

M. A. (Social Work)



**Syllabus
w.e.f 2019**

Masters of Arts (Social Work)

Department of Social Work, (UGC Centre of Advanced Study)
Faculty of Social Sciences, Jamia Millia Islamia, New Delhi-25

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*Both specializations in the 4th Semesters contain fieldwork, but *the objectives for the 3rd and 4th semester fieldwork are seen in a continuum, hence the content for fieldwork papers MSW- SIV-25(W) & MSW- SIV-25(D) (mentioned on Pg.24) are not repeated in 4th Semesters.*

M.A. (Social Work) Course Outline (w.e.f. 2019)

Papers	Course Title	Marks	Credits*	Weekly Engagement hours**
Semester I				
Core Courses				
MSW-SI-01	History and Philosophy of Social Work	100	4	4
MSW-SI-02	Social Science Concepts for Social Work	100	4	4
MSW-SI-03	Group Work	100	4	4
MSW-SI-04	Community Work	100	4	4
Field Work Practicum (Skill Enhancement)				
MSW-SI-05	Field Work (Concurrent)	200	8	15
Ability Enhancement Course				
MSW-SI-06	Skill Lab –I	50	2	4
Total (Marks & Credits)		650	26	
Semester II				
Core Courses				
MSW-SII-07	Psychology for Social Work	100	4	4
MSW-SII-08	Social Case Work	100	4	4
MSW-SII-09	Social Work Research	100	4	4
MSW-SII-10	Social Action and Social Movements	100	4	4
Field Work Practicum (Skill Enhancement)				
MSW-SII-11	Field Work (Concurrent)	200	8]	15
	Viva Voce	50	2]10	
MSW-SII-12	Rural Camp	100	4	24hrs*10days
Ability Enhancement Course				
MSW-SII-13	Skill Lab II	50	2	4
Total (Marks & Credits)		800	32	
Semester III				
Core Courses				
MSW-SIII-14	Social Welfare Management	100	4	4
MSW-SIII-15	Marginalised Communities: Issues and Challenges	100	4	4
MSW-SIII-16	Health: Issues and Concerns	100	4	4
MSW-SIII-17	Social Policy and Social Legislation	100	4	4
Field Work Practicum (Skill Enhancement)				
MSW-SIII-18	Field Work (Concurrent)	200	8	15
Ability Enhancement Course				
MSW-SIII-19	Skill Lab III	50	2	4
Total (Marks & Credits)		650	26	

Semester IV: Specialization I (Social Development Practice)				
Core Courses				
MSW- SIV(D)-20	Development Theory and Practice	100	4	4
MSW- SIV(D)-21	Urban and Rural Community Development	100	4	4
MSW- SIV(D)-22	Poverty and Livelihood	100	4	4
MSW- SIV(D)-23	Environment and Disaster Management	100	4	4
Field Work Practicum (Skill Enhancement)				
MSW- SIV(D)-24	Dissertation	100	4	
	Dissertation Viva Voce	50	2	
MSW- SIV(D)-25	Field Work (Concurrent)	200	8]	15
	Viva Voce	50	2]10	
Ability Enhancement Course				
MSW- SIV(D)-26	Skill Lab IV - Social Development Practice	50	2	4
	Total (Marks & Hours)	850	34	
Semester IV: Specialization II (Social Welfare Practice)				
Core Courses				
MSW- SIV(W)-20	Family Practice	100	4	4
MSW- SIV(W)-21	Counselling: Theory and Practice	100	4	4
MSW- SIV(W)-22	Social Defence and Social Work	100	4	4
MSW- SIV(W)-23	Medical and Psychiatric Social Work	100	4	4
Field Work Practicum (Skill Enhancement)				
MSW- SIV(W)-24	Dissertation	100	4	
	Dissertation Viva Voce	50	2	
MSW- SIV(W)-25	Field work (Concurrent)	200	8]	15
	Viva Voce	50	2]10	
Ability Enhancement Course				
MSW- SIV(W)-26	Skill Lab IV - Social Welfare Practice	50	2	4
	Total (Marks &Credits)	850	34	
Grand Total (Marks & Credits) of Semester I-IV		3150	118	

*Each theory paper shall be of 4 credits

**Includes both teaching & Fieldwork hours

Modalities for Internal Assessment in respect of Core Courses (Theory papers only)

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge, as per the academic calendar of the university.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

Andragogy of transaction of theory Papers

- Lecture /Discussion method
- Case study method
- Tutorial
- Individual and Group presentation/ assignment
- Skill labs
- Other innovative techniques as per course teacher.



SEMESTER I

MSW- SI-01: HISTORY AND PHILOSOPHY OF SOCIAL WORK

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the emergence of Social Work Profession in socio-political context.
- Understand and inculcate the philosophical base of social work practice.
- To develop an understanding of the theoretical approach for diverse practice settings

COURSE OUTLINE

Unit I: Emergence of Social Work

- a. Socio-political Developments and the emergence of Professional Social Work in the West
- b. The Poor Laws, Settlement Houses, Beveridge Plan, Charity Organisation Society
- c. Religio-Spiritual developments in India and social reforms
- d. Emergence of social work profession and its current status

Unit II: Theoretical Foundations of Social Work Practice

- a. Functional and humanistic approaches
- b. Psychoanalytic, Ego-Psychology, and Psychosocial social work
- c. Radical, Feminist and Structural approaches
- d. Post modernism and social work

Unit III: Elements of Professional Social Work

- a. Basic assumptions and principles of social work
- b. Ethics and Values in social work
- c. Competencies and Skills in social work
- d. Indigenous and International Social Work

Readings:

1. Agnew, E. N. (2004). *From charity to social work: Mary E. Richmond and the creation of an American profession* (Vol. 13). Urbana and Chicago: University of Illinois Press.
2. Pathak, S. H. (1981). *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
3. Payne, M. (2015). *Modern social work theory*. New York, NY: Oxford University Press.
4. Skidmore, R. A., & Thackeray, M. G. (1982). *Introduction to social work*. Englewood Cliffs, NJ: Prentice Hall.
5. Trevithick P (2005). *Social Work Skills: A Practice Handbook*. Maidenhead: Open University Press

MSW- SI-02: SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORK

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand basic sociological, economic and political concepts and formations
- Develop skills to analyse and understand Indian society
- Learn to apply sociological insight and approaches in social work practice

COURSE OUTLINE

Unit I: Orientation to Significant Sociological Concepts

- a. Social Structure and Social Stratification: Concept and Theories
- b. Social Change and Social Mobility: Types and Theories
- c. Culture: Elements, Systems and Theory
- d. Socialization and Social Control: Meaning, Agencies and Mechanisms

Unit II: Major Social Institutions

- a. Marriage: Concept, Types, Theories and Emerging Issues
- b. Family- Major theoretical perspectives, Types and Challenges
- c. Religion – Major theoretical perspectives; Role of religion in society
- d. Education- Role of Education in Society, Changes in Education System & Impact on Society

Unit III: Economic and Political Systems

- a. Economy: Concept, Types, Sectors
- b. Economic Institutions: National and International
- c. State: Concept, Types, Organs
- d. Relationship between Citizens and State

Readings:

1. Basu, A., & Kohli, A. (Eds.). (1998). *Community conflicts and the state in India*. Oxford: Oxford University Press
2. Cohen, A. K. (1966). *Deviance and control*. New Delhi: Prentice Hall.
3. Davis, K. (1969). *Human Society*. New York: The Macmillan.
4. Dutt, R. & Sundaram, K.P.M. (2010). *Indian Economy*. New Delhi.: S. Chand & Company Ltd.
5. Giddens, A. (1999). *Sociology*. Cambridge: The Polity Press.
6. Giddens, A. (2003). *Capitalism and Modern Social Theory*. Cambridge: University Press.
7. Hamilton, M. (2001). *Sociology of Religion*. Routledge: UK.
8. Merton, R.K. (1968). *Social Theory and Social Structure*. New York: The Free Press.

9. Shah, A.M. (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman.
10. Singh, Y. (2005). *Modernization of Indian Tradition*. New Delhi: Thomson Press.

MSW- SI-03: GROUP WORK

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand group as a dynamic social entity and a resource for intervention
- Develop an ability to apply group work method in different settings
- Develop an understanding about the application of therapeutic approaches in group work

COURSE OUTLINE

Unit I: Understanding Groups and Group Work

- a. Groups – Definition, Types & Relevance
- b. Group Behavior and Social Attitude
- c. Group Dynamics and Sociometry
- d. Group Work as a Method of Social Work Practice & Its Scope

Unit II: Group Work in Practice

- a. Assumptions, Objectives and Principles of Social Group Work
- b. Models of Group Work Practice
- c. Group Work Process – Stages, Role of Group worker, Leadership and Decision Making
- d. Tools and Techniques of Group Work – Programme Planning, Programme Media, Group Discussion, Recording & Evaluation

Unit III: Theoretical Approaches to Group Work

- a. Group Therapy
- b. Transactional Analysis
- c. Gestalt Therapy
- d. Support Groups

Readings:

1. Toseland, R.W., & Rivas, R.F. (2009). *An introduction to group work practice* (6th ed). Boston: Pearson/Allyn and Bacon.
2. Trecker, H. (1972). *Social group work, principles and practices*. New York: Association Press.
3. Wilson, G., & Ryland, G. (1949). *Social group work practice: The creative use of the social process*. Boston: Houghton Mifflin.

4. Corsini, R. J. (2004). *Current Psycho Therapies with Case Studies*, Hawaii: Wadsworth Publications
5. Konopka, G. (1983). *Social Group Work: A Helping Process* (3rd Edition). New Jersey: Prentice Hall International

MSW- SI-04: COMMUNITY WORK

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the conceptual framework of community work and community mobilization
- Understand community dynamics, identify community needs, implement programme planning and resource mobilization;
- Practice participatory community work through use of PLA tools

COURSE OUTLINE

Unit I: Basic Concepts

- a. Communities: Definition, Typology & Characteristics
- b. Community Work: Objectives & Scope
- c. Community Work: Assumptions, Principles & Models
- d. Community Organization, Community Development and Community Work

Unit II: Process of Community Work

- a. Relationship Building in the community and need assessment
- b. Understanding Community and its Dynamics
- c. Peoples' Participation: Mechanisms, Processes and Sustainability
- d. Programme Planning, Use of PLA and PRA, Resource Mobilisation, Advocacy

Unit III: Programme Management

- a. Organizational Structure and Process
- b. Human Resource Management: Procurement, Maintenance and Development
- c. Community Decision Making and Leadership
- d. Monitoring and Evaluation of the Programme and Process

Readings:

1. Brager, G., & Specht, H. (1973). *Community organizing*. New York: Columbia University Press
2. Chambers, R. (1992). *Rural Appraisal: Rapid, Relaxed and Participatory*. Sussex: Institute of Development Studies

3. Chatterjee, P. (1975). Towards a typological paradigm of community organization *The Indian Journal of Social Work*, XXXVI (1),1-14
4. Dunham, A. (1958). *Community Welfare Organization. Principles and practice*. New York: Thomas Y. Crowell.
5. Meenai, Z. (2007). *Participatory Community work*. New Delhi : Concept publications
6. Ross, M G. (1967). *Community Organization; Theory, Principles, and Practice*. New York: Harper & Row.
7. Siddiqui, H.Y. (1997). *Working with Communities: An Introduction to Community Work*. New Delhi: Hira Publications.
8. York, A. S. (1984). Towards a conceptual model of community social Work. *The British Journal of Social Work*, 14(3), 241-255.

MSW-SI-05- FIELD WORK (CONCURRENT)

Max Marks: 200 / Credits: 8

Nature of Placement: The students are placed in organizations which are working with urban, semi urban or rural communities located in and around Delhi.

Field Work Objectives

- To develop an understanding of the agency, context and its areas of intervention.
- To get an orientation to the community and critically understand its social realities.
- To learn the process of community work by identifying its needs and problems, developing the basic nucleus in the community and understanding the intervention process.
- To learn about the various methods and techniques of social work.
- To develop skills in recording and ability to use supervision for professional growth.
- To develop professional ethics and values.

Tasks for Field Practicum

1. Developing an agency profile which would inter-alia include the organizational genesis, ideological orientation, programmes and policies, and roles and functions of various functionaries in the agency.
2. Collecting information on opportunities for education, health, employment etc. available in and around the community and their access to different population groups within the community and the reasons.
3. Utilizing various methods and techniques of social work as far as possible
4. Beginning to form a core group/basic nucleus of children/youth/women/ men for addressing one or more of the concerns identified above and introducing a process of self-help.
5. Identifying formal and informal leaders from within the community and maintaining regular liaison with them
6. Assisting the agency in its ongoing interventions
7. Relating theory with practice

Components of Field Work:

1. Concurrent Field Work twice a week
2. Weekly report submission
3. Individual Conferences

MSW- SI-06 - SKILL LAB – I

Max Marks: 50 / Credits: 2

COURSE OUTLINE

Unit I: Understanding Self

- a. Concept of Self and Making of Self
- b. Understanding Beliefs and their expression in relation to others
- c. Challenging Self
- d. Managing Emotions

Unit II: Communication Skills

- a. Concept, Types and Methods of Communication
- b. Relationship Building through Media (Theatre, Art, Music, Group Games)
- c. Dynamics of Communication
- d. Recording Skills, Listening Skills, Verbal and Non Verbal Skills, Interviewing Skills



SEMESTER II

MSW- SII-07: PSYCHOLOGY FOR SOCIAL WORK

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the fundamental components of Psychology and its linkage to social work practice.
- Gain insight into factors contributing to development of personality.
- Understand growth and development of individual at various stages in the life span.
- Understand the processes of adjustment and non-adjustment and its impact on human behaviour.

COURSE OUTLINE

Unit I: Nature and Scope of Psychology for social work

- a. Psychology : Definitions, schools of thoughts and fields
- b. Behaviour and factors affecting behaviour: Heredity versus Environment
- c. Perception and Learning
- d. Memory and Intelligence

Unit II: Psychological Processes in Behaviour

- a. Needs and Motivation.
- b. Emotions
- c. Personality
- d. Adjustment: Conflicts, Adjustment & Coping

Unit III: Human Development & Social psychology

- a. Theories of Human Development: Freud, Erickson, Jung and Adler
- b. Life Span Approach to Human Development
- c. Principles and areas of Human Development: Social, Emotional, Cognitive and Physical
- d. Social perception –attitudes, prejudices, biases, stereotypes, propaganda and rumours

Readings:

1. Coleman, J. (1979). *Contemporary psychology and effective behavior*. 4th ed. Glenview, Ill.: Scott, Foresman.
2. Colman, J. C., & Broen William, E. (1972). *Abnormal Psychology and Modern life*, India: DB Taraporevala Sons and Co. Pvt. Ltd.
3. Elizabeth, H. B. (1976). *Personality development*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
4. Hilgard, E., Atkinson, R. and Atkinson, R. (1979). *Introduction to psychology*. 6th ed. New York: Harcourt Brace Jovanovich.
5. Morgan, C., Schopler, J., Weisz, J. and King, R. (1986). *Introduction to psychology*. New York: McGraw-Hill.

MSW- SII-08: SOCIAL CASE WORK

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- To develop an understanding of case work as a method of social work and appreciate its place in social work practice.
- To understand the process of social case work practice and the various tools and techniques that facilitates the same.
- To understand the theoretical systems that supports the practice of case work.

COURSE OUTLINE

Unit I: Introducing Case Work

- a. Social Case Work as a method of social work practice – Concept, History, Scope and Linkages to Other Methods
- b. Philosophical Assumptions underlying Case Work Practice
- c. Principles of Case Work Practice
- d. Components of Case Work Practice

Unit II: Case Work Process

- a. Process of Case Work Practice
- b. Tools for Case Work Practice- Home Visit, Interviewing, Observation, Client Worker Relationship
- c. Techniques of Case Work Practice-Supportive Techniques, Techniques for Enhancing Resources and Reflective Techniques
- d. Recording in Case Work Practice – Types of Records and Use of Records

Unit III: Theoretical Systems Supporting Case Work Practice

- a. Ecological Systems Perspective
- b. Behaviour Modification
- c. Rational Emotive Behaviour Therapy
- d. Person Centered Therapy

Readings:

1. Banerjee, G. R. (1973). *Papers on social work; an Indian perspective*. Bombay, Maharashtra: Tata Institute of Social Sciences.
2. Das, S. (2008). Working with Individuals in Urban Settings. *Indian Journal of Social Work*, 69(2), 203-219.
3. Garrett, A. (1942). *Interviewing: Its Principles & Methods*. New York: Family Service Association of India.
4. George, R. L., & Cristiani, T. S. (1990). *Counselling Theory & Practice*. Prentice Hall.

5. Hamilton, G. (2013). *Theory & Practice of Social Case Work*. Jaipur: Rawat Publications.
6. Mathew, G. (1993). *An Introduction to Social Casework*. Mumbai: TISS.
7. Perlman, H. H. (1975). *Social casework, a problem-solving process*. Chicago, Illinois: University of Chicago Press.
8. Roberts, R. W., & Nee, R. H. (1974). *Theories of social casework*. Chicago, Illinois: University of Chicago Press.

MSW- SII-09: SOCIAL WORK RESEARCH

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the concept and nature of social work research
- Understand the nature and process of quantitative and qualitative social work research
- Know the relevance of research in social work practice

COURSE OUTLINE

Unit I: Basic Concepts

- a. Social Work Research, types and steps
- b. Variables and Causation, Deduction and Induction
- c. Levels of Measurement, reliability and validity
- d. Problem Definition, Research Question and Hypothesis

Unit II: Social Work Research Methodology (Quantitative)

- a. Research Designs
- b. Sampling
- c. Methods and Tools of Data Collection
- d. Data Analysis, including use of measures of Central Tendency, Variability, Correlation and Association

Unit III: Social Work Research Methodology (Qualitative)

- a. Social construction of knowledge & rationale of qualitative research
- b. Tools and Techniques, including analysis: Ethnography, Narratives, Grounded Theory, Content Analysis
- c. Writing: Field notes, FGD transcripts, Reports, iterative recording
- d. Reporting Research and Ethics of Social Work Research

Readings:

1. Black, J. and Champion, D. (1976). *Methods and issues in social research*. New York, N.Y.: Wiley.

2. Cook, Thomas D Cook & Reichardt, eds (1979). *Qualitative and Quantitative Methods in Evaluation Research*. CA: Sage
3. Creswell, J W (2014). *Research Design: Qualitative and Quantitative Approaches*. CA: Sage Publications.
4. Denzin, N.K. & Lincoln, Y.S. Eds (2017). *The Sage Handbook of Qualitative Research*. Sage
5. Kerlinger, F. (1986). *Foundations of behavioral research*. New York: Holt, Rinehart and Winston.

MSW- SII-10: SOCIAL ACTION AND SOCIAL MOVEMENTS

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the concept, process, ideas and methods of social action
- Understand the concepts, context, perspectives types and features of social movements in India.
- Understand and analyze issues in a broader context in order to respond to critical social realities.

COURSE OUTLINE

Unit I: Social Action

- a. Social Action: Concept and Process
- b. Approaches to Social Action: Cooperation, Collaborative & Conflictual
- c. Strategies and Models
- d. Principles & Techniques

Unit II: Social Movements-I

- a. Social Movements: Theories & Perspectives
- b. Genesis, Phases & Sustainability of Social Movements
- c. Land Rights & Reforms Movements: Telangana, Naxalbari, Bhoodan & Gramdaan
- d. Ecological Movements: Chipko Movement and Narmada Bachao Andolan

Unit III: Social Movements-II

- a. Women's Movements
- b. Peace Movements: Movements against Nuclear Energy
- c. Inclusion Movements: LGBTQ, Disability Rights Movements
- d. Governance Movements: RTI, Lokpal, Anti-Globalisation, Anti-Corruption

Readings:

1. Alinsky, S. (2010). *Rules for radicals*. New York: Vintage eBooks.
2. Freire, P. (1997). *Pedagogy of the oppressed*. New Delhi: Penguin Books.

3. Gurr, T.R. (1970). *Why Men Rebel*. Princeton N J: Princeton University Press.
4. Oommen, T.K. (2004). *Nation, Civil Society and Social Movements: Essays in Political Sociology*. New Delhi: Sage Publications Ltd.
5. Rothman, J. (1970). *Three Models of Community Organization Practice. Strategies of Community Organization*. New York: Columbia University Press.
6. Shah, G. (2003). *Social Movements and the State*. New Delhi: Sage.
7. Siddiqui, H. Y. (1984). *Social work and social action: A developmental perspective*. New Delhi, India: Harnam Publications.
8. Smelser, N.J. (1971). *Theory of Collective Behaviour*. New York: The Free Press.

MSW-SII-11-FIELD WORK (CONCURRENT)

Max Marks: 200 + 50 (Viva Voce) / **Credits:** 8+2

Nature of Placement: The students continue their field placement in the same organization where they were placed in the first semester.

Field Work Objectives

- To develop an in-depth understanding of community dynamics and its impact on the lives of people.
- To strengthen the basic nucleus/groups for addressing the identified concerns in the community.
- To learn to mobilize the identified internal and external resources for the benefit of the community.
- To learn to practice individualized interventions with the identified groups/ families /individuals.
- To strengthen the ability to translate consciously theoretical inputs into the practice realm.
- To develop the ability to undertake analytical recording.
- To develop self as a professional.
- To attempt to draw out plans for making the interventions sustainable.

Tasks for Field Practicum

1. Engaging in continuous discussions with the community at large, the formal/informal leaders and the functionaries of the various systems that are linked to the community.
2. Identifying needs and problems in the community.
3. Facilitating the core group/basic nucleus to work towards the implementation of the plan of action evolved.
4. Facilitating the core group to identify ways and means by which their interventions could be sustained after the withdrawal of the student trainee.
5. Preparing a children's group for participation in the inter agency meet.
6. Identifying and networking with other agencies that could be utilized by the individuals units being worked with.
7. Assisting the agency in its ongoing programmes.
8. Relating theory with practice.
9. Bringing out issues, concerns or dilemmas encountered during field work through a planned paper presentation in the scheduled group conference.

Components of Field Work:

1. Concurrent Field Work twice a week
2. Individual Conferences
3. Weekly report submission
4. Group Conference
5. Viva Voce

MSW-SII-12 RURAL CAMP

Max Marks: 100 / Credits: 4

The Department of Social Work organizes an educational camp for 10 days in a rural area for the students of M.A. Social Work - II Semester.

The camp is organised keeping the following objectives in view:

1. To develop in students the experience of group living and effective team work.
2. To help students develop capacities and attitudes suitable for a group living.
3. To help students experience the social realities in diverse setting.
4. To help students understand the ground reality through situational analysis through people engagement.
5. To develop in the students an ability to engage in participatory need identification.
6. To help students practice the skills in programme planning and execution.
7. To undertake any other assignment as decided by the Camp Director.

MSW-SII-13 SKILL LAB – II

Max Marks: 50 / Credits: 2

COURSE OUTLINE

Unit I: Participatory Techniques

- a. Concept and Philosophy of Participation
- b. Models and Theories of Participation
- c. Tools for Participatory Assessment (Social and Resource Mapping, Wealth Ranking, Problem Tree Analysis, Matrix Ranking)
- d. Participatory Monitoring and Evaluation

Unit II: Research Skills

- a. Writing Research Proposal
- b. Preparing Tools of Data Collection
- c. Sample Selection
- d. Skills of Data Collection (Interview, FGD, Content Analysis of Secondary Data)
- e. Writing a Research Report



SEMESTER III

MSW- SIII-14: SOCIAL WELFARE MANAGEMENT

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the concept and scope of social welfare management
- Critically appreciate the changing perspectives on Welfare Management
- Understand the dynamics of non-profit organizations and their social and legal environment
- Develop skills in project management

COURSE OUTLINE

Unit I: Basic Concepts

- a. Social Welfare Organisations: Types, Characteristics & Structure
- b. Social Welfare Management: Nature, Elements and Characteristics
- c. Theories of Social Welfare Management: Fayol, Weber, Taylor
- d. Organisational Culture and Effectiveness

Unit II: Project Management Tools

- a. Programme Model Approach: Inputs, Activities, Outputs, Outcomes & impact
- b. Logical Framework Approach and Results Based Framework
- c. Situational Analysis, Social and Organizational Assessment
- d. Budgeting, Monitoring and Evaluation

Unit III: Provisions of Laws relating to non-profit sector

- a. Societies Registration Act, 1860; Indian Trust Act, 1882
- b. The Companies Act, 2013 (Section 8); Income Tax Act, 1961 & FCRA, 2010
- c. Minimum Wages Act, 1948; Contract Labour Regulation & Abolition Act, 1970
- d. Equal Remuneration Act, 1976; Payment of Wages Act, 1936

Readings:

1. Abraham, A. (2011). *Formation and management of NGOs: Non-governmental organisations*. Universal Law Publishing.
2. John, E. (2003). *Handbook on Management of Non-Profit Organizations*. Macmillan.
3. Keck, M., & Sikkink, K. (1998). *Activists beyond borders: Transnational activist networks in international politics*. Itaca, NY: Cornell University Press.
4. Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners*. Sage.
5. Robbins, S. P. (2009). *Organizational Behavior*, 13/E. Pearson Education India.

6. Vakil, A. C. (1997). Confronting the classification problem: Toward a taxonomy of NGOs. *World development*, 25(12), 2057-2070.
7. Bare Acts :
 - i) Societies Registration Act, 1860;
 - ii) Indian Trust Act, 1882
 - iii) The Companies Act, 2013 (Section 8);
 - iv) Income Tax Act, 1961
 - v) FCRA, 2010
 - vi) Minimum Wages Act, 1948;
 - vii) Contract Labour Regulation & Abolition Act, 1970
 - viii) Equal Remuneration Act, 1976;
 - ix) Payment of Wages Act, 1936

MSW- SIII-15: MARGINALISED COMMUNITIES: ISSUES AND CHALLENGES

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Develop theoretical understanding and logical concern for the issues of marginalized communities in India.
- Understand the relevance and scope of Governmental and Non-Governmental efforts in welfare, development and empowerment of marginalized section in India.
- Understand the scope and strength of contemporary social work perspectives in minimizing issues of marginalization.

COURSE OUTLINE

Unit I: Understanding Marginalisation and forms of Protest

- a. Marginalisation: Social Exclusion, Inclusion and Discrimination: Concept, Process and Theories
- b. Indian Social Structure: Class, Caste & Religion
- c. Social Reforms and Movements: Religious, Non-Brahmin, Peasant / Labour and Dalit
- d. Marginalisation: International Perspective

Unit II: Marginalised Groups in India

- a. Scheduled Castes: Concept, Issues and Concerns
- b. Scheduled Tribes: Concept, Issues and Concerns
- c. Other Backward Classes: Concept, Issues and Concerns
- d. Minorities: Concept, Types (Religious, Linguistic, Ethnic, Ability and Sexual), Issues and Concerns

Unit III: Marginalised Communities: Constitutional and Institutional Responses

- a. Scheduled Castes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
- b. Scheduled Tribes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
- c. Other Backward Classes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
- d. Minorities: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response

Readings:

1. Ambedkar, B. R. (2017). *State and Minorities: What are their Rights and how to Secure them in the Constitution of Free India*. New Delhi: Kalpaz Publications.
2. Betteille, A. (1981). *The Backward Classes and New Social Order*. New Delhi: Oxford University Press.
3. Eleanor, Z. (2005). *From Untouchable to Dalit Essays on the Ambedkar Movement*. New Delhi: Manohar Publisher.
4. Galantar, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. New Delhi: Oxford University Press.
5. Ghurey, G.S. (2000). *Caste and Race in India*. Bombay: Popular Prakashan.
6. Hasan, Z., & Menon, R. (Eds.). (2005). *In a minority: Essays on Muslim women in India*. New Delhi: Oxford University Press.
7. Joshī, V. (Ed.). (1998). *Tribal Situation in India: Issues in Development: with Special References to Western India*. Jaipur: Rawat Publications.
8. Radhakrishna, M. (2016). *First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India*. New Delhi: Oxford University Press.
9. Sundar, N. (2016). *The Scheduled Tribes and Their India: Politics, Identities, Policies, and Work*. New Delhi: Oxford University Press.
10. Xaxa, V. (2014). *State, Society, and Tribes: Issues in Post-Colonial India*. New Delhi: Pearson Publication.

MSW- SIII-16: HEALTH: ISSUES AND CONCERNS

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the changing concept of health as an aspect of social development.
- Develop a critical perspective of healthcare services and programmes in the context of health scenario in the country.
- Gain understanding of relevance, domains and nature of social work intervention in health settings.

COURSE OUTLINE

Unit I: Concept of Health, Well-Being and Disease

- a. Health, Wellbeing and Disease: Meaning, Components, Determinants
- b. Critical Health Indicators
- c. Epidemiology, Aetiology and Prevention of Major Communicable Diseases (Tuberculosis, Malaria, Dengue, HIV)
- d. Epidemiology, Aetiology and Prevention of Major Non-Communicable Diseases (Diabetes, Hypertension, Typhoid, Cholera, Iodine Deficiency Disorder)

Unit II: Healthcare Services and Programmes

- a. Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions
- b. Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services
- c. Health planning and policy: National health policy, National Health Mission and Health planning in India
- d. Public-private partnership and collaboration in health care: Role of NGO and private sector in health care

Unit III: Healthcare Social Work

- a. Historical evolution of social work practice in health settings
- b. Community based social work approaches to prevention of diseases, promotion of health and Rehabilitation
- c. Domains of social work practice in institutional health services (Behaviour change communication, social assistance, social support strategies, problems of treatment adherence, counselling and rehabilitation, hospice and palliative care)
- d. Health Activism and Social mobilization for Right to Health

Readings:

1. Dasgupta, M. & Lincoln, C.C. (1996). *Health, Poverty and Development in India*. New Delhi: Oxford University Press.
2. Dhillon, H.S. & Philip, L. (1994). *Health Promotion and Community Action for Health in Developing Countries*. Geneva: WHO.
3. Drinka, T.J.K. & Clark, P.G. (2000). *Health Care Teamwork: Interdisciplinary Practice and Teaching*. Westport, CT: Auburn House.
4. Germain, C.B. (1993). *Social Work Practice in Health Care: An Ecological Perspective*. New York: The Free Press.
5. Katja, J. (ed.). (1996). *Health Policy and Systems Development*. Geneva: WHO.
6. Macdonald, G. & Peterson, J.L. (eds.) (1992). *Health Promotion: Disciplines and Diversities*. London: Routledge.
7. McLeod, E., & Bywaters, P. (2000) *Social Work, Health and Equality*. London: Routledge.

8. Park, K. (2005). *Textbook of Prevention and Social Medicine (18th edition)*. Jabalpur: Banarsidas Bhanot.
9. Sundaram, T. (1996). *Reaching Health to the Poor, Sourcebook on District Health Management*. New Delhi: VHAJ.

MSW- SIII-17: SOCIAL POLICY AND SOCIAL LEGISLATION

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- To understand the formulation of social policy and social legislation
- To analyse and critically appraise Social Policies and Legislations
- To understand the process of policy reform

COURSE OUTLINE

Unit I: Social Policy

- a. Social Policy: Concept, Models and Process of Policy Formulation
- b. Directive principles of state policy and its Institutional Linkages
- c. Influencing Social Policy: Tools (Advocacy and Networking), Elements, Mechanisms and Methods
- d. Policy Analysis: Review and Alternate Reporting

Unit II: Social Legislation

- a. Social Legislations: Concept, Sources and Types
- b. Social Legislations: Process of Formulation
- c. Social Legislations: Challenges in Formulation and Implementation
- d. Social Legislation: Practice Area of Social Work [*Juvenile Justice (Care and Protection of Children) Act, 2015, Protection of Women from Domestic Violence Act, 2005, Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989*]

Unit III: International Law and Governance

- a. Neo-Liberalism: Concept and Theories
- b. Political Economy of Social Legislations and Governance
- c. International Law and Enforceability
- d. Social Legislation, Governance and Social Work Practice

Readings:

1. Ahuja, S. (1997). *People, Law and Justice: Casebook on Public Interest Litigation*. New Delhi: Orient Longman.
2. Bakshi, P.M. (2016). *The Constitution of India*. Delhi: Universal Law.

3. Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. New York: Polity Press.
4. Gangrade, K.D. (1978). *Social Legislation in India (Vol. I & II)*. Delhi: Concept Publishing House, Delhi.
5. Hebsur, R.K. (ed.). (1996). *Social Interventions for Social Justice*. Bombay: Tata Institute of Social Sciences.
6. Jansson, B.S. (2014). *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice*. New Delhi: Wadsworth Publishing.
7. Saraf, D.N.(ed). (1984). *Social Policy, Law and Protection of Weaker Sections of Society*. Lucknow: Eastern Book Company.
8. M. Titmuss, R. (2008). What is Social Policy? In S. Leibfried & S. Mau, *Welfare States: Construction, Deconstruction, Reconstruction* (1st ed., pp. 138-147). Cheltenham, England: Edward Elgar Publishing Limited.

MSW-SIII – 18 (D) & MSW- SIV-25(W) & MSW- SIV-25(D) FIELDWORK (CONCURRENT)

The thrust of the field work in MSW – III & IV semester is determined by the specialization opted by the student. Further the objectives for the third and fourth semester are seen in a continuum and are thus not bifurcated strictly.

MSW Semester – III and IV – Social Welfare [MSW- SIV-25(W)]

Nature of Placement: The students are placed in organizations where opportunities for intensive individual and group level interventions are available. Illustratively students are placed in mental health settings, statutory or non-statutory institutions involved in child protection, de-addiction facilities, statutory and non-statutory institutions working on issues of domestic violence, services for differently-abled, institutions offering counseling and care and support services for persons who are infected or affected with HIV/AIDS.

Field Work Objectives

- To develop an understanding of the placement organization with respect to its ideology, vision, design, interventions and human resource policies.
- To begin to develop an understanding of the legal environment within which the organization functions.
- To begin to understand and analyze the social policies and legislations relevant to the client group of the agency.
- To develop skills of assessment at an individual and group level and to develop skills of drawing out plans of intervention in the light of the above.
- To understand and implement the intervention plan using the skills and techniques drawn from various therapeutic approaches.
- To develop the skills of different forms of recording.
- To learn to work as part of an interdisciplinary team.

Tasks for Field Practicum

1. Developing an agency profile which would include history of the organization, its ideology, structure, funding, programmes and policies; and roles and functions of various functionaries in the agency.
2. Analyzing the relevant legal instruments pertaining to the issue of intervention of the field work agency.
3. Critically analyzing the social policies and programmes relevant to the client group of the agency.
4. Developing the ability to understand the client system.
5. Developing the micro and mezzo level skills for direct intervention with the client system.
6. Designing and implementing the intervention plan using various therapeutic approaches.
7. Developing linkages and networking with other agencies to strengthen the client support system.
8. Writing different types of records: narrative, process, summary and case records.
9. Integrating theory with practice.

Note: Since the placement agency of the student will ordinarily remain the same in semester III & IV and there is continuity in the work and assignments carried out by the students, the objectives remain the same for semester III and IV.

MSW Semester – III & IV – Social Development [MSW- SIV-25(D)]

Nature of Placement Agencies: Students opting for social development are placed with organizations having significant focus on research, documentation, policy analysis, advocacy, training and networking. Illustratively students are placed in organizations engaging on issues of public health, child protection, gender equity, governance, environmental protection, homelessness, informal sector, marginalization etc.

Field Work Objectives

- To develop an understanding of the placement organization with respect to its ideology, vision, design, interventions and human resource policies.
- To begin to develop an understanding of the legal environment within which the organization functions.
- To begin to understand the socio-political-economic context that impacts the issue being addressed by the organization.
- To begin to understand and analyse the social policies and legislations relevant to the issue being addressed by the organization.
- To begin to recognize the relevance and scope for using various tools so as to create a macro level impact.
- To directly experience the usage of any one of the above tools and bring out a document based on the above.
- To begin to understand and participate in the process of project formulation.

- To develop skills of different forms of recording.
- To learn to use supervision at faculty and agency level.

Tasks for Field Practicum

1. Developing an agency profile which would include history of the organization, its ideology, structure, funding, programmes and policies; and roles and functions of various functionaries in the agency.
2. Analysing the relevant legal instruments pertaining to the issue of intervention of the field work agency.
3. Critically analysing the social policies and programmes relevant to the client group of the agency.
4. Developing the ability to understand the issue in the socio-political and economic context.
5. Developing the mezzo and macro skills for direct intervention with the client system.
6. Developing the ability for using various tools such as research, documentation, advocacy, training etc.
7. Designing and implementing the advocacy campaign/research project/ training module/monitoring and evaluation tool etc.
8. Strengthening linkages and networking with other agencies on the issue of intervention.
9. Developing the ability for process documentation.
10. Integrating theory with practice.

Note: Since the placement agency of the student will ordinarily remain the same in semester III & IV and there is continuity in the work and assignments carried out by the students, the objectives remain the same for semester III and IV.

MSW-SIII-19 SKILL LAB – III

Max Marks: 50 / Credits: 2

COURSE OUTLINE

Unit 1: Computer Application

- a. MS Office (MS Word, MS PPT, MS Excel)
- b. Data Processing and Analysis
- c. SPSS
- d. Software for Qualitative Research

Unit II: Project Management

- a. Writing Project or Grant Proposal
- b. Budgeting for Projects
- c. Project Monitoring and Evaluation
- d. Training HR: Need Assessment, Designing and Evaluation



SEMESTER IV

MSW- SIV (D)-20: DEVELOPMENT THEORY AND PRACTICE

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understanding concept of development and debates of contemporary society
- Develop understanding about contemporary development processes and concerns
- Develop analytical and critical skills to comprehend the complexities underlying development practice and facilitate intervention

COURSE OUTLINE

Unit I: Development Theories & Paradigms

- a. Development: Concept and Evolution
- b. Developmental Paradigm: Classical
- c. Developmental Theories: Modern
- d. Conflicting & Alternative Development Paradigms

Unit II: Contemporary Processes of Development

- a. India's Development Experience
- b. Development Processes and Projects: Nature, Impact, Migration and Displacement
- c. Developmental Disparities
- d. Women, Gender and Development

Unit III: Post Development Thinking & Practice

- a. International Development Strategies
- b. Indigenous & Localism in Development Practice
- c. Post Development Thinking and Role of Civil Society (Media & NGOs)
- d. Ethics & Development Practice

Readings:

1. Apffel-Marglin, F., Kumar, S. & Mishra, A. (Eds.) (2010). *Interrogating Development: Insights from the Margins*. New Delhi: Oxford University Press.
2. Banerjee, A. V., Benabou, R., & Mookherjee, D. (Eds.). (2006). *Understanding poverty*. Oxford University Press.
3. Marshall, K. (2008). *The World Bank: From reconstruction to development to equity*. Routledge.
4. Rai, M.S. (2008). *The Gender Politics of Development: Essays in Hope and Despair*. New Delhi: Zubaan (an imprint of Kali for Women).
5. Sachs, W. (Eds.) (1992). *The Development Dictionary*. London: Zed Books.
6. Sen, A. (2000). *Development as Freedom*. Oxford: Oxford University Press.

7. Sen, G. & Grown, C. (1987). *Development Crises and Alternative Visions*. USA: Monthly Review Press.
8. Sengupta, A. (2000). Realizing the right to development. *Development and Change*, 31(3), 553-578.
9. Stiglitz, J. E. (2002). *Globalization and its Discontents* (Vol. 500). Norton: New York.
10. Willis, K. (2011). *Theories and practices of development*. Taylor & Francis.

MSW- SIV (D)-21: URBAN AND RURAL COMMUNITY DEVELOPMENT

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the Concept and Process of Community Development
- Critically look at the patterns, pathologies and programs of Urban and Rural Development
- Visualize the scope and relevance of Social Work intervention in the Urban and Rural Community Development

COURSE OUTLINE

Unit I: Community Development: Concept and Process

- a. Community Development: Concept, need, principles and methods
- b. Historical development of community development in India
- c. Structure and functions of community development at district, block and grass root levels
- d. NGOs and their role in community development

Unit II: Urban Community Development

- a. Urban, Urbanism, Urbanization: Conceptual Understanding of the terminologies
- b. Trends and Patterns and Pathologies (Issues and Concerns) of Urbanisation in India.
- c. 74th Constitutional Amendment Act and its implications
- d. Urban Development Policies and Programs of Government of India over the years.

Unit III: Rural Community Development

- a. Conceptual Understanding of a Village and Rural Community
- b. Characteristics of Village Life and Pathologies (Issues and Concerns) of Rural areas
- c. 73rd Constitutional Amendment Act and its implications
- d. Rural Community Development Programs of Government of India over the years

Readings:

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

2. Gangrade, K.D. (2001). *Working With Communities at Grass Roots Level*. New Delhi, India: Radha Publications.
3. Nagpaul, H. (1996). *Social work in urban India*. Jaipur, India: Rawat Publications.
4. Madan, G.R. (1990). *India's Developing Villages*. New Delhi, India: Allied Publishers.
5. Patil, A.R. (2013). *Community Organization and Development*. New Delhi, India: PHI Learning Private Limited.
6. Green, G.P & Haines, A. (2001). *Asset Building and Community Development*. New Delhi, India: Sage Publications.
7. Ramachandran, R. (1991). *Urbanization and Urban System in India*. New Delhi, India: Oxford University Press.
8. Sandhu, R.S. (2003). *Urbanization in India: Sociological Contributions*. New Delhi, India: Sage Publications.
9. Singh, K. (2009). *Rural Development: Principles, Policies and Management*. New Delhi, India: Sage Publications.

MSW- SIV (D)-22: POVERTY AND LIVELIHOOD

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- To understand the various perspectives on poverty and its dimensions
- Critically appraise the impact of socio-political-economic environment of poverty.
- Understand various strategies and programmes of poverty alleviation

COURSE OUTLINE

Unit I: Poverty

- a. Poverty in the Indian Context
- b. Modern Approaches to Understanding Poverty
- c. Poverty, Social Exclusion and Marginalization
- d. Entitlements and Rights Approaches to Poverty

Unit II: Measurement and Intervention

- a. Measurement Indicators: Traditional and Contemporary
- b. Impact of Structural Adjustment , Globalization and Migration
- c. Poverty Alleviation strategies
- d. Critical analysis of Poverty Alleviation Programme

Unit III: Livelihoods

- a. Livelihood: Concept, Types, Approaches and Sustainable Livelihood
- b. Micro credit, Micro finance and Livelihood strategies
- c. Agricultural based Livelihoods

d. Gender, Food security and Livelihoods

Readings:

1. Addison, T., Hulme, D. & Kanbur, R. (2009). *Poverty Dynamics*. Oxford: Oxford University Press.
2. Datta, S. & Sharma, V. (2010). *The State of India's Livelihoods Report 2010: The 4P Report*. New Delhi: Access Publications.
3. Deaton, A. & Kozal, V. (2005). *The Great Indian Poverty Debate*. New Delhi: Macmillan India Ltd.
4. Kabeer, N. (2003). *Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework*. Sussex, UK: IDS Bulletin: 31(4): 83-97.
5. Kumar, A., Das, A.K. & Das, S.P (2017). *Chronic Poverty in India: Issues, Policies and Challenges*. New Delhi: Vistara Publishing.
6. Planning Commission. (2009). *Report of the Expert Group to Review the Methodology for Estimation of Poverty*. New Delhi: Planning Commission, Government of India.
7. Radhakrishna, R. & Shovan, R. (2005). *Handbook of Poverty: Perspectives, Policies, and Programmes*. New Delhi: Oxford University Press.
8. Sen, A. (1999). *Commodities and Capabilities*. Oxford: Oxford University Press.
9. Sen, A. (2001). *Development as Freedom*. Oxford: Oxford University Press.
10. World Bank. (2003). *Perspectives on Poverty in India: Stylized Facts from Survey Data*. Washington, D.C: World Bank.

MSW- SIV (D)-23: ENVIRONMENT AND DISASTER MANAGEMENT

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understanding concepts related to Environment and Disaster
- Understanding impact of environmental degradation and disasters on the lives of the people, particularly the marginalized section.
- Understanding theoretical Perspectives on environmental sustainability and disaster management.

COURSE OUTLINE

Unit I: Environment and Related Concepts

- a. Environmental Degradation: Causes and Consequences
- b. Climate Change: Technological Innovations and Challenges
- c. Environmental Sustainability: Approaches and Challenges
- d. Environmental Justice: International treaties & Environmental laws

Unit II: Disaster Management

- a. Disaster: Concept, Typology, Impact and Theories
- b. Disaster Management: Concept and Phases
- c. Disaster Mitigation, Resettlement and Rehabilitation: Issues and Concerns
- d. Disaster Management Act, 2005

Unit III: Environment, Disaster Management & Social Work Intervention

- a. Politics of Ecology and Development
- b. Stakeholders Participation in Environmental Conservation
- c. Community Based Disaster Preparedness & Management
- d. Psychosocial Interventions in Post Disaster Situations

Readings:

1. Ehrenreich, J.H. (2001). *Coping With Disaster: A Guidebook to Psychosocial Intervention*. Old Westbury, NY: Center for Psychology and Society.
2. Gadgil, M. & Guha, R. (1995). *Ecology & Equity: The Use and Abuse of Nature in Contemporary India*. London: Routledge.
3. Gupta, K.R.(ed.). (2005). *Environment: Problems and Policies, Vol. I & Vol. II*. New Delhi: Atlantic Publications.
4. Gupta, M.C., Sharma, V. K., Gupta, L.C., & Tamini, B.K. (2001). *Manual on Natural Disaster Management in India*. New Delhi: National Centre for Disaster Management.
5. Reid, D.E. (1995). *Sustainable Development: An Introductory Guide*. London: Earthscan Publications.
6. Sheth, P. (1997). *Environmentalism: Politics, Ecology and Development*. Jaipur: Rawat Publications.
7. Sinha, P.C. (ed.). (1998). *Encyclopedia of Disaster Management*. New Delhi: Anmol Publications Pvt. Ltd.
8. Sundaram K.V. Jha, M.M. & Mrityunjay, M.(ed.). (2004). *Natural resources management and livelihood security: survival strategies & sustainable policies*. New Delhi: Concept Publishing Co.

MSW- SIV (D)-26 -SKILL LAB – IV (SOCIAL DEVELOPMENT PRACTICE)

Max Marks: 50 / Credits: 2

COURSE OUTLINE

Unit I: Livelihood

- a. Forming and Sustaining SHG and Cooperatives
- b. Designing a Business/Livelihood Plan
- c. Skills of Marketing
- d. Skills of Accounting

Unit II: Tools of Social and Policy Assessment

- a. Budgetary Analysis
- b. Tools and Techniques of Measuring Poverty
- c. Environmental and Social Impact Assessment
- d. Policy Analysis Tools and Social Audit

MSW- SIV (W)-20: FAMILY PRACTICE

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the concept of family and family life cycle
- Develop an understanding of the implications of the changes in contemporary families and challenges faced consequently
- Understand changing patterns in marriage and strategies to face the challenges
- Develop an understanding of the issues of elderly in the family and the support system to handle the issues.

COURSE OUTLINE

Unit I: Family: Theoretical and Conceptual framework

- a. Understanding Family as a system: Concepts, Types & Theories
- b. Family life cycle and Challenges.
- c. Family Dynamics and family functioning: Concept and Models
- d. Family Assessment tools: Eco-map and Genogram

Unit II: Challenges within Families

- a. Challenges in marriage : Infidelity , Infertility, Violence and Divorce
- b. Legislative Measures to deal with violence: Protection of Women from Domestic Violence Act, 2005; Dowry Prohibition Act; IPC Sections 498a, 304b and Relevant Sections of Indian Evidence Act (Section 113 A & 113), Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994
- c. Therapeutic Interventions for Family Enrichment: Couple Therapy, Family Therapy, Pre-Marital Counselling
- d. Therapeutic interventions in cases of family disputes: Family Courts, Family Counselling Centres

Unit III: Elderly in Families

- a. Gerontology: Concept, Theories of Aging and Approaches
- b. Issues of Elderly: Longevity, Health, Security, Death and Bereavement
- c. Elderly and Family: Abuse, Care and Caregiving

- d. Policies and Programmes for Elderly: National Policy for Older Persons, Maintenance and Welfare of Senior Citizens Act, 2007, National Social Assistance Programme

Readings:

1. Angie, A. (2015). *Safeguarding older people from Abuse: Critical Contexts to Policy and Practice*. Great Britain: Policy Press.
2. Arora, R. K. (2006). *Family Relationship and Child Development*. New Delhi: Murari Lal & Sons.
3. Browning, D. S. (2003). *Marriage and Modernization: How Globalization Threatens Marriage*. Wm. B. Eerdmans Publishing.
4. Carr, D. C., & Komp, K. S. (2011). *Gerontology in the era of the third age: Implications and next steps*. Springer Publishing Company.
5. Carson, D. K., Carson, C. K., & Chowdhury, A. (Ed) (2007). *Indian families at the crossroads: Preparing families for the new millennium*. New Delhi: Gyan Publications.
6. Doherty, W. J., Boss, P. G., LaRossa, R., Schumm, W. R., & Steinmetz, S. K. (2009). *Family theories and methods*. In *Sourcebook of family theories and methods* (pp. 3-30). Springer US.
7. Patel, T. (Ed.). (2005). *The family in India: Structure and practice*. New Delhi: Sage.
8. Rajan, S. I. (2014). *Social Security for the Elderly: Experiences from South Asia*. New Delhi: Routledge.
9. Sharma, K. L. (2007). *Studies in Gerontology: Intergenerational Perspectives*. Jaipur: Rawat Publications.
10. Zimmerman, S.L. (1995). *Understanding Family Policy: Theories and Applications*. London: Sage Publications.
11. Bare Acts:
 - i) Protection of Women from Domestic Violence Act 2005;
 - ii) Dowry Prohibition Act;
 - iii) IPC Sections 498a, 304b and
 - iv) Relevant Sections of Indian Evidence Act (Section 113 A & 113),
 - v) Pre-Conception and Pre-Natal Diagnostic Techniques (PCPNDT) Act, 1994

MSW- SIV (W)-21: COUNSELLING THEORY AND PRACTICE

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the concept and context of counseling for social work practitioners
- Acquire skills of counseling relevant to different stages of the process
- Understand therapeutic interventions appropriate for specific situations

COURSE OUTLINE

Unit I: Introduction to Counselling

- a. Counselling: Concept, Types (Interpersonal, Group, Telephonic)& Scope
- b. Assumptions, Principles and Goals of Counselling
- c. Attributes of a Counsellor
- d. Counsellor Burnout and Self-Care

Unit II: Stages and skills of Interpersonal counselling

- a. Stages in interpersonal counselling process
- b. Counselling skills for relationship building and exploration
- c. Counselling skills for developing new perspective
- d. Counselling skills for facilitating positive action, goal setting, and follow-up.

Unit III: Therapeutic Interventions

- a. Grief and Trauma Counselling
- b. Child Centred Counselling, Play Therapy, Bibliotherapy, Art Therapy
- c. Motivational Enhancement Therapy for Working with Addiction
- d. Solution Focussed Therapy

Readings:

1. Brammer, L. M., & Macdonald, G. (1996). *Helping Relationship: Process & Skills*. Boston: Allyn & Bacon.
2. Corey, G. (2000). *Theory and Practice of Group Counselling (5th Edition)*. Australia: Brooks/Cole.
3. Egan, G. (1982). *The Skilled Helper: Model, Skills and Methods for Effective Helping (Second Edition)*. Monterey: Brooks/Cole Publishing Company.
4. George, R.L. & Christiani, T.S. (1981). *Theory, Methods and Processes of Counselling and Psychotherapy*. Englewood Cliffs: Prentice Hall.
5. Gumaer, J. (1984). *Counselling and Therapy for Children*. New York: Free Press
6. Humphrey, G. M., & Zimpfer, D. G. (2008). *Counselling for Grief and Bereavement (Second ed.)*. London: Sage Publications Ltd.
7. Kottler, J.A. & Shepard, D.S. (2008). *Introduction to Counselling: Voices from the Field*. Australia: Thomson Brooks/Cole.
8. Macdonald, A. J. (2011). *Solution Focused Therapy: Theory, Research & Practice*. London: Sage Publications Ltd.
9. Seligman, L., & Reichenberg, L. W. (2011). *Theories of Counselling and Psychotherapy: Systems, Strategies and Skills*. New Delhi: PHI Learning Private Limited.
10. Sriram, S. (Ed.). (2016). *Counselling in India: Reflections on the Process*. Springer.

MSW- SIV (W)-22: SOCIAL DEFENCE & SOCIAL WORK

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Develop an understanding of the concept and domains of social defense.
- Understand emerging contextual social realities with regard to social defense and the role of Social worker in area of social defense.
- Understand the practice of social work in Institutional and community based correctional, preventive and rehabilitative settings.

COURSE OUTLINE

Unit I: Social Defence

- a. Social Defence: Concept, Evolution and Scope
- b. Social Defence in India: Philosophical Foundation and Contemporary Thrust
- c. Crime, Victimology and Correction: Concept & Theories
- d. Prison Welfare: Concept and Legislative Framework

Unit II: Areas of Social Defence I

- a. Juvenile Delinquency: Concept, Magnitude and Vulnerabilities
- b. Juvenile Delinquency: Legislative Framework and Social Work Intervention
- c. Probation: Concept and Legislative Framework
- d. Beggary: Concept, Types, Legislative Framework and Social Work Intervention

Unit III: Areas of Social Defence II

- a. Trafficking: Concept, Forms, Magnitude and Vulnerabilities
- b. Trafficking: Legislative Framework and Social Work Intervention
- c. Sex Work: Concept, Types and Debates
- d. Sex Work: Legislative Framework and Social Work Intervention

Readings:

1. Ancel, M. (2001). *Social Defence: A Modern Approach to Criminal Problems*. Briton: Routledge.
2. Bedi, K. (2014). *It is Always Possible: Transforming one of the Largest Prisons in the World*. New Delhi, India: Sterling Publishers.
3. Bhattacharya, S.K. (1985). *Social Defence. An Indian Perspective*. New Delhi, India: Manas Publications.
4. Chakrabarti, N.K. (ed.). (1997). *Administration of Criminal Justice (Vol. 1)*. New Delhi, India: Deep and Deep Publication.
5. Cox, S. M., Allen, J. M., & Hanser, R. D. (2017). *Juvenile justice: A guide to theory, policy, and practice* (9th ed.). Los Angeles, CA: SAGE.
6. Govt. of India. (1959). *Bombay Prevention of Begging Act*. India: Author.
7. Hussey, J. (2012). *Reoffending: A Practitioner's Guide to Working with Offenders and Offending Behaviour in the Criminal Justice System (Probation)*. Birmingham, UK: Bennion Kerney.

8. Kara, S. (2010). *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Colombia University Press.
9. Sahni, R. (2008). *Prostitution and Beyond: An Analysis of Sex Workers in India*. New Delhi, India: Sage.
10. Srivastava, S.P. (1981). *Public Participation in Social Defence*. New Delhi, India: D.K. Publishers & Distributors.
11. Wolhuter, L., Olley, N., & Denham, D. (2009). *Victimology*. London: Routledge-Cavendish.

MSW- SIV (W)-23: MEDICAL AND PSYCHIATRIC SOCIAL WORK

Max Marks: 100 [25/75] / **Credits:** 4

At the end of the course, the student shall be able to:

- Understand the concept of psychiatric social work
- Develop skills in identifying mental disorders in health and community settings
- Develop the capacity of the student to apply knowledge and skills of the methods of professional social work in the domain of mental health

COURSE OUTLINE

Unit I: Introduction to Medical & Psychiatric Social Work

1. MPSW: Concept & Importance
2. Role of Social Workers in Medical and Psychiatric Settings
3. Changing Trends in Mental Health Care
4. National Mental Health Programme and Mental Healthcare Act

Unit II: Social Work & Mental Health I

1. Classification of Mental and Behavioural Disorders-DSM and ICD systems
2. Clinical Signs, Symptoms, and Causes of Mental Disorders
3. Psychiatric Assessment and use of Mental Health Scales in Assessment and Intervention
4. Psychiatric Interviewing-Case History, Recording and Mental Status Examination

Unit III: Social Work & Mental Health II

1. Family Interventions- Psycho-Education
2. Social Skills Training, Activities of daily living and Vocational skills training
3. Support Group Strategies
4. Therapeutic Communities

Readings:

1. Bentley, K.J. (2001). *Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques*. Wadsworth Publishing.
2. Birn, A., Pillay, Y. & Holtz, T. H. (2009). *Textbook of International Health: Global Health in a Dynamic World*. USA: Oxford University Press.
3. Carson R.C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Singapore: Pearson Education.
- Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: Areas of Practice, Challenges, and Way Forward*. New Delhi: Sage Publications India.
4. Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: contexts and theories for practice*. New Delhi: Sage Publications India.
5. Kishor, J. (2012). *National Health Programmes of India: National Policies and Legislations Related to Health*. New Delhi: Century Publications.
6. Park, J.E. & Park, K. (2009). *Textbook of Preventive and Social Medicine*. Jabalpur: Banarasidas Bhanot.
7. Sisti, D. A., Caplan, A. L., & Rimon-Greenspan, H. (Eds.). (2013). *Applied Ethics in Mental Health Care: An Interdisciplinary Reader*. London: MIT Press.
8. Taylor, E. H. (2014). *Assessing, Diagnosing, and Treating Serious Mental Disorders: A Bioecological Approach*. New York: Oxford University Press.
9. Turner, F. (ed.) (1978) *Social Work Treatment: Interlocking Perspectives*. New York: *The Free Press*.
10. Wolf, C., & Serpa, J. G. (2015). *A clinician's guide to teaching mindfulness: The comprehensive session-by-session program for mental health professionals and health care providers*. Oakland: New Harbinger Publications.

MSW-SIV (D)-24&MSW-SIV (W)-24: DISSERTATION

Dissertation: Dissertation is a compulsory component of Field work training for M.A. Social Work (third and fourth semester) students which starts immediately after the commencement of third semester field work i.e. in the month of August. The purpose of the dissertation is to develop research skills, understand the research process and come up with a dissertation in consultation with the faculty supervisor (same as that of concurrent field work of that year) and face a viva voce examination at the end of the fourth semester. The synopsis for the dissertation is to be developed in consultation with the faculty supervisor during the field work placement of third semester, which is to be forwarded through the supervisor to the field work unit by the end of September. Literature review and tool development including pre-testing has to be completed by the end of November. The student shall complete data collection in the winter vacations. In the fourth semester the student shall complete data analysis and write the dissertation report as per the time line given by the field work unit. This will be followed by the final submission of the dissertation through the supervisor to the FW Unit and subsequent Viva voce.

Dissertation Guidelines

- **Domain of Research:** To be decided in consultation with the supervisor
- **Agency Attachment:** Field Work Agency of MSW-III & IV Semester

- **Nature of Research:** Preferably based on primary data. In exceptional cases, research based on secondary data may be undertaken after taking prior permission from competent authority

The details with regard to format of the dissertation is specified in **Annexure A**.

Time Line

Identification of Issue and Development of Proposal	August-September (III Semester)
Literature Review and Tool Development including Pre-Testing	October-November(III Semester)
Data Collection	Winter Vacation
Data Analysis	January-February (IV Semester)
Report Writing & Submission	April (IV Semester)
Viva	April (IV Semester)

Note: Dissertation is a separate component of Field work and its process and field of research will be the same as agency of fieldwork placement in Semester III and IV. The Viva of dissertation will be separate and shall be held before the theory papers.

NOTE REGARDING FIELDWORK PAPERS: AS STATED ON PAGE NO. 24, THE FIELDWORK OBJECTIVES FOR THE SEMESTER III AND SEMESTER IV ARE SEEN IN A CONTINUUM, HENCE THE CONTENT FOR FIELDWORK PAPERS MSW- SIV-25(W) & MSW- SIV-25(D) ARE NOT REPEATED.

MSW- SIV (W)-26 -SKILL LAB – IV (SOCIAL WELFARE PRACTICE)

Max Marks: 50 / Credits: 2

COURSE OUTLINE

Unit I: Therapeutic Interventions and Relevant Tools-I

- Mental Health Assessment
- Cognitive Behaviour Therapy
- Counselling Techniques for Children and Adolescents
- Disability Assessment

Unit II: Therapeutic Interventions and Relevant Tools-II

- Skills for Crisis Intervention
- Family Assessment and Family Therapy
- Couple Counselling
- Designing and Executing Family Enrichment Programmes

Annexure A

Dissertation Format

- The dissertation shall normally be of 75-100 pages with proper references and scientific organization.
- The dissertation is to be typed in Times New Roman, Font 12 and 1.5 line space.
- Dissertation should be submitted in spiral bound/soft bound copy in triplicate (one each for student, supervisor and department) to the Research Assistant in the department.
- The references are to be written in the APA style.
- The responsibility for ensuring the originality of the dissertation is that of the faculty supervisor. The dissertation will be checked for plagiarism before submission and the plagiarism certificate will be attached with it.

FORMAT OF THE FRONT PAGE/1ST PAGE/COVER PAGE

PROJECT TITLE

**Dissertation submitted to the JAMIA MILLIA ISLAMIA
in partial fulfilment of the requirements
for the award of the Degree of**

MASTER OF ARTS (SOCIAL WORK)

BY

STUDENT NAME

RESEARCH SUPERVISOR NAME



**DEPARTMENT OF SOCIAL WORK
UGC CENTRE OF ADVANCED STUDY
FACULTY OF SOCIAL SCIENCES
JAMIA MILLIA ISLAMIA
NEW DELHI-110025**

INDIA

(year)

FORMAT OF THE DECLARATION

DATE: DD/MM/YYYY

DECLARATION

This is certify that the dissertation/ research report entitled, “*DISSERTATION TITLE*” submitted by me in partial fulfilment for the award of the Degree of Master of Arts (Social Work) of this University has not been previously submitted for any other degree/diploma of this or any other University and is my original work.

(Name & Signature of the Student)

I recommend this dissertation be placed before the examiners for evaluation.

(Name and Signature of the Faculty Supervisor)

FORMAT OF THE CERTIFICATE

CERTIFICATE

On the basis of the declaration submitted by Mr. /Ms.....student of **M. A. SOCIAL WORK (Semester – III)**, YEAR, I hereby certify that the dissertation titled “.....” which is being submitted to the Department of Social Work, Jamia Millia Islamia, New Delhi in partial fulfilment of the requirement for the award of the degree of Master of Arts (Social Work), is an original contribution to existing knowledge and faithful record of research carried out by him/her under my guidance and supervision. To the best of my knowledge this work has not been submitted in part or full for any Degree or Diploma to this University or elsewhere.

I consider this dissertation fit for submission and evaluation.

Signature and Name of the Supervisor

Date and Place:

About M.A. (Social Work)

The Course Structure of M.A. in Social Work is a 4 semester (2 year) post-graduate program with a generic base. The program is open to graduates of all academic disciplines and is designated to meet the expanding human resource requirements in the field of Welfare and Development. The Program lays a foundation in Social and Behavioural Science and Social Work methods in the first two semesters. Advanced knowledge and exposure to Welfare or Development perspective (as per the chosen stream by the students) is provided in the final year. Students who opt for Social Welfare as their stream in the third and fourth semester are provided with specialized inputs for working at the micro and meso level. Skill labs are also aimed at strengthening their competencies for direct intervention with the client system. The students opting for Social Development are trained to analyse macro social realities and understand its implications for human deprivation.

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