Construction workers, o Migrant communities and other vulnerable communities -Urban habitation of poor and marginalised. -Evolution of urban slums -Types of urban slum communities – <ul style="list-style-type: none"> o Established slums, Industrial slums, o Residential slums, Pavement dwellers and o Floating slums, Homeless and footloose -Composition of urban slum communities -Characteristics of urban slum communities – <ul style="list-style-type: none"> o Physical, Political, Socio-cultural, Economic analysis -Village communities: <ul style="list-style-type: none"> o Socio cultural composition o Caste composition -Tribal communities <ul style="list-style-type: none"> o Composition, Culture and norms 	<p>Jodhka Surinder(ed.) Communities & Identities; Sage Publication; 2002</p> <p>Munshi Indira: Adivasi life Stories-Contexts, constraints, choices. Rawat publications</p>

II	Understanding the concept of community organization	<ul style="list-style-type: none"> -Evolution of community practice in the western countries: -Evolution of community practice in the Indian context -Rural community development Programmes –Pre and post-Independence -Urban and rural development Programmes -People centred community Organizations -Values and principles of community Organization 	
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III	Models of Community Practice & Process of Working with Community	<p>-Models of Community Practice given by Jack Rothman</p> <p>-Models of Community Practice given by Weil and Gamble</p> <p>-Process of Working with a Community</p> <ul style="list-style-type: none"> · First Phase – Selection & Entry into a Community, Rapport Building Assessment · Second Phase – Community Engagement and Interventions, Community Mapping Techniques, PRA, Power Dynamics in Communities, Techniques for Community Organization & Action · Third Phase – Evaluation and Ensuring Sustainability of Positive Changes/Outcomes 	<p>Community Practices in India: Lessons from the Grassroots (2018)</p> <p>Edited by Purnima George, Geeta Balakrishnan, Vijayanta Anand, Ferzana Chaze</p> <p>Cambridge Scholar, UK</p> <p>Strategies of community intervention: Jack Rothman, 7th edition, 2008</p> <p>Community Practice Skills: Local to Global Perspectives (2009) by Gamble, D. and Weil, M., New York: Columbia University Press.</p>
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IV	Indian and Western Perspectives on Organizing Communities for Change	<p>-Indian Perspectives on Organizing Communities for Change</p> <ul style="list-style-type: none"> · Dr. B. R. Ambedkar · Mahatma Gandhi · Mahatma Phule · Periyar E. V. Ramasamy <p>-Western Perspectives on Organizing Communities for Change</p> <ul style="list-style-type: none"> · Paulo Freire · Saul Alinsky · Eleanor Ostrom · Ivan Illich <p>-</p>	<p>Champanan To Quit India Movement Hardcover – 2002 by R. Kumar.</p> <p>Non-Violent Resistance (Satyagraha), 2001, by M. K. Gandhi</p> <p>Dr Babasaheb Ambedkar writings and speeches, Volume-17, part- I, Collected works of Periyar E.V.R , 2007</p> <p>Collected Works of Mahatma Jotirao Phule, Volume 1, Education Department, Government of Maharashtra for Mahatma Jotirao Phule Death Centenary Committee, 1991</p> <p>Alinsky Saul. Rules for Radicals ,Vintage Books Edition,1972 .</p> <p>Freire Paulo The Pedagogy of the oppressed: Penguin Books ,Uk,1996.</p> <p>Rules, Games, and Common-Pool Resources (1994) By Elinor Ostrom, Roy Gardner, and James Walker with Arun Agrawal, William Bloomquist, Edella Schlager, and Shui Yan Tang</p>
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Program	MSW (Revised 2024)
Course Code	CC406
Course Title	Social Work Practice with Individual and Families
Semester	II
Credits	4

Rationale for the Course:

This course titled *Social work Practice with Individuals and Families* is designed to prepare students for generalist social work practice with individuals and families. Emphasized are the values, knowledge and skills necessary for effective fact finding, assessment, and intervention at the micro level. Using the systems approach and strengths perspective, emphasis is placed on the social, cultural, familial and environmental influences on the functioning of individuals and families. Students learn the importance and techniques of developing relationships with clients, colleagues, supervisors professionals and significant others Students also learn how self-awareness and the conscious use of self, affect the empowering process and how to apply practice skills such as active listening, empathic responding, contracting, as well as critical and creative thinking in practice

Course Objectives: Enable students to:

- Acquire knowledge of work with individuals and families as a method in social work practice within a strengths based framework;
- Learn about family as a dynamic entity and also about various psychosocial interventions with individuals and families;
- Learn skills, tools, and techniques of working with individuals and families; and
- Develop self-awareness, and sensitivity to human problems.

Learner Outcome: Upon completion of this course, students will be able to develop:

- Skills of engaging with diverse client groups;
- Acquire fact finding and assessment skills using the strengths perspective; and
- Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, and process recording.

Course Content:

Unit	Title	Content	Essential Readings
I.	SW Practice with Individuals & Families- conceptual overview	<p>Conceptual overview- Ecosystems framework, strengths based perspective</p> <p>Principles of Work with Individuals & Families</p> <p>Components of Work with Individuals & Families</p> <p>Use of Self and Professional Relationship in Social Work</p>	<p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen)</p>
II	<p>Problem solving Process</p> <p>Skills, tools & techniques in the process</p>	<p>Process- Intake and Engagement,</p> <p>Assessment, tools (ecomap, genogram) and Intervention</p> <p>Evaluation & termination</p> <p>Tools & techniques-</p> <p>Tools- Listening, Observation, Interview and Home-visit and Recording</p> <p>Techniques- Supportive, Reflective & Counselling techniques</p>	<p>Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi, 2010</p> <p>Social Work Practice: Assessment, Planning, intervention and Review. Jonathan Parker and Greta Bradley, 2004</p>

Unit	Title	Content	Essential Readings
III	Family as dynamic entity	<p>Diversities of families in Indian context,</p> <p>Family- systems approach and life span approach</p> <p>Understanding family as a social system-synergy, triangulation, circular causality in Family System Theory, Forced field analysis and Decision Tree</p> <p>Family stress- ABC X model of family stress and coping</p>	<p>Family and Intervention: A course Compendium, TISS -Murli Desai</p>
IV	<p>Psychosocial intervention in different settings:</p> <p>Institutions</p> <p>Health</p> <p>Community</p> <p>Drug addiction</p>	<p>Models of intervention:</p> <ul style="list-style-type: none"> • Crisis intervention • Task centered Practice • Strengths based solution focused • Evidence based practice model <p>Psychosocial Intervention: psychoeducation, parenting skills, communications skills, play therapy</p>	<p>An Introduction to Social Casework by Grace Mathew, TISS, 1992</p> <p>Social Case work: A Problem-Solving Process Vol. 10 Helen Perlman, 1957</p> <p>Social Work Treatment: Interlocking Theoretical Approaches- edited by Francis J. Turner</p> <p>Skill Training for Social Workers- A Manual edited by Sudha Datar Et.al.</p>

Program	MSW (Revised 2024)
Course Code	CC407
Course Title	Field Work -II
Semester	II
Credits	4
Learning Outcomes, Tasks and Assessments as per Field Work Manual	

Program	MSW (Revised 2024)
Course Code	CC408
Course Title	Psychology for Social Work Practice
Semester	I
Credits	2

Rationale:

The purpose of this course is to introduce social work learners to the theoretical postulations in psychology and its relevance in understanding human behaviour. The course content will be drawn from the field of Psychology with specific reference to Developmental Psychology, Social Psychology and Positive Psychology and focus on its relevance to social work practice. The course will focus on theories and knowledge on the domains of human development: biological, sociological, psychological, spiritual and cultural processes and development across the life span. Ecological-bio-psychosocial conditions that support or inhibit individual growth; and variations arising from caste, class, cohort, gender, race, sexual orientation, religion, and other differences will be discussed. The theoretical orientation is to enhance the understanding of individual's growth, mental health and factors that promote well-being, happiness and character formation over the life span.

Course Objectives

To enable learners:

1. To develop an understanding of the various fields in psychology and the principles of growth, and the role of nature and nurture in growth and development.
2. To understand the various theories of personalities and identify factors that hinder and promote the development of healthy personalities

3. To develop knowledge on the development milestones and challenges at various stages in the life span: infancy, childhood, adolescence, youth, adulthood and old age
4. To provide a general introduction to social psychology concepts and its relevance in explaining social interaction and social influence.
5. To apply the knowledge gained through the understanding of human behaviour to promote mental health and well-being of individuals across the lifespan.

Course Outcomes

By the end of course, learners will be able to:

1. Evaluate theories of personality and their relevance to social work practice.
2. Apply knowledge of life span development (individual and family) to social work practice
3. Apply the knowledge of positive psychology for promotion of mental health and well-being

Unit	Content	References
1 Introduction to Psychological Concepts	<ul style="list-style-type: none"> Psychology for Social Work Practice – Introduction Fields of Psychology: Clinical, Social, Organisational, Developmental, Health, Criminal, Forensic, Positive Psychology. Basic concepts of Psychology: Perception, Motivation, Emotion, Cognition and Learning and Social Psychology, Attitude, Prejudice, Stereotype, Discrimination, Aggression, Conflict and Stress. Importance of Heredity and Environment in the development of Personality 	<p>Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.</p> <p>Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.</p> <p>Husain, A. (2012). Social psychology. New Delhi, India: Pearson.</p> <p>Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.</p>
2 Personality Theories	<ul style="list-style-type: none"> Psychoanalytical Theory (Freud) Psychosocial Theory of Development (Erikson) Behavioristic Theory (Pavlov) Humanistic Theory (Maslow) Inter Personal Theory (Rogers) 	<p>Friedman, H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson.</p> <p>Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). Handbook of</p>

		Indian psychology. New Delhi, India: Foundation Books
3 Introduction to Developmental Psychology	<ul style="list-style-type: none"> • Life span / cycle approach to development • Stages: Prenatal, Childhood, Adolescence, Adulthood • Social, Emotional, Physical development Emerging Issues and Interventions (in the Indian Context) 	Lerner, R. (2013). Concepts and theories of human development. New Jersey: Psychology Press. Developmental Psychology, Childhood and Adolescence, David R Shaffer, Fifth Edition Brook/Cole publishing Co, 1999

Program	MSW (Revised 2024)
Course Code	RMC 402
Course Title	Research Methodology- II
Semester	II
Credits	4

Rationale for the Course:

The last step of research process before the researcher writes the research report is that of data analysis – the most important component that determines the relevance and utility of a research study. This course will start with the unit of data analysis, followed by two units on the Statistical Package for Social Science (SPSS).

SPSS (Statistical Package for Social Science) is a tool for the statistical analysis of data. It allows to perform a wide variety of statistical procedures. This course will provide learners with a basic knowledge of the program in order to be able to use it in their research study for data entry, data presentation as well as statistical analysis. The first three units, thus, will help the student to understand how to clean and process the data, data entry and analysis using descriptive and inferential statistics. Research is complete only when it culminates into a well-structured research report. This course will include inputs on report writing that would enable a learner to write a research report that presents the research process and findings in a well-organized structure in an ethical reporting style, would be free from errors and would contribute to social work education and practice.

Course Objectives:

- Develop skills for data entry and analysis in a quantitative research study.
- Facilitate skills development in using SPSS for data cleaning, data entry and data presentation.
- Impart training on the application of the statistical procedures to interpret the research findings.
- Enhance understanding of structure, writing style and format of research report

Learner Outcomes:

- Understand the importance and process of data entry, data processing and data analysis
- Understand the main features of SPSS
- Do manual input of data in SPSS, data transformation and output management
- Conduct analysis and interpretation of data using SPSS.
- Write a well-structured research report that fulfills all the requirements regarding writing style, formatting, reference style and nature of content at the Masters level of social work.

Course Content:

Unit	Title	Contents	Essential Reading
I	Data Analysis	<ul style="list-style-type: none"> · Data cleaning, editing · Data processing · Preparation of Code Book · Descriptive Statistics · Inferential Statistics 	<p>Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 7, 8, 11, 12, 13, 14, 18.</p> <p>Alston, M. and Bowles, W. (2003) <i>Research for Social Workers: An Introduction to Methods</i>. (2nd ed.) New Delhi: Rawat Publications. – Cha. 13, 14</p> <p>Weinbach, R. W. and Grinnell, R. M. (JR.) (2010) <i>Statistics for Social Workers</i>. Boston: Allyn and Baco</p>
II	Introduction to SPSS and Data Entry/Input Functions	<ul style="list-style-type: none"> · Introduction to SPSS · Data Cleaning and Data entry · Data Manipulation 	<p>Field, A. (2005) <i>Discovering Statistics Using SPSS</i>. (2nd Ed.). New Delhi: SAGE publications</p>

III	Analysis of Data Using SPSS	<ul style="list-style-type: none"> · Concepts of Normal Distribution and Parametric as well as Non-Parametric Tests · Graphs & Tabulation · Descriptive Analysis · Inferential Analysis 	Antonius, R. (2003) Interpreting Quantitative Data with SPSS. New Delhi: SAGE Publications
IV	Writing a Research Report	<ul style="list-style-type: none"> · Ethical Report Writing · Nature and Structure of a Research Report · Preparing First Pages and Annexures of a Research Report · Writing Reference List 	Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: SAGE. – Cha. 17
The practical/practice aspect of data entry, processing and analysis will be part of the classroom (computer lab) sessions. Review of research studies can either be part of the pedagogy or assignment.			

Program	MSW (Revised 2024)
Course Code	DSE 404
Course Title	Mental Health Practice
Semester	II
Credits	4

Rationale of the Course

The prevalence of mental health disorders in India has risen steadily in recent years causing a serious public health concern. The survey by India's National Institute of Mental Health and Neurosciences (NIMHANS) found that nearly 150 million Indians are in need of mental health care services, but fewer than 30 million are seeking care. Over 10 percent of the population has diagnosable mental health or substance use disorder. There are limited mental health professionals to treat people who do seek help. According to the Indian Journal of Psychiatry there are only 0.75 psychiatrists for every 100,000 patients In India. Mental health and common mental health disorders are also shaped to a great extent by a variety of social, economic, and physical environments that needs a multidisciplinary approach to address challenges in mental health beyond the psychiatric perspective.

Addressing the challenges within the field of mental health requires a comprehensive approach that critically examines societal attitudes, policies, availability and accessibility of mental services and rights of persons with mental illness. The gap between the number of trained mental health professionals and emerging mental health concerns, the complex interplay of social determinants that impact mental health, and the relevance of the Diathesis Stress Model in understanding mental health and mental illness underscore the relevance of training in mental health for social workers.

The course on Mental Health Practice aims to equip social work students with knowledge, skills and attitudes and enhance their capacities in the field of mental health through lectures, assignments, workshops and field visits. The course includes history of the paradigm shift in mental health interventions from a demonological approach to a reformatory approach; concepts related to mental health; an overview of diagnostic criteria, causes, and treatments of mental illness; international and national policies, laws related to mental health; the relevance of community mental health interventions and the role of social workers in micro, mezzo, and macro levels of practice within a multi-disciplinary context from a rights based perspective. Through field visits the learner is provided a first-hand experience to engage with professionals and clients and observe the role of the social worker as a multidisciplinary team member. Workshops are organized to enable learners to examine their mental health and evolve strategies to address blocks to nurturing positive mental health.

Course Objectives

1. To understand the history, concepts and social determinants of mental health.
2. To develop an overview of various mental health disorders their causes, diagnostic criteria and treatment approaches
3. To understand national and international policies and approaches to mental health as a framework for interventions
4. To critically review policies and laws related to mental health and the access and availability of these services.
5. To obtain comprehensive knowledge on the application of community mental health interventions
6. To understand the role of a social worker as a multidisciplinary team member across various mental health settings.

Learning Outcomes

Through the course, students will be able to:

1. Develop a rights based perspective on mental health
2. Appreciate the history, concepts and social determinants of mental health as a framework for intervention
3. Undertake intake assessment, community programmes, facilitate mental health service patient and referrals based on the knowledge of mental health disorders and community mental health programmes
4. Function as a member in the multidisciplinary team with self-awareness, compassion and competence in the application of knowledge, skills and techniques for promoting recovery and reintegration of the person with mental illness

Sr. No	Unit Title	Contents	References
1	Mental Health: history, concept, social determinants, multidimensional impact of mental health concerns.	History of mental health: demonological to reformation Social determinants of mental health Mental health models and classification systems Multidimensional impact: magnitude; human right violations; social; economic and holistic health aspects. ICF's model of disability	Rosenberger, P., Ramírez, C., Nevid, J., Rathus, S. and Greene, B. (2000). Abnormal Psychology in a changing world study guide. Upper Saddle River, N.J.: Prentice Hall.

2	Mental Disorders: concept, causes and treatment approaches	Neuro-developmental Disorders; Schizophrenia; Mood disorders; Anxiety Disorders; Trauma and Stress-Related Disorders; Somatic Symptoms and Related Disorders; Feeding and Eating Disorders; Dissociative Disorders; Substance-Related and Addictive Disorders and Personality Disorders; Psychiatric Evaluation and mental status examination.	<p>Carson, R., Butcher, J. and Mineka, S. (2002). Fundamentals of abnormal psychology and modern life. Boston: Allyn and Bacon.</p> <p>Nolen-Hoeksema, S. (2005). Abnormal psychology. 3rd ed. New Delhi: Tata Mc Graw Hill Publishing Company.</p>
3	International and National Mental Health policies and programmes on Mental Health	International and national initiatives for promotion of mental health (policies, programmes, law) and types of Mental Health Services	Gould, N. (2016). Mental Health Social Work in Context. 2nd Edition. Routledge Publications. Learner Social Work Series
4	Social Work Practice across mental health settings	<p>Community Mental Health: concept, relevance, types</p> <p>Role of social worker mental health settings as well as in multidisciplinary teams</p> <p>Mental Health in various settings: Schools, De-Addiction Centers, Hospitals, Child Guidance Clinics, Half Way Homes, Prison Setting, Palliative Care.</p>	<p>Chavan, B.S., Gupta, N., Arun, P., Sidana, A. & Jadhav, S. (2012). Community Mental Health in India. Jaypee Brothers Publication.</p> <p>Paylor, I., Measham, F., & Asher, H. (2013). Social Work and Drug Use. New Delhi: Rawat Publications.</p> <p>Olsen, M. (1984). Social Work and Mental Health: A guide for the approved social worker. New York: Tavistock Publications.</p>

		Hands-on Training in: <ul style="list-style-type: none"> • Case management • Suicide Prevention • Psychoeducation • Referral • Group intervention with families 	
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Program	MSW (Revised 2024)
Course Code	DSE 405
Course Title	Marginalisation and Social Inclusion
Semester	II
Credits	4

Rationale for the Course:

It is important to learn about the processes of social exclusion through which individuals or groups are wholly or partially excluded from the socio-cultural, economic and political systems in India and across the globe. Traditionally, they are excluded and deprived from participation in the society within which they live. Social constructs like caste, religion, gender, race or ethnic disadvantage translate them into social exclusion. The 'institutional mechanisms', through which resources are allocated are systematically denied to the excluded groups which continuously push them in margins. Hence, it is challenging for the social work profession to identify such excluded groups at the national and international level, knowing issues related to their identity and vulnerable livelihood situations. In this context, it is significant to get insights on democratic values, constitutional framework, policies and programs, strategies of people centred organisations working for inclusive development. Inputs on rights-based approach through advocacy, networking at national and international level will give ideas on the struggle and challenges faced by the excluded communities and efforts made for their inclusive integration.

Course Objectives

- 1 To provide an overview on concepts, types and factors responsible for the social exclusion of the marginalized groups in India and at the international level.
- 2 To study the magnitude and extent of socially excluded communities in India and at the international level.
- 3 To develop perspectives on the struggle and challenges faced by the excluded communities for their inclusion and integration in India and at the international level.
- 4 To provide knowledge on national and international inclusive policies and processes for inclusion and integration of excluded communities.

Learner Outcomes:

1. The learner will be able to develop an understanding on the concepts of social exclusion, inclusion, types and factors responsible for social exclusion.
2. The learner will be able to understand disparities and discriminations based on social constructs practised in India & at international level.
3. The learner will know about national and international inclusive policy framework to understand values of justice, dignity and equality for inclusive development.
4. The learner will be able to develop an understanding on strategies practiced to create access & opportunities to the excluded groups for their inclusive development.

Course Content:

Unit	Title	Contents	Essential Reading
I	Introduction to the Concepts	<p>Perspectives and theories of social marginalisation</p> <p>Structural Violence - Galtung Paul (Paradigm of oppression)</p> <p>Cultural Hegemony by Gramsci</p> <p>Pedagogy of Oppressed by Paulo Friere</p> <p>Types of social marginalisation based on Caste, Religion, Tribe, Gender, Race and Ethnicity</p> <p>Dimensions of exclusion related to socio-cultural, economic and political systems and Interdisciplinary approaches for its study</p>	<p>Sen, A. (2000) Social Exclusion: Concepts, Application and Scrutiny. Social Development Papers No. 1, Asian Development Bank, Manila</p> <p>Hills, J. le Grand, J. and Peached, D (eds.) (2002) Understanding Social Exclusion, Oxford University Press, Oxford.</p> <p>Sukhadeo Thorat and Narender Kumar (2008), B.R Ambedkar Perspective on Social and Inclusive Policies, Oxford University Press, New Delhi</p> <p>Jordan, B. (1997) A Theory of Poverty and Social Exclusion. Cambridge: Polity Press.</p>
II	Marginalised groups and descriptions of marginalisation	Marginalised communities: Dalit-caste based issues, Tribal-indigenous people, DT/NT, OBC's, Minorities (regional, religious, ethnic), LGBTQI	<p>Saxena, Ashish (2013): Marginality, Excision and Social Justice, Rawat, Publication, Jaypur</p> <p>Varma, H.S. (2005) The OBCs and the Dynamics of Social Exclusion in India, Serial Publications, New Delhi.</p>

Unit	Title	Contents	Essential Reading
III	Policies and programmes for Inclusive Development	<p>Constitutional Framework for Inclusion: Democratic perspectives on inclusive development, Preamble, constitutional provisions for SC, ST, OBC, NT/DT and minority,</p> <p>Affirmative Actions: Social Policies, legislations and Schemes</p> <p>Atrocity Act Special minority status Commissions (SC,ST, OBC, Minority, NT/DT), Policies and programmes for inclusion of excluded communities</p>	<p>S. Vijaykumar, (2012) Challenges ahead for Inclusive Growth in India, IJRDMs (International Journal of Rural Development and Management Studies), Volume 6</p> <p>Deshpande, A (2012) Exclusion and Inclusive growth, Delhi School of Economics, UNDP Report</p> <p>Gapminder Tools: Hans Roselling, https://www.gapminder.org › world</p>
IV	Action for Social Inclusion	<p>Role of people centred rights-based organizations to address issues of social marginalisation</p> <p>Social movements against exclusionary practices for inclusion.</p> <p>Mobilization for social change</p> <p>Advocacy & networking for social inclusion</p>	<p>Mullaly, Bab (2010) Challenging Oppression & Confronting Privilege, Oxford University, Canada.</p> <p>Rao, Pulla, D (2011) Human Development and Social Exclusion, (Essay in Honour of Prof. K.S. Chalam), Serial Publication, New Delhi.</p>

Program	MSW (Revised 2024)
Course Code	DSE 406
Course Title	Women's Studies
Semester	II
Credits	4

Rationale

Inequality and discrimination faced by women and other gender identities are still deeply rooted in India despite the educational, technological and economic advances. It takes subtler forms and manifests differently with changing times, it is a tricky situation in which students have to be guided.

Women's Studies introduce students to the fundamental concepts of Sex and Gender, Gender diversity, Gender-based violence and Gender Justice to sensitize the students to the social, cultural, and political factors that fail to recognise the marginalization based on gender, inter-sex, gender identity spectrum, alternate sexualities and gender expression. Gender bias has created and sustained gender stereotypes and facilitated discrimination and oppression of women for thousands of years. The reasons for the non-acceptance of persons in the non-binary category of gender, for creating gender bias, stereotypes, and engaging in discrimination is solely patriarchal and its introduction and analysis are required for students of Women's Studies.

The intersectionality of women (caste, class, body size, skin color, beauty standards, language) influences the experience of the gender order, though very potent and existent, especially for marginalised women. The status of women across the ancient, medieval and modern eras, the women's movement in global and Indian contexts and the emergence and development of Women's Studies are critically analysed in the course. The course also delves into its definition, characteristics, cyclical nature, forms of gender-based violence and its magnitude nationally and internationally, the theoretical perspectives of gender-based violence and relevant intervention strategies. The Initiatives are taken up at the international and national level for the emancipation of women, and an understanding of their impact on women's empowerment would be facilitated. The relevance of Feminist Jurisprudence in promoting gender rights and justice is critically reviewed as well as looking at few of the contemporary strategies implemented for ensuring gender equality and women's empowerment in the true sense.

Course Objectives:

1. To provide basic knowledge and understanding of concepts such as sex, gender, gender identity, gender bias, stereotypes, gender discrimination and patriarchy.
2. To conscientize learners about gender disparities due to the structural, cultural, socio-economic, and political factors and understand how intersectionality changes an individual woman's experience of discrimination.
3. To appreciate the journey and contribution of the Feminist Movement in critically examining sexist oppression and promoting collective action towards empowerment of women and the significance of Women's studies
4. To examine the initiatives based on global and national frameworks, policies, and conventions for the promotion of gender equity.

Learning Outcomes:

1. Develop a critical perspective through the analysis of oppression and discrimination based on gender.
2. Understanding the importance of intersections of gender, race, class, sexuality, and nationality in all areas of interventions in the area of gender.
3. Develop a theoretical perspective on the occurrence of gender-based violence and possible interventions.
4. Awareness of the history and milestones of the Women's Movement in India and Women's Studies.
5. Recognise and review of the national/international initiatives for gender equity, the laws and strategies for women's empowerment and critically assessing the impact.
6. Application of knowledge of feminist interventions and referrals for survivors of gender-based violence.

Unit	Unit Title	Content	References
1	Gender Concepts and Feminism	Sex and Gender; Femininity and Masculinity; Gender Bias; Gender Stereotypes; Gender Discrimination, Intersectionality, Patriarchy/Gender Order. Understanding the concept of Feminism, Feminist theories/perspectives	Fausto-Sterling A. (2000). The Five Sexes Revisited. <i>Sciences</i> , 40 (4), 18-23. Bhasin, K. (2004). <i>Exploring Masculinity</i> . New Delhi: Women Unlimited. Shefer, T., Ratale, T., Strebel, A., Shabala, N., Buikema, R. (Eds.) (2008). <i>From Boys to Men: Social Constructions of Masculinity in Contemporary Society</i> . South Africa: UCT Press. Risman, B., Froyum, C., Scarborough, W. J. (Eds.) <i>Handbook of the Sociology of Gender</i> . 2nd Edition. Springer International Publishing. McCann, C. , Kim, S-K. (Eds.) (2003). <i>Feminist Local and Global Theory Perspectives Reader</i> . 2nd Edition. New York: Routledge. Adichie, N.C. (2015). <i>We Should All Be Feminists</i> . New York, N.Y: Anchor Books. Eagleton, M. (2003): <i>A Concise Companion to Feminist Theory</i> . USA: Black Well Publishers. Angela, R. M., Geraldine, F. (2002). <i>Feminism: From Pressure to Politics</i> . Jaipur: Rawat Publications

2	Women's Movement in India	<p>Status of Women in India across the times.</p> <p>The genesis of the Women's Movement in India; and critique of the Women's Movement;</p> <p>Evolution of Women Studies.</p>	<p>Sarkar, S., Sarkar, T. (2008). <i>Women and Social Reform in Modern India: A Reader</i>. Bloomington: Indiana University Press.</p> <p>Patel, V. (2002). <i>Women's Challenges of the New Millennium</i>. New Delhi: Gyan Publishing House.</p> <p>John, M.E. (2008). <i>Women Studies in India: A Reader</i>. New Delhi: Penguin Books.</p> <p>Jain, D., Rajput, P. (2003). <i>Narratives from The Women's Studies Family: Recreating Knowledge</i>. New Delhi. Sage Publication.</p> <p>Kumar, R. (1997). <i>A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990</i>. New Delhi: Kali for Women.</p>
3	Initiatives for Addressing Gender Inequality and Gender-Based Violence	<p>International Initiatives by United Nations</p> <p>Statutory bodies for the empowerment of women</p> <p>Schemes and policies for women's empowerment</p> <p>Gender-Based Violence: Concept, Theories, Types, Interventions.</p>	<p>Murthy, N. L. (2007): <i>Towards Gender Equality: India's Experience</i>. New Delhi: Serial Publications.</p> <p>Singh, S.; Srivastava, S. P. (2001). <i>Gender Equality through Women's Empowerment: Strategies and Approaches</i>. Lucknow: Bharat Book Centre.</p> <p>PUCL-Karnataka. (2003). <i>Human Rights violations against the transgender community</i>. Accessible at PUCL.org website</p> <p>Narrain, A., Chandran, V. (Eds.) (2015) <i>Nothing to Fix: Medicalisation of Sexual Orientation and Gender Identity</i>. New Delhi: Sage; Yoda Press.</p> <p>Agrawal, A. (1997). Gendered Bodies: The Case of the Third Gender in India. <i>Contribution to Indian Sociology</i>, 31(2), 273-297.</p> <p>Taket, A., Crisp, R. B. (2018). <i>Eliminating Gender-Based Violence</i>. New York, NY: Routledge.</p>

4	Law and Gender	<p>Laws and acts related to women and violence: domestic violence, sexual offences, Personal Laws (Hindu, Islam, Parsi and Christian) and family courts; Strategies -Gender mainstreaming, Gender Audit</p>	<p>Bare Acts: Personal laws, laws related to gender-based violence.</p> <p>Panchal, T. J, Ajaonkar, V. (2019). <i>Multi-Agency Response to Violence Against Women: Feminist Social Work within the Police system</i>. New Delhi: Vitasta Publishing.</p> <p>Sanderson, C. (2008). <i>Counselling Survivors of Domestic Abuse</i>.UK: Jessica Kingsley Publishers.</p> <p>Enns, C.Z., Williams, E.N. (2013). <i>The Oxford Handbook of Feminist Multicultural Counselling Psychology</i>. New York, N.Y: Oxford University Press.</p>
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