CENTRE FOR CHILD PROTECTION (CCP)

SARDAR PATEL UNIVERSITY OF POLICE, SECURITY AND CRIMINAL JUSTICE, (SPUP), JODHPUR

Syllabus

Master of Social Work (MSW)

CENTRE FOR CHILD PROTECTION (CCP)

Sardar Patel University of Police, Security and Criminal Justice, (SPUP), Jodhpur, Rajasthan.
E-Mail: ccp-academics@policeuniversity.ac.in
Website: http://www.centreforchildprotection.org/

ABOUT THE UNIVERSITY

The Center for Child Protection is the nodal center for execution of the Master of Social Work . Child Protection is a complex area of work that demands multi-disciplinary approach and inter departmental linkages. In absence of skilled and trained people in the area of child protection, the child is not viewed as an entity that has rights and entitlements by the society. Hence, any discourse around the rights of the child does not get immediate support of the community. Sardar Patel University of Police, Security and Criminal Justice (SPUP) is a state university located at Jodhpur, Rajasthan, India. It was established in the year 2012 by the Government of Rajasthan through Sardar Patel University of Police, Security and Criminal Justice Act, 2012 (Act No. 32 of 2012) passed by state legislature, Government of Rajasthan. The Act mandates the university to focus on teaching and research in the field of Police, Social Science, Criminal Justice, Public Safety, Security and other related area. The Police University has successfully established various centres, focusing on emerging and crucial issues impacting society at large.

ABOUT THE CENTRE

To affirm Rajasthan Government's Commitment towards adopting a rights-based approach to address the continuing and emerging challenges in the situation of children, Sardar Patel University of Police, Security and Criminal Justice (SPUP) established Centre for Child Protection (CCP) on 6th May 2015. The objectives of the Centre for Child Protection is to strengthen preventive and protective child protection mechanisms and systems through training more professionals by offering courses on child protection, capacity building, training, workshops, research activities on child protection etc. Also, Centre plays an active role for new initiatives in the field of child protection through networking, coordination and advocacy with department concerned. Being a resource centre on Child protection, centre extends technical support to various departments to ensure the rights of children. *Centre for Child Protection is an official centre of SPUP with the overall objective of promoting child protection knowledge and skill in the state of Rajasthan.*

MISSION/ VISION

To work as a pioneering centre promoting Just, Protective and Enabling Environment for the Children in partnership with the various child rights actors and also work as knowledge hub and resource agency for child Protection and child rights.

OBJECTIVES OF THE CENTRE

- ❖ To act as nodal and technical agency for the strengthening of Special Juvenile Police Unit (SJPU) and Anti Human Trafficking Unit (AHTU) and other duty bearers.
- ❖ To make effective implementation of various mainstream courses on issue impacting life of children with focus on child protection.
- ❖ To develop trained and skilled human resources on child protection and child rights issues.
- ❖ To work as knowledge and information hub and resource agency for child protection and child rights.
- ❖ To interact with various groups associated with information-related, technical, academic and research need based activities so that issues relating to child protection and child rights, whether these are state-sponsored, private sector, media, community groups or others move in desired direction.
- ❖ To provide consulting support and assistance to other agencies and institutions in the area concerning life of children and community.

KEY FUNCTIONS OF THE CENTRE

- ❖ To create awareness about the different laws, provisions, schemes and projects relating to Child Protection and Child Rights.
- ❖ To promote research advocacy and communication that is relevant to policy and issues centered on Child.
- ❖ To initiate Research and publication activities such as review the existing mechanism, policies and laws of Child Protection and suggestive measures.
- ❖ To serve as an active meeting ground, forum and platform for all groups involved in promoting development and in enhancing realization of children rights particularly Child Protection.
- ❖ To provide para-legal, legal support to children and build awareness about the agencies working for children`s rights.
- ❖ To prevent of juvenile delinquencies with the help of Child Protection actors.
- ❖ To strengthen the existing structures and institution related to child protection.
- ❖ To produce films, undertake research, study of documents, and video documentation in order to raise and bring public awareness on Child Protection and Child Rights issues.

- ❖ To help and facilitate effective implementation of different projects of the Central and State Government for educational and social development of all categories of stakeholders.
- ❖ To prepare and publish papers, articles, booklets, journals, news-letters, bulletins, posters, web pages etc.
- ❖ To organize training, seminars, workshops, conferences, public hearings and such other measures as may be necessary.
- ❖ To do all such other deeds and things either alone or in conjunction with others as are incidental or conducive to the attainment of the objects of the Centre.

TEAM-CCP

- ❖ Smt. Smita Srivastav (IPS), Director, Centre for Child Protection, SPUP (Honorary).
- ❖ Dr. Vijender Singh, Deputy Director, Centre for Child Protection, SPUP (Honorary).
- ❖ Dr. Kanika Panwar, Deputy-Director (Academics), CCP and Assistant Professor, Sardar PatelUniversity of Police, Security and Criminal Justice, Jodhpur, Rajasthan.
- ❖ Dr. Sheetal Arora, Deputy-Director(Research), CCP and Assistant Professor, Sardar Patel University of Police, Security and Criminal Justice, Jodhpur, Rajasthan.
- ❖ Mr. Himanshu Sharma, DDO and Administrative Officer, Centre for Child Protection, SPUP.
- ❖ Mr. Praveen Singh, Faculty- Academics, Centre for Child Protection, SPUP.
- ❖ Mr. Bimal Kumar Samanatray, Faculty- Child Protection, CCP, SPUP.

Advisory Board Members

S. l	Name	Description
Outside Rajasthan		
1	Ms. Asha Bajpai	Centre for Law and Society, School of Law Rights and Constitutional Governance, Tata Institute of Social Sciences, Mumbai
2	Ms.Bharti Ali	Co-Director, HAQ-Centre for Child Rights, Delhi
3	Shri. Priyank Kanoongo	Chairperson, National Commission for Protection of Child Rights
4	Dr. Helen Sarkar	VV Giri institute of Labour Studies
5	Mr.Pradeep Narayan	PRAXIS
6	Mr. Ravi Prakash	Freedom Fund
7	Prof. (Dr.) Sri Krishna Deva Rao	Vice Chancellor , National Law University –Cuttack, Odisha
Within Rajasthan (Outside Jaipur)		

8	Shri Sohan Lal Sharma	Registrar, Sardar Patel University of Police, Security & Criminal Justice, Jodhpur.
9	Prof Manju Singh	Head of Department of Social Work, Banasthali Vidyapeeth
10	Dr. Subhasis Bhadra	Head of Department, Social Work, Central University, Ajmer
	From Jaipur	
12	Shri Alok Tripathy (IPS)	DGP (R)-ACB; Vice- Chancellor, SPUP.
13	Mr. Ravi Prakash Meharda	ADG- Crime, AHTU, Civil Rights, Rajasthan & Director, CCP.
14	Smt. Sangeeta Beniwal	Chairperson, Rajasthan State Commission for Protection of Child Rights
15	Dr. Veena Pradhan	Commissioner, Department for Child Rights, Raj.
16	Ms. Isabelle Bardem	State Chief, UNICEF, Rajasthan
17	Mr. Sanjay Kumar Nirala	Child Protection Specialist, Unicef –Rajasthan.
18	Dr.Nisha Yadav	Head of Department of Social Work, ICG University
19	Dr.Rajiv Gupta	Professor (Retd.) Sociology, University of Rajasthan
25.	Mr. Vijendra Singh	RSPCR- Member, Deputy Director, CCP, SPUP.

Board of Study Members

S. l	Name	Description
1.	Dr. Rajiv Gupta	Chairperson of the BoS Committee Professor (Retd.) Sociology, University of Rajasthan
2.	Dr. Manju Singh	Member, BoS Committee Professor, Department of Sociology& Social Work, Banasthali Vidyapeeth.
3.	Dr. Nisha Yadav	Member, BoS Committee Head of Department of Social Work, ICG University
4.	Dr. Kanika Panwar	Member, BoS Committee Assistant Professor, Department of Sociology, Sardar Patel University of Police, Security and Criminal Justice, Jodhpur.
5.	Dr. Shaizy Ahmed	External Expert Assistant Professor, Department of Social Work , Central University of Rajasthan, Kishangarh, Ajmer, Rajasthan.
6.	Mr. Praveen Singh	Centre Course Presenter Faculty- Academics, Centre for Child Protection, Sardar Patel University of Police, Security and Criminal Justice, Jodhpur.

RULES AND REGULATIONS FOR MSW PROGRAMME

AFFILIATION

The proposed programme shall be governed by the (CCP), Sardar Patel University of Police, Security and Criminal Justice, (SPUP), Jodhpur.

INTAKE

Maximum 20 students in one batch for the course. Reservation will be followed as per govt. norms.

PROGRAMME STRUCTURE

The Master Degree programme is run by Centre for Child Protection of the Sardar Patel University of Police, Security and Criminal Justice as per the UGC norms.

MEDIUM OF INSTRUCTION

- Medium of Instruction is English.

DURATION

- Master of Social Work (MSW): Minimum Duration: 24 months/ Maximum Duration: 72 Months.

RULES FOR THE ADMISSION AND CANCELLATION

RULES FOR THE ADMISSION

- In the process of admission, reservation will be implemented as per University norms.

- Graduate in any discipline with minimum 50% marks. (as per University norms).

SCHEME OF EXAMINATIONS

- English will be the medium of instruction and examination.

- Examinations shall be conducted at the end of academic semester. The programme calendar shall be notified by the Centre for Child Protection under the direction of Sardar Patel University of Police, Security and Criminal Justice, (SPUP), Jodhpur.

EVALUATION SYSTEM

The system of evaluation incorporates following activities:

- Self-assessment exercises of each unit of study.
- Continuous evaluation mainly through assignments which are tutor-marked, practical assignments and seminar/Workshops/extended contact programmes.
- The evaluation of learners depends upon various instructional activities undertaken by them. A learner has to write assignment responses compulsorily before taking semester-end examination from time to time to complete an academic programme.
  - The duration of written examination for each paper shall be three hours.
  - Each theory paper will be examined out of 100 marks {40) for internal assessment and 60 for final examination at the end of course}.

Evaluation Scheme					End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)
Continuous Assessment (CA) (Max. Marks)						
Assignment		Periodical Test		Total (CA)		
I	II	I	II			
10	10	10	10	40	60	100

The remaining marks in each paper (60 Marks) shall be awarded on the basis of a written theory examination/ descriptive questions / objective type paper/ or combination of subjective and objective type questions (As per the University Norms).

Course Curriculum: Paper Contents (Syllabus)

The centre offers both short-term and long-term programmes leading to Certificates, Diplomas and Master Degree Courses which are conventional as well as innovative. This Master' degree Program will empower and enable the students to gain skills, diversification and updation of knowledge, self-enrichment and attitudes required to work for the society at large especially with children and women at various levels. Accordingly the syllabus will be formulated.

Master in Social Work (MSW)

Master in Social Work (MSW) programme is an innovative learning package aimed at creating an overall awareness and opportunity to learners for higher studies in professional social work. Besides offering the core courses pertaining to social work curriculum, it includes themes in some of the emerging areas of social work such as Child rights, Child Protection, Working with Children, Legal Provisions and Child Protection, Introduction to Family Education, Gender & Intersectionalities, Introduction to Women's Studies, Sexuality, Power and Violence, State, Women's Rights and Legal Advocacy, Women, Work & Well Being and Women's Movements and various laws available to deal with. After going through this Programme the learners will be able to deal with the issues related with women & children effectively. The curriculum focuses on the applied aspects of Social Work and specially focused on Women's Studies and Child Protection & Rights. In preparing the course material, special care has been taken to address the present day context.

Objective of the course

The salient features of this programme are as follows:

❖ To meet the growing demand for professionally trained social workers across the country.

❖ To provide social work education and training based on indigenous knowledge and uniform curriculum across the country.

❖ To help the learner acquire professional skills and knowledge to help the clients to deal with their emotional and psychological problems.

❖ To help the learner acquire professional skills and develop capacity in helping people to solve various social and economic problems.

❖ To help the learner to develop required attitudes in understanding people's problem solving interventions.

❖ To provide learners with the core knowledge required for child protection and child rights.

❖ To acquaint learners with the use of healthy and positive behaviour with the children.

❖ To provide hands-on training in selected areas of child rights and child protection, and

❖ To equip learners with the skills of using appropriate knowledge of different child protection laws for applications in various fields.

❖ Understand what child protection is and why it is important.

❖ Understand the purpose of a child protection policy and related procedures.

❖ Provides an understanding of how knowledge has been produced and constructed to reproduce power and hierarchy and gender based inequalities.

❖ Provides sound grounding in women's movements and critically explores the concerns of gender, development and globalizing economies

❖ Builds skills in feminist research, documentation and organizational skills needed to work with women.

- **Eligibility: Graduation and there is no age bar to take admission in this course.**

Medium of Instruction: Bilingual.

Duration: 24 months/ Maximum Duration: 72 Months.

The students will be provided with the facility of library, study material will be provided in the form of handouts/compendiums. Field Practice and assignments will be part of the course.

COURSE STRUCTURE OF THE PROGRAMME

Master of Social Work (MSW)

- **Semester- I = Credit 22.**

- **Semester- II = Credit 28.**

- **Semester- III = Credit 22.**

- **Semester- IV = Credit 28.**

- **Total Credits: 100 (22+28+22+28).**

Sr. No.	Paper code	Name of Paper	Credits C	Lecture L	Practical P
First Year Semester-I					
1.	MSW-01	Social Work Profession: History And Ideologies	4	4	0
2.	MSW-02	Professional Social Work: Indian Perspectives	4	4	0
3.	MSW-03	Working with Individuals	4	4	0
4.	MSW-04	Theory and Practice of Social Group Work	4	4	0
5.	MSWF-01	Concurrent Field Work	6	0	10
		Semester Total	**22**	**16**	**10**
First Year Semester-II					
6.	MSW-05	Working with Communities	4	4	0
7.	MSW-06	Quantitative Research Methods in Social Work	4	4	0
8.	MSW-07	Social Policy, Planning & Management of NPOs	4	4	0
9.	MSW-08	Social Welfare Administration	4	4	0
10.	MSWF-02	Concurrent Field Work	6	0	10
11.	MSWP-01	Summer Internship	6	0	10
		Semester Total	**28**	**16**	**20**
Specialization in Children Protection & Rights					
Second Year Semester-III					
12.	MSW-09	Qualitative Research Methods in Social Work	4	4	0

13.	MSWC-01	Child and Human Rights	4	4	0
14.	MSWC-02	Introduction to Child Protection	4	4	0
15.	MSWC-03	Working with Children	4	4	0
16.	MSWF-03	Concurrent Field Work	6	0	10
		Total	**22**	**16**	**10**

Second Year Semester-IV

17.	MSW-10	Environmental Concerns For Social Work Practice	4	4	0
18.	MSWC-04	Legal Provisions and Child Protection	4	4	0
19.	MSWC-05	Introduction to Family Education	4	4	0
20.	MSWP-02	Dissertation	10	0	10
21.	MSWF-04	Concurrent Field Work	6	0	10
		Total	**28**	**12**	**20**

Specialization in Women's Studies

Second Year Semester-III

22.	MSW-09	Qualitative Research Methods in Social Work	4	4	0
23.	MSWW-01	Introduction to Women's Studies	4	4	0
24.	MSWW-02	Gender & Intersectionalities	4	4	0
25.	MSWW-03	Sexuality, Power and Violence	4	4	0
26.	MSWF-03	Concurrent Field Work	6	0	10
		Total	**22**	**16**	**10**

Second Year Semester-IV

27.	MSW-10	Environmental Concerns For Social Work Practice	4	4	0
28.	MSWW-04	Women, Law and Legal Advocacy	4	4	0

29.	MSWW-05	Women and Health	4	4	0
30.	MSWP-02	Dissertation	10	0	10
31.	MSWF-04	Concurrent Field Work	6	0	10
		Total	**28**	**12**	**20**

C- Credit Points of the Course; L- Lecture hrs / week; P-Project/Practical/Fieldwork/Lab/All other non-classroom academic Activities, etc. hrs/ per week.

Specialization will be provided as pr the resource availability/ a the discretion of the University.

COURSE STRUCTURE OF THE PROGRAMME

Master of Social Work (MSW)

Syllabus, Scheme and all Semester Course

Sr. No.	Paper code	Name of Paper	Credits	Exam Duration (hrs)	Total Marks	End Semester Assessment [ESA] (Written Examination) Max. Mark	Continuous Assessment (CA) Marks	Min. Pass Marks (Written Examination)	Aggregate Pass Marks
First Year Semester-I									
1.	MSW-01	Social Work Profession: History And Ideologies	4	3	100	60	40	24	40 (24+16)
2.	MSW-02	Professional Social Work: Indian Perspectives	4	3	100	60	40	24	40 (24+16)
3.	MSW-03	Working with Individuals	4	3	100	60	40	24	40 (24+16)
4.	MSW-04	Theory and Practice of Social Group Work	4	3	100	60	40	24	40 (24+16)
5.	MSWF-01	Concurrent Field Work	6	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
	Total		**22**		**500**	**300**	**200**	**120**	**200**
First Year Semester-II									
6.	MSW-05	Working with Communities	4	3	100	60	40	24	40 (24+16)
7.	MSW-06	Quantitative Research Methods in Social Work	4	3	100	60	40	24	40 (24+16)
8.	MSW-07	Social Policy, Planning & Management of NPOs	4	3	100	60	40	24	40 (24+16)
9.	MSW-08	Social Welfare Administration	4	3	100	60	40	24	40 (24+16)
10.	MSWF-02	Concurrent Field Work	6	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)

#	Code	Title							
11.	MSWP-01	Summer Internship	6	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
		Total	**28**		**600**	**360**	**240**	**144**	**240**

Specialization in Children Protection & Rights

Second Year Semester-III

#	Code	Title							
12.	MSW-09	Qualitative Research Methods in Social Work	4	3	100	60	40	24	40 (24+16)
13.	MSWC-01	Child and Human Rights	4	3	100	60	40	24	40 (24+16)
14.	MSWC-02	Introduction to Child Protection	4	3	100	60	40	24	40 (24+16)
15.	MSWC-03	Working with Children	4	3	100	60	40	24	40 (24+16)
16.	MSWF-03	Concurrent Field Work	6	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
		Total	**22**		**500**	**300**	**200**	**120**	**200**

Second Year Semester-IV

#	Code	Title							
17.	MSW-10	Environmental Concerns For Social Work Practice	4	3	100	60	40	24	40 (24+16)
18.	MSWC-04	Legal Provisions and Child Protection	4	3	100	60	40	24	40 (24+16)
19.	MSWC-05	Introduction to Family Education	4	3	100	60	40	24	40 (24+16)
20.	MSWP-02	Dissertation	10	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
21.	MSWF-04	Concurrent Field Work	6	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
		Total	**28**		**500**	**300**	**200**	**120**	**200**

Specialization in Women's Studies

Second Year Semester-III

22.	MSW-09	Qualitative Research Methods in Social Work	4	3	100	60	40	24	40 (24+16)
23.	MSWW-01	Introduction to Women's Studies	4	3	100	60	40	24	40 (24+16)
24.	MSWW-02	Gender & Intersectionalities	4	3	100	60	40	24	40 (24+16)
25.	MSWW-03	Sexuality, Power and Violence	4	3	100	60	40	24	40 (24+16)
26.	MSWF-03	Concurrent Field Work	6	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
	Total		**22**		**500**	**300**	**200**	**120**	**200**

Second Year Semester-IV

27.	MSW-11	Environmental Concerns For Social Work Practice	4	3	100	60	40	24	40 (24+16)
28.	MSWW-04	Women, Law and Legal Advocacy	4	3	100	60	40	24	40 (24+16)
29.	MSWW-05	Women and Health	4	3	100	60	40	24	40 (24+16)
30.	MSWP-02	Dissertation	10	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
31.	MSWF-04	Concurrent Field Work	6	3	100	60 (Report writing)	40 (Viva-Voce)	24	40 (24+16)
	Total		**28**		**500**	**490**	**300**	**200**	**120**

Evaluation Scheme						
Continuous Assessment (CA) (Max. Marks)					End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)
Assignment		Periodical Test		Total (CA)		
I	II	I	II			
10	10	10	10	40	60	100

Master of Social Work (MSW)
Semester-I

MSW-01   Social Work Profession: History and Ideologies

Objectives

1. To understand social work philosophy and inculcate values to work as human service professionals.

2. To appreciate the imperatives of becoming professional social worker.

Unit-I: History of Social Work	• Historical Development of Social Work Practice in UK • Historical Development of Social Work Practice in USA • Socio-Religious Reform Movements in India • Evolution of Professional Social Work in India
Unit-II: Social work as a Profession	• Present state of social work as a profession in India. • Differentiate between voluntary and professional social work. • Code of Ethics for Social Workers. • Scope of Social Work Practice.
Unit-III: Concept of Social Work	• Social Work: Concept and Definitions Functions of Social Work. • Values of Social Work profession • Principles of Social Work
Unit –IV Professional social work and its related concepts	• Professional social work and its relationship with Voluntary action, Social Services, Social welfare, Social Welfare Administration, Social Justice, Human rights, Social reform.

Readings:

1. Armando T Morales, Bradford W Sheafor and Malcolm E Scott (2010). *Social Work: A Profession of Many Faces.* 12th ed. Boston: Pearson Education Inc.

2. Bob Mullaly (1997). *Structural Social Work: Ideology, Theory & Practice.* Ontario: Ontario University Press.

3. Bradford W Sheafor and Charles J Horesji (2011). *Techniques and Guidelines for Social Work Practice.* 9th ed.. Delhi: Pearson Education, Inc.

4. Brenda DuBois and Karla Krogsrud Miley (2010). *Social Work: An Empowering Profession.* . (First published in 1992) 5th ed. Boston: London: Allyn and Bacon

5. Charles Zastrow (2009). *The Practice of Social Work: A Comprehensive Work text.* 9th ed. Belmont: Brooks / Cole.

6. D. Saleebey. (2009). *The Strengths Perspective in Social Work Practice.* Boston: Allyn & Bacon.

7. David Cox and Manahar Pawar (2006). *International Social Work: Issues, Strategies and Programs.* New Delhi: Vistar Publication.

8. Eligabeth, A, Segnl, Karen E. Gerdes and Ira Streiner (2008). *Professional Social Work.* New Delhi: Cengage Learning.

9. Gail Omvedt (2011). *Understanding Caste: From Buddha to Ambedkar and Beyond.* 2nd Edition. New Delhi: Orient Blackswan.

10. Ira Colly & Sophia Dzigielawski (2004). *Social Work: The People's Profession.* Chicago: Lycum Books Inc.

11. Jim Ife (2001). *Human Rights and Social Work: Towards rights-based practice.* Cambridge: Cambridge University Press.

12. K.K. Jacob (Ed.) (1994). *Social Work Education in India: Retrospect and Prospect.* Delhi: Himanshu Publications.

13. Lina Dominelli (2005). *Social Work: Theory and Practice for a Changing Profession.* Cambridge: Polity Press.

14. M.S. Gore (2011). *Social Work and Social Work Education.* Jaipur: Rawat Publication.

15. Mel Gray and Stephen A. Webb (2009). *Social Work: Theories and Methods.* New Delhi: Sage Publications India Pvt. Ltd.

16. Murli Desai (2006). *Ideology and Social Work: History and Contemporary Analyses.* Jaipur: Rawat Publication.

17. Murli Desai (2009). *Methodology of Progressive Social Work Education.* Jaipur: Rawat Publication.

18. Rex A. Skidmore, Milton G. Thackrey and O. William Farley (1991). *Introduction to Social Work.* New Jersey: Prentice Hall, Englewood Cliffs.

MSW-02 Professional Social Work: Indian Perspectives

Objectives

1. To develop understanding of Indian perspective of Professional Social work.

2. To gain insight of existing and emerging role of social work in contemporary society.

3. Recognise the need and importance of Social Work Education, Training and Practices.

Unit-I: Evolution of Social Work Practice in India	• History of Social Work: State Initiatives • History of Social Work: Individual Initiatives • History of Social Work: Initiatives through Social Movements • History of Social Work in India: Initiatives by NGOs
Unit II: Religion and Social Work: Indian Context	• Hinduism and Social Work • Islam and Social Work • Sikhism and Social Work • Jainism and Social Work • Buddhism and Social Work • Christianity and Social Work
Unit-III: Gandhian Concepts of Social Work	• Gandhi's Perception of an Ideal Society • Gandhi's Charter of Social Reconstruction • Gandhian Social Work: Methods and Techniques • Gandhian Social Work: The Historical Perspective • Social Work in Post-Gandhian Era
Unit IV: Professional Social Work in Independent India	• Growth of Social Work Education and Training • Social Work Literature • Involvement of Social Workers in National Development • Career Prospects in Professional Social Work

Readings:

1. K.K. Jacob (Ed.) (1994). *Social Work Education in India: Retrospect and Prospect.* Delhi: Himanshu Publications.

2. Lina Dominelli (2005). *Social Work: Theory and Practice for a Changing Profession.* Cambridge: Polity Press.

3. M.S. Gore (2011). *Social Work and Social Work Education.* Jaipur: Rawat Publication.

4. Mel Gray and Stephen A. Webb (2009). *Social Work: Theories and Methods.* New Delhi: Sage Publications India Pvt. Ltd.

5. Murli Desai (2006). *Ideology and Social Work: History and Contemporary Analyses.* Jaipur: Rawat Publication.

6. Murli Desai (2009). *Methodology of Progressive Social Work Education.* Jaipur: Rawat Publication.

7. Rex A. Skidmore, Milton G. Thackrey and O. William Farley (1991). *Introduction to Social Work.* New Jersey: Prentice Hall, Englewood Cliffs.

8. Haw & J. (1975). *Towards a* new Social Work. London: Routledge and Kegan Paul.

9. Ignou Notes.

10. Jain, P. (1985). *Gandhian Ideas, Social Movements and Creativity.* Jaipur: Rawat Publications.

11. Lobsie, C. Johnson. (1989). *Social Work Practices.* London: Allyn and Bacon.

12. Wadiya, A.R. (1961). *History and philosophy of Social work in India.* Bombay: Allied Publications.

13. Shastri, R.R. (1996). *Social Work Tradition in India.* Varanasi, Welfare Forum and Research Organization.

14. University Grants Commission (1980). *Review of Social Work Education in India: Retrospect and prospect.* New Delhi: University Grants Commission.

MSW-03   Working with Individuals

Objectives

1. To develop understanding working with Individuals

2. To develop understanding and skills in case work process and intervention

Unit-I: Social Case Work: An Introduction	- Case Work: Concept, Definitions and Objectives. - Historical development of casework as a method of social work. - Client-Worker Relationship. - Principles of Case Work.
Unit II Case work In Practice	- Case work process and components - Communications skills for effective casework practice - Case Work Tools – Interviewing, Home visiting, supervision, recording
Unit III: Approaches to Casework Practice	- Diagnostic approach to casework - Problem solving approach to casework - Task centered casework - Crisis Intervention approach
Unit-IV: Social Casework Practice: Client Groups and Settings	- Casework with children, correctional and mental health settings. - Family casework. - Casework with religious minorities, socially and economically disadvantaged groups.

Readings:

1. Charles H Zastow (2010). *Evaluating Social Work Practice. New Delhi: Cangage Learning India Pvt. Ltd.*

2. Felix P. Bieskic (1987). *The Case Work Relationship*. London: Unwin University Books.

3. Gordon. Hamilton (1954). *Theory and Practice of Social Case Work*. New York: Columbia University Press.

4. Grace Mathew (1992). *An Introduction to Social Case Work.* Mumbai: TISS.

5. GOI. (1968). *Encyclopaedia of Social Work in India.* Vol. 1-3. New Delhi: Ministry of Welfare, Government of India.

6. H.H Perlman (1957). *Social Case Work: A Problem Solving Process*. Chicago: University of Chicago Press.

7. Julie Birkenmaier, Marla Berg-Weger & Marty Dewees (2011). *The Practice of Generalist Social Work*. New York: Routledge.

8. Mohd. Shahid and Manoj K. Jha (2014). Revisiting the Client-Worker Relationship: Biestek through a Gramscian Gaze. *Journal of Progressive Human Services,* 25 (1):18-36. http://dx.doi.org/10.1080/10428232.2014.855985

9. N. Timms (1964). *Social Casework: Principles and Practice*. London: Routledge and Kegan Paul.

10. Robert W Robert. And Robert H Nee (1970). *Theories of Social Case Work.* Chicago: University of Chicago Press.

MSW-04   Theory and Practice of Social Group Work

Objectives

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

2. To gain insight of group processes and group work

Unit-I: Introduction to Group and Group Work	- Social Group: Concept, Definitions and Characteristics. - Classification of Social Groups. - Social Group Work: Concept, Definition and goals.
Unit II: Groups in Social Work Practice	- Historical development of Social group work Principles of Social group work - Models of Social group work practice - Social Group work Techniques.
Unit-III: Group Development and Therapeutic Approaches in Group Work	- Formation of Group. - Stages of group Development. - Therapeutic Approaches in Group Work: Group Therapy and Group Work. - Gestalt Therapy.
Unit IV: Group Work in different Settings	- Role and Functions of Social Group worker. - Group work with different groups- Children, persons with disability, youth, older persons and others. - Working with difficult clients and group situations.

Readings:

1. Alex Gitterman and Robert O' Byrne (Eds.) (2009). *Encyclopaedia of Social Work with Groups.* New York: Routledge.

2. David Capuzzi, Douglas R. Gross and Mark D. Stauffer (2010). *Introduction to Group Work*. 4th ed. Jaipur: Rawat.

3. G. Konopka (1983). *Social Group Work: A Helping Process. 3rd Edition*. Englewood Cliffs, N. J: Prentice Hall International.

4. G. Wilson & G. Raylands (1989). *Social Group Practices*. Massachusetts: Houghton Mifflin.

5. Garvin, CD, Lorraine M. Gutirrez & Maeda J. Galinsky (Ed.) (2004). *Hand Book of Social Work with Groups*. Jaipur: Rawat Publications.

6. H. Northen (1976). *Social Work with Groups*. New York: Columbia University Press.

7. H.Y. Siddiqui(2008). *Group Work: Theories and Practices*. Jaipur: Rawat.

8. Julie Birkenmaier, Marla Berg-Weger & Marty Dewees (2011). *The Practice of Generalist Social Work*. New York: Routledge.

9. Linda Finley (1993). *Group work in Occupational Therapy*. UK: Chapman and Hall.

10. M. Hartford (1971). *Groups in Social Work*. New York: Columbus University Press.

11. Mark Doel (2006). *Using Group Work*. New York: Routledge.

12. P. Balgopal and T. Vanil (1983). *Groups in Social Work: An Ecological Perspective Network.* New Delhi: Macmillan Publications.

13. R.J Corsini (2004). *Current Psycho Therapies with Case Studies.* Hawaii: Wadsworth Publications.

14. Ronald W. Toseland and Robert F. Rivas (1995). *An Introduction to Group Work Practice.* Boston: Allyn & Bacon.

15. T. Gladding Samuel (1995). *Group Work: A Community Specialty.* London: Prentice Hall International.

MSWF-01   Concurrent Field Work

Objectives:

- Provide a perspective for effective social work practice.
- Familiarize with various social concepts and behaviour, social institutions & its use in social work profession.
- Comprehend role of Social work profession in facilitating social change, human rights and social justice.

Social work is a practice oriented programme wherein students are able to develop their understanding by providing their theoretical knowledge through practical interventions while working in various settings. Initially students are oriented to develop their understanding on the importance of fieldwork. In the first semester, MSW students are provided with exposures of various government and non-governmental organizations and departments. They are provided with opportunities in understanding structure, functions and services provided by NGOs, Government Departments, Health functionaries, Aanganwadi Centres, Panchayat offices, Government education institutions, CWC/ JJB / Child-line / NGOs / Rural and Urban Communities etc. for the betterment of the society. After the completion of field work, a consolidated report along with Certificate of completion from the relevant organisation will be submitted.

Suggested E Resources:

1. http://www.mswguide.org/schools/the-ultimate-field-education-guide/
2. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/

Master of Social Work (MSW)
Semester-II

MSW-05 Working with Communities

Objectives

1. To understand concept of community and its relevance in social work

2. To develop understanding about skills and tools of community work practice

Unit I: Understanding Community and Community Work	• Community: Concept and Definitions. • Rural, urban and tribal communities - Forms and features. • Community Work: Concept and Definitions. • Role of Community Worker.
Unit-II: Models of Community Work	• Models of Community Work: Concept and Importance • Locality Development Model • System Change Model • Structural Change Model
Unit-III Process of Community Work	• Community Mobilization in rural and urban settings • Understanding Community Dynamics • Community Need Identification • Program Planning and Implementation • Monitoring and Evaluation
Unit-IV: Social Action	• Social Action: Concept and Objectives • Principles of Social Action • Process of Social Action • Strategies of Social Action

Readings:

1. David A. Hardcastle and Patricia R. Powers (2004). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press.

2. David James and Mayo (1974). *Community Work.* London: Routledge and Kegan Paul.

3. H.Y. Siddiqui (1984). *Social Work and Social Action.* New Delhi: Harnam Publications.

4. H.Y. Siddiqui (1997). *Working with Communities*. New Delhi: Hira Publication.

5. Jim Ife (2009). *Community Development: Community-Based Alternatives in Age of Globalisation.* Australia: Pearson Publication

6. K. D. Gangrade (1997). *Community Organisation in India*: New Delhi: Popular Prakashan.

7. M. G. Ross (1955). *Community Organisation*. New York: Harper & Sons.

8. Margret Ledwith (2001). Community work as critical pedagogy: re-envisioning Freire and Gramsci. *Community Development Journal*. 36(3): 171-182.

9. Margret Ledwith (2005). *Community Development: A Critical Approach*. Jaipur: Rawat Publications.

10. Paul Born (2008). *Community Conversations*. Toronto: BPS Books.

11. Zubair Meenai (2007). *Participatory Community Work.* New Delhi: Concept Publications.

MSW-06   Quantitative Research Methods in Social Work

Objectives

1. Understand the nature, scope and significance of research in Social Work Practice.

2. Develop competence in conceptualizing, designing and using research techniques.

3. Practically apply quantitative research methods in Social Work Research.

4. Develop analytical capability in practical application of Quantitative Research Design.

5. Develop proficiency in preparing reports as well as application of SPSS for data analysis.

Unit –I Social Science Research, Statics and Basic Concepts	• Social Research and Social Work Research: Meaning, nature and importance, ethics. • Steps in Social Research. • Statistics: meaning and Concept. • Basic statistical concepts: variables, data, population, sample.
Unit II: Research Methods and Research Design for Social Work.	• Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena. • Type of Research: Pure, Applied and Action, Qualitative and Quantitative Research. • Quantitative Research Design: Importance, Types and Issues.
Unit-III: Planning and Preparation	• Hypothesis • Quantitative Orientation towards Research. • Sampling: Methods, Types and Determination of Sample Size, Probability and Non- probability Sampling. • Quantitative Measurement: Index and Scaling Techniques and Its Types.
Unit IV: Statistical Method	• Quantitative Data Collection and Analysis: Coding, Tabulation & Analysis of Univariate, Bivariate,

	Trivariate and Multivariate. Sources and Tools
	• Measures of Central Tendency: Mean, Median, Mode and Dispersion.
	• Measures of dispersion (range, mean deviation, standard deviation, coefficient of variation), correlation and Measurement of correlation.
	• Test of Significance: Chi square, t-Tests.
	• Quantitative Report Writing: Structure of reports for different readers.
	• Analysis of Variance: Use of SPSS through Practical demonstrations.

Readings:

1. Allen Rubin and Earl Babbie. (2010). *Methods for Social Work Research.* New Delhi: Cengage Learning (India Edition).

2. Andy Lock and Tom Strong. (2010). *Social Constructionism: Sources and Stirrings in Theory and Practice.* Cambridge: Cambridge University Press.

3. C.R. Kothari. (2013). *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publishers, 2nd Revised.

4. Carol A. Baily (2007). *A Guide to Qualitative Field Research*. Thousand Oaks: Pine Forge.

5. Clive Seale, Giampietro Gobo, Jaber F. Gubrium and David Silverman (Eds.) (2004). *Qualitative Research Practice.* London: Sage.

6. D.K. Lal Das (2005). *Designing Social Research.* Jaipur: Rawat Publications.

7. D.K. Lal Das (2010). *Practice of Social Research- Social Work Perspective.* Jaipur: Rawat Publications.

8. D.K. Lal Das (2013). *Approaches to Social Science Research Methods.* Lucknow: New Royal Book Company.

9. D.K. Lal Das and Vanila Bhaskaran (Eds.) (2008). *Research Methods for Social Work.* Jaipur: Rawat Publications.

10. Kultar Singh (2007).*Quantitative Social Research Methods*. New Delhi: Sage.

11. Manish Kanawat and P. Suresh Kumar (2011). *Participatory Rural Appraisal: Tools and Techniques for Need Assessment*. Udaipur: Agrotech Publishing Academy.

12. N. Narayanaswamy (2009). *Participatory Rural Appraisal: Principles, Methods & Application.* New Delhi: Sage Publication

13. Neela Mukharjee (1993). *Participatory Rural Appraisal: Methodology and Application*. New Delhi: Concept Publishing Company.

14. Nick Moore (1999). *How to do Research*. London: Facet Publishing.

15. Norman Blaikie (2010). *Designing Social Research*. 2nd ed. Cambridge: Polity Press.

16. Somesh Kumar (2002). *Methods of Community Participation*. New Delhi: Vistaar Publication.

17. Tata Institute of Social Sciences. (1990). *Issues in Social Work Research in India: A Felicitation Volume* (A Collection of Papers of P. Ramachandran). TISS Series B-74. Bombay: TISS.

18. William J. Goode and Paul K. Hatt (1952). Methods in Social Research. Tokyo: MacGraw-Hill.

19. Student guide to SPSS developed by Barnard College: http://barnard.edu/sites/default/files/inline/student_user_guide_for_spss.pdf

MSW-07   Social Policy, Planning & Management of NPOs

Objectives

1. Develop an understanding of the nature of social policy in the cultural /social political, economic context.

2. Acquire knowledge of policy analysis and policy formulation processes

3. Develop critical insights into the working of policies-identifying conceptual and operational lacunae.

4. Examine intervention strategies and their application to wider situations- study best practices in policy intervention.

Unit I: Introduction to Social Policy	• Social Policy: Concept, goals and scope. • Social policy domain: Welfare State and Social Welfare. • Approaches to Social Policy: Welfare, Developmental and Right Based • Process of Social Policy Formulation • Determinants of Policy Formulation • Significance of Interest Groups in Policy Formulation and Implementation
Unit II: understanding Social Planning	• Social Planning: Concept & Models. • Process of social planning in India: NDC, Planning Commission, NAC, Centre / State. • Governance Issues: Transparency, Efficiency, Accountability & Indicators of good governance.
Unit III: Social Policy Analysis	• Policy Analysis: Objectives and Types. • Need and Scope of Social Work Intervention in Policy Analysis. • Policy Evaluation: Concept and Types.
Unit IV: Structure and Laws relating to non-profit sector	• Non-Profit Organizations: types & characteristics. • Structure of non-profit organizations, organizational culture and effectiveness. • Societies Registration Act, Indian Trust Act. • Indian Companies Act, FCRA Act.

	- Minimum Wages Act, - Equal Remuneration Act, Payment of Wages Act.

Readings:

1. D. Taylor (Ed.1996). *Critical Social Policy: A Reader*. London: Sage.

2. D.L. Weimer and A.R. Vining (1994). *Policy Analysis: Concepts and Practice*. New Jersey: Prentice Hall.

3. Denny David (1998). *Social Policy and Social Work*. Oxford: Clarendon Press.

4. J. Midgley (2000). *The Handbook of Social Policy.* New Delhi: Sage.

5. John Baldock, Nick Maning and Sarah Vickerstaff (2002). *Social Policy. Second Edition*, New York: Oxford University Press.

6. K.K. Jacob (Ed.) (1989). *Social Policy in India*. Udaipur: Himanshu Pablication

7. Lewis Gail, Gerwirtz Sharon and Clark John (2000). *Rethinking Social Policy*. London: Sage.

8. M. Hill (2003). *Understanding Social Policy.* 7th Edition. Oxford: Blackwell Publishing.

9. Paul Spicker (2008). *Social Policy: Themes and Approaches*. Jaipur: Rawat

10. Rama V. Baru (2009). *School Health Services*. New Delhi: Sage.

11. Richard Morris Titmuss (1974) Social Policy: An Introduction. London: Penguin.

12. S.K. Misra and V.K. Puri (2002). *Indian Economy*. 20th ed. New Delhi: Himalaya Publishing House.

13. T.H. Marshal (1965). *Social Policy*. London: Hutchinson.

MSW-08   Social Welfare Administration

Objectives

1. To acquire knowledge and skills of managing and administrating development services.

2. To develop knowhow about tools of social welfare administration.

Unit I: Social Welfare and Development Organisations	• Social welfare and development organizations: Nature, types and functions. • Social welfare administration: Meaning, history, principles and changing context. • Distinction between social welfare administration, public administration and social security administration.
Unit II: Structure of Social Welfare Administration	• Non-Profit Organisations: types & characteristics. • Structure of non-profit organizations, organisational culture and effectiveness. • Models of Organisational Development. • HRM in non-profit organizations.
Unit III: Components of Administration	• Planning and Organizing • Direction, coordination and supervision • Staff recruitment, training and development • Recording and documentation • Budgeting • Public relations and networking • Monitoring and evaluation
Unit III Laws relating to non-profit sector	• Societies Registration Act, Indian Trust Act. • Indian Companies Act, FCRA Act. • Minimum Wages Act, • Equal Remuneration Act, Payment of Wages Act.

Readings:

1. D. Paul Chaudhry (1979). *Social Welfare Administration*. Delhi: Atma Ram & Sons.

2. D.R. Sachdeva (1993). *Social Welfare Administration.* Allahabad: Kitab Mahal.

3. Fernando. S Fr Emmanuel. (1998) *Project from Problems.*

4. Iain Ferguson, Michael Lavalette and Gerry Mooney. (Eds.) (2002). *Rethinking Welfare: A Critical Perspective.* London: Sage.

5. Narandra Singh (2007). *Project Management Control*. 4th ed. New Delhi: Himalaya Publishing House.

6. Prasanna Chndra (2002). *Project: Planning, Analysis, Financing, Implementing and Review*. 5th ed. New Delhi: Tata McRaw Hill.

7. Rino J. Patti (2000). *The Handbook of Social Welfare Management.* New Delhi: Sage.

8. Rino J. Patti (2008). *The Handbook of Human Services Management*. New Delhi: Sage.

9. Robert W. Weinbach (1998). *The Social Worker as Manager.* London: Allyn & Bacon

10. Stephen P. Robbins (2010). *Organization Behaviour.* Delhi: Pearson Education Inc.

11. Anita A : Formation & Management of NGOs, Universal Law Publishing Co ,2009,

12. Easo J : Handbook of non-profit organizations, Macmillan India Ltd,

13. Robbins S : Organisational Behaviour

14. Mikkelson B : Methods for Development Work and Research, Sage Publications, 2nd Edition, 2005

MSWF-02   Concurrent Field Work

Objectives:

- To develop skills and professional qualities for social work.
- To make competent in acquainting with knowledge of theory into practicalapplication.
- To make capable of understand social work intervention through methods of social work in various field work settings.
- To make aware of problems and recent administrative reforms of government and non-governmental organization.

In the second semester, students are provided with a platform to practice their field work in rural settings. They are provided with an opportunity to conduct various methods and skills such as transect walk, Participatory Rural Appraisal, visiting various political, educational, health institutions functioning in the adopted village. Students interact with the rural community to understand socio-economic, political, cultural values, traditions and conditions among rural masses and Aanganwadi Centres, Panchayat offices, Government education institutions, Child-line, NGOs etc. for the betterment of the society. After the completion of field work, a consolidated report along with Certificate of completion from the relevant organisation will be submitted.

Suggested E Resources:

1. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/
2. http://hhp.fullerton.edu/msw/Fieldwork/index.htm

MSWP-01   Summer Internship

Objectives

After the completion of this course, students will be able to:

- Competent in acquainting with knowledge of theory into practical situation for problem solving and social work intervention through methods of social work in various field work settings and apply social work research techniques in practice.
- Comprehend role of social work profession in facilitating social change, human rights, and social justice.
- Develop skills and professional qualities for social work.
- Become aware of problems and recent administrative reform of government and non-governmental organization.

After completion of their first year of MSW, students undergo one month (4 week) summer internship in an organization namely development sectors, CSR, Research Institutions, Government departments etc. Summer Internship is a crucial component of Field work in Social Work Education. It is an important practice learning educational components that acquaint students with the field of practice. It is a supervised practice learning venture in which the students practice theoretically learns social work skills, techniques, tools and methods in the field under the guidance and supervision of field personnel.

Suggested E Resources:

1. http://www.mswguide.org/schools/the-ultimate-field-education-guide/
2. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/
3. http://hhp.fullerton.edu/msw/Fieldwork/index.htm

Master of Social Work (MSW)
Semester-III

Specialization in Children Protection & Rights

MSW-09   Qualitative Research Methods in Social Work

Objectives

1. Understand the nature, scope and significance of research in Social Work Practice.

2. Develop competence in conceptualizing, designing and using research techniques.

3. Acquaint and develop their skill on Qualitative research methods in Social Work.

4. Develop understanding on applications of Qualitative Research Design in Social Work Research.

5. Proficiently prepare reports and also develop skills in using Atlas-ti Software for Qualitative data analysis.

Unit I: Qualitative Research Methods	• Meaning and Rationale of Qualitative Research. • Approaches of Qualitative Research – Ethnography, Phenomenology, Grounded Theory, Case Study, Triangulation. • Ethics in Qualitative Research.
Unit II: Qualitative Data Collection	• Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena. • Steps and Uses of Qualitative Research in Social Work. • Qualitative Data Collection: Constructing Quantitative Research Design. • Constructing Quantitative Research Questions. • Population and Sampling in Quantitative Research.
Unit-III: Qualitative Data Planning and Preparation	• Hypothesis • Strategies of Data Collection: FGD Transcript, Field Notes, Oral History, Ethnography. • Integration of Data Collection and Data Analysis (Content, Thematic and Narrative Analysis).

Unit IV: Qualitative Report Writing	• Qualitative Report Writing: Emerging trends in Quantitative Writings, The Literature Review.
	• Standard Formats for Referencing & Bibliography: Footnotes & Endnotes, Preparing Research Abstract, Using the Internet for Social Research.
	• Quantitative Report Writing: Structure of reports for different readers.
	• Analysis of Variance: Use of Software for Qualitative Data Analysis (Atlas-ti) for Practical demonstration.

Readings:

1. Allen Rubin and Earl Babbie. (2010). *Methods for Social Work Research.* New Delhi: Cengage Learning (India Edition).

2. C.R. Kothari. (2013). *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publishers, 2nd Revised.

3. Carol A. Baily (2007). *A Guide to Qualitative Field Research*. Thousand Oaks: Pine Forge.

4. Clive Seale, Giampietro Gobo, Jaber F. Gubrium and David Silverman (Eds.) (2004). *Qualitative Research Practice.* London: Sage.

5. D.K. Lal Das (2005). *Designing Social Research.* Jaipur: Rawat Publications.

6. D.K. Lal Das (2013). *Approaches to Social Science Research Methods.* Lucknow: New Royal Book Company.

7. D.K. Lal Das and Vanila Bhaskaran (Eds.) (2008). *Research Methods for Social Work.* Jaipur: Rawat Publications.

8. Manish Kanawat and P. Suresh Kumar (2011). *Participatory Rural Appraisal: Tools and Techniques for Need Assessment*. Udaipur: Agrotech Publishing Academy.

9. Nick Moore (1999). *How to do Research*. London: Facet Publishing.

10. Norman Blaikie (2010). *Designing Social Research*. 2nd ed. Cambridge: Polity Press.

11. William J. Goode and Paul K. Hatt (1952). Methods in Social Research. Tokyo: MacGraw-Hill.

12. Jane, R. & Jane, L. (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* New Delhi: Sage Publication.

13. Danzin, N. & Lincoln, Y. (Eds.) (1994). *Handbook of Qualitative Research.* Thousand Oaks: Sage Publications.

14. Marshall, C. & Rossman, G.B. (1995). *Designing Qualitative Research. (2nd Ed.)* Thousand Oaks: Sage Publications.

15. Podgett, D. (1998). *Qualitative methods in Social Work Research: Challenges and Rewards.* New Delhi: Sage Publications.

16. Taylor, G.R. (2000). *Integrating qualitative and quantitative methods in research.* Maryland: University Press of America.

MSWC-01   Child and Human Rights

Objectives

1. To understand human rights perspective.
2. To understand the linkage of police, child and human rights.

Unit I Understanding Childhood and Child Development	• Concept of Child and Childhood: Socio-Cultural and Psychological Perspective. • Socialization: Meaning and Nature, Agencies of Child Socialization. • Challenges before Child Development.

Unit II Introduction to Human Rights	• Human Rights: Concept and Sources.
	• UNCRC and other international conventions.
	• Constitution of India
	   • Fundamental Rights.
	   • Fundamental Duties.
	   • Directive Principles of State Policies.

Unit III Child Rights and Human Rights	• Human Rights and Child Rights Framework. • Child Rights: Right to Survival, Development through Education, Right to Protection, Right to Participation. • Issues related to Child Rights: Case Studies in reference to Gender Dimension, Displacement and Children, Disability.

Unit IV State Redressal Mechanisms	• Structure and functions of state & district administration.
	• Redressal Mechanisms:
	   • Preventive
	   • Protective
	   • Responsive
	   • Rehabilitative

Readings:

1. United Nations (1989) Declaration of the Rights of the Child, Resolution 1386 (XIV), in Yearbook of the United Nations. New York: United Nations.

2. John W. Santrock (2001). Child Development. New Delhi: McGraw Hill.

3. Children's Rights Alliance. 2010. United Nations commission for rights of children.

4. Sunil & Kiran. 2011. Fundamental Human Rights. Delhi: Neha Publishers & Distributors.

5. Harish Ramaswamy,G. Tadas. 2012. Human Rights & Police Administration. Delhi: Neha Publishers & Distributors.

6. Anne Lawrence. 2004. Principles of Child Protection: Management and Practices. Open University Press.

MSWC-02   Introduction to Child Protection

Objectives

Learners will gain understanding about:

- Definition of Child Protection
- Issue of Child protection and their consequences
- Major Child Protection legislations

Unit I Concept of Child Protection	• Child Protection: Concept Nature and Scope. • Necessity of Child Protection: Psycho-Socio, Cultural, Economic, Political • Challenges before Child: Violence, Neglect, Discrimination, Abuse, Exploitation, Children in Need of Care and Protection (CNCP)&Children in Conflict with Law (CCL).
Unit II **Challenges before child protection: Inclusive outlook**	• Child Maltreatment, Child Sexual Abuse Child Trafficking, Child Marriage • Children in Vulnerable situations: Missing children, nomadic child, street children, children of migrant, Child beggar, children of women prisoners, Surrender Child, HIV affected. • Gender, Displacement and Disability
Unit III Children in Conflict with Law (CCL)	• Conceptual understanding of Children in Conflict with Law (CiCL) • Issues related to Children in Conflict with Law (CiCL), Causes and Consequences • Role Juvenile Justice Board (JJB) and Special Juvenile Police Unit (SJPU): Some Case studies
Unit IV Introduction to Child Protection Laws	• Relevant sections Indian Penal Code (IPC) & Code of Criminal Procedure (CrPC), The Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice (Care and Protection of Children) Act, 2015.

	- The Prohibition of Child Marriage Act, 2006, Protection of Children from Sexual Offences Act, 2012, IT Act, 2000, Immoral Traffic Prevention Act, 1986. - Important Judgements. - Cases Studies & Best Practices.

Readings

1. Resource Group on Child Rights in Rajasthan. 2013. *A Compendium of Frequently Asked Questions on Child Protection.* Save The Children.
2. Anne Lawrence. 2004. *Principles of Child Protection: Management and Practices.* Open University Press.
3. Thorpe, D. 1994. *Evaluating Child Protection.* Buckingham: Open University Press.
4. Eileen Munro. 2008. *Effective Child Protection.* SAGE Publications Ltd; 2nd Edition.
5. A. K. Kakkar. 2009. Child Marriage in India Issues and Challenges. Cyber Tech Publication.
6. Dr. Indu Bakshi. 1999. *Understanding Children and Their Problems.* Vakils Feffer And Simons Ltd; 1ST edition.
7. Pramod Naikodi, Aruj Garg, Rahul Das. 2013. Frequently Asked Questions on the Issue of Child Marriage.

Bare Acts

1. The Prohibition of Child Marriage Act, 2006.
2. The Child Labour (Prohibition and Regulation) Act, 1986.
3. Protection of Children from Sexual Offences Act, 2012.
4. The Juvenile Justice (Care and Protection of Children) Act, 2015.

MSWC-03   Working with Children

Objectives

1. To understand the importance of socialisation of children and contextualising Practice of Child Rights.
2. To appreciate understanding of practice of child right advocacy and networking.

Unit I Child Development	• Concept of Child and Childhood: Socio-Cultural and Psychological Perspective. • Socialization: Meaning and Nature, Agencies of Child Socialization. • Challenges before Child Development.
Unit II Social Work with Children	• Understanding Child: Family, Neighborhood, community and Peer Groups. • Understanding Child: State, formal Groups and NGO's. • Role of Counseling Techniques and Communication Skills in Working with Children.
Unit III Advocacy, Networking and Agencies	• Child Rights: Advocacy & Activism. • Networking with Institutions: Child Care Institutions, Juvenile Justice Board, Child Welfare Committee. • State and Civil Society Agencies: National and State Commission for Protection of Child Rights (NCPCR & SCPCR); UNICEF.
Unit-IV: Perspectives on Self and Personality Development	• Perspectives on Self and Personality Development: Attributes of Personality, Theories of Personality Development, Deviant Personality. • Development, Process, Issues and Challenges: Cognition, Emotion and Moral. • Disorders of Childhood and Adolescence: Concept and Indicators of Normality and Abnormality,

	Classification, Causes and Consequences.
	• Counselling Skills: Listening & Communication; Interview Technique & Questioning with special reference to Children.
	• Approaches to Counselling: Psycho-dynamic, Cognitive-Behavioural, Person-Centered, and Systems Approach.

Reading:

1. **Kingslay, Davis** (1949). *Human Society*. New York: Macmillan Co.
2. **Karl V. Robert.** (2019). *Children and their Development*. Pearson India- New Delhi.
3. **Berk, L.E.** (2017). *Child Development*. 9th Edition. Pearson Education- New Delhi.
4. Shoham, S.G. (2008). *Art, Myth and Deviance*. Cambridge Scholars Publishing. ISBN: 1443802972, 9781443802970. Pp. 281.
5. Ewen, R.B. (2014). *An Introduction to Theories of Personality.* 7th Edition. Psychology Press- New York.
6. **Kapur, M.** (2011). *Counselling Children with Psychological Problems*. New Delhi: Pearson Publication.
7. **Gladding, S.T. & Batra, P.** (2018). *Counselling: A Comprehensive Profession.* New Delhi: Pearson Publication.
8. Elizabeth Hurlock (1978). *Child Psychology*. Tokyo: Mc Graw Hill.
9. John W. Santrock (2001). *Child Development*. New Delhi: Mc Graw Hill.
10. Swagata Raha, Dr. Archana Mehendale, Arlene Manoharan. 2012. Manual for Commissions for Protection of Child Rights -How to implement The Commissions for Protection of Child Rights Act, 2005.

MSWF-03   Concurrent Field Work

Objectives:

- To develop skills and professional qualities for social work.
- To comprehend role of Social work profession in facilitating social change, human rights and social justice.
- To make competent in acquainting with knowledge of theory into practicalapplication.
- To make capable of understand social work intervention through methods of social work in various field work settings.

In the third semester, after completion of one year field work practice and one month summer internship, students are now competent to apply various social work methods, techniques and skills namely Social Case Work, Social Group Work, Community Organization, Social Action, Social Work Research and Social Work Management and are capable to critically analyse their practical application. They are regularly supervised by their concerned supervisors through Individual and Group Conferences. After the completion of field work, a consolidated report along with Certificate of completion from the relevant organisation will be submitted.

Suggested E Resources:

1. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/
2. http://hhp.fullerton.edu/msw/Fieldwork/index.htm

Master of Social Work (MSW)
Semester-IV

Specialization in Children Protection & Rights

MSW-10 Environmental Concerns for Social Work Practice

Objectives

1. Understand the causes and consequences of environmental degradation on the lives of the people, particularly the marginalized

2. Critically appraise the various theoretical and ideological stand points along with its politics and action vis-a-vis environmental issues

3. Understand the various components of environmental social work

Unit-I Understanding Environment	Environment and Ecology: Concept, Definitions and Nature. Inter linkages between Ecology and Environment Environmental degradation: Causes and consequences Environment in the human rights perspective
Unit II Environmental Issues : Perspectives	Politics of Ecology & Development Approaches to conservation: Eco feminism, Neo-liberalism, Gandhian perspective Environmental Justice: International treaties & Environmental laws. Interface between environment and development.
Unit III People and Environment	Natural Resource Management Role of civil society organizations in environmental action. Common Property Resources Collective action & property rights
Unit IV: Environmental Movements and Interventions	Environmental movements: Concept and ideologies: analysis of select movements. Social work intervention in the management, protection and promotion of the environment. Environmental education and awareness.

Readings:

1. Das, RC etc al: The Environment Divide: the Dilemma of Developing Countries, Indus, New Delhi, 1998

2. Reid D E : Sustainable Development-An Introductory Guide, Earthscan, London, 1995

3. Sheth P: Environmentalism: Politics, Ecology & Development, Rawat, Jaipur, 1997

4. Coates J : Ecology and Social Work, Paul & Co, New York,2004

MSWC-04   Legal Provisions and Child Protection

Objectives

1. To understand the different laws related with the child protection.
2. To develop an understanding of policies and policy framing.

Unit-I **Law and Child protection:** **An Overview**	• IPC & CrPC, The Child Labour (Prohibition and Regulation) Act, 1986, The Juvenile Justice (Care and Protection of Children) Act, 2015. • The Prohibition of Child Marriage Act, 2006, Protection of Children from Sexual Offences Act, 2012, IT Act, 2000, Immoral Traffic Prevention Act, 1986.
Unit-II **Child Protective Services**	• National and State (Rajasthan) Policies on Child Protection • National and State Child Welfare Schemes and Guidelines • Civil Society Organization: UNICEF, Childline and other NGOs including some best practices in the field of child protection.
Unit-III **Monitoring and Redressal Mechanisms**	• State level Mechanisms: Concern Depts., SCPC, DCPU, DCPC, SJPU, S/DIC, JJB, CWC, B/VCPC etc. and Judicial systems • Commissions: National and State Human Rights Commissions (NHRC) and National and State Commission for Protection of Child Rights (NCPCR)
Unit-IV: Important Judgements and Authorities	• Important Judgements and their execution in some Cases • Authorities: National and State Legal Service Authority and Central Adoption Research Authority

Readings:

1. Constitution of India.

2. Indian Penal Code.

Bare Acts

5. The Prohibition of Child Marriage Act, 2006.

6. The Child Labour (Prohibition and Regulation) Act, 1986.

7. Protection of Children from Sexual Offences Act, 2012.

8. The Juvenile Justice (Care and Protection of Children) Act, 2000.

MSWC-05   Introduction to Family Education

Unit I: Concept of Family Life	• The Social Institutions of Family and Marriage. • Family Life In Indian Context • Relationship and Bonding in Family Life
Unit II : Family Life Education	• Family Life Education-Concept and Meaning • Traditional Indian Values Related to Family Life Education • Importance of Different Types of Values in Family Life Education • Advantages of Family Life Education • Theoretical Approach to Personality Development
Unit III: Importance of Family Life Education	• Objectives of Family Life Education • Role of Individual, Family and Community in Family Life Education • Development of Personality and Moral Values in life • Theories of Moral Development • Environmental Influences on Moral Development
Unit-IV: Role of various agencies in Family Life Education	• Role of Home, School and Religion in Imparting Family Life Education • Methods of Imparting Family Life Education

Readings:

1. Familia Et Vita (2004), Vol VI, No. 3, 2001, Vol VII, No. 2-3, 2002, Vol VIII, No. 1-2, 2003 and Vol IX, No. 1-2.

2. Fletcher, Ronald (1988), *The Abolitionists : The Family and Marriage Under Attack,* Routledge, London.

3. Giddens, Anthony (2001), *Sociology* (fourth edition) Polity Press, Cambridge.

4. Grugni, Anthony (1997), *Exercise in Education to Love,* TejPrasarani, Mumbai.

5. Haralambos, M and Heald, R.M. (1997 : Sixth impression), *Sociology : Themes and Perspectives,* Oxford University Press, Delhi

6. UN Declaration of Human Rights 1948.

7. UN Convention on Rights of Child 1989.

8. Areus, M.E. Schvaneveldt, J.D, Moss J.J. (eds) (1993), *Handbook of Family Life Education (Foundation of Family Life Education),* Saga Publications Vol. 1, Vol. 2.

9. International Planned Parenthood Association (1985), Growing Up in Changing, World, Part one, Youth Organization and Family Life Education: An introduction, London, IPPF.

10. Seshadri, C. and Pandey, J.L. *Population Education – A National Source Book* NCERT, New Delhi.

11. Thomas, Gracious (1995), *AIDS and Family Education,* Rawat Publication, New Delhi.

12. UNESCO (1988), *Family Life Education: Package One,* PROAP, Bangkok.

13. Alphonse. H, Clemens, *Marriage and the Family,* Prentice- Hall-INC-Englewood; N.J.

14. Ann & John Murpy, *Sex Education and Sucessful Parenting,* Pauline Books, St. Paul Press Training School; Mumbai.

15. D'souza, Antony, A., *Sex Education and Personality Development,* Usha Publications; New Delhi.

16. Grugni, Dr. Antony, *Sex Education,* Better Yourself Books, St Paul Press; Mumbai.

17. G. Ginott, Dr. Haim, *Between Parent and Child, Avon Books,* Macmillan, Publishing Co; New York.

18. Hurlock, Elizabeth B., *Developmental Psychology,* Tata- Mc Graw Hill Publishing Co; New Delhi.

19. Mascarenhas, Marie Mignon *Family Life Education/Value Education,* CREST – Sevasadan Training Institute;Bangalore.

20. Suriakanthi, A., *Child Development,* Kavitha Publications, Gandhigram.

21. Berk, Laura E., *"Child Development",* Prentice Hall of India Pvt. Ltd., New Delhi.

22. Cochen, Stewart, *"Social and Personality Development in Children",* Macmillan Publishing Co. Ltd., New York.

23. Cole and Irma Luella Nelson Hall, *"Psychology of Adolescence",* Holt, Rinehart and Winston, New York.

24. Hall and Caluin S. Gardner Lindzey, *"Theories of Personality",* Wiley Eastern Ltd., New Delhi.

25. Hurlock, Elizabeth B., *'Personality Development',* Tata Mcgraw – Hill Publising Co. Ltd., New Delhi.

26. Lickona, Thomas, *Moral Development and Behaviour,* Holt, Rinehart and Winston, New York, USA.

27. Voss, James T., *Psychology as a Behavioural Science,* Good Year Publishing Co; Pacific Palisades, California.

MSWP-02   Dissertation

Objectives

After the completion of this course, students will be able to:

- Competent in acquainting with knowledge of theory into practical situation for problem solving.
- Capable to understand social work intervention through methods of social work in various field work settings and apply social work research techniques in practice.
- Comprehend role of social work profession in facilitating social change, humanrights, and social justice.
- Develop skills and professional qualities for social work.
- Become aware of problems and recent administrative reform of government and non-governmental organization.

After completion of two year of MSW programme, students undergo two months (8 week) block placement training in any settings namely Development sectors, CSRs, Research Institutions, Government Departments, NGOs, Industries etc. It provides for field education as a stand-alone experience, separate from course work. It also expands the opportunities for students to have an in-depth learning experience in diverse settings.

Format of Dissertation

Format of the Dissertation is given in Annexure- A.

Suggested E Resources:

1. http://www.mswguide.org/schools/the-ultimate-field-education-guide/
2. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/
3. http://hhp.fullerton.edu/msw/Fieldwork/index.htm
4. Logical Framework Analysis

Platform: The Global Development Research Centre.

http://wwwgdrc.org/ngo/logical-fa.pdf

5. Project Formulation

Platform: Central Institute of Fisheries Education.

http://eprints.cmfri.org.in/9671/1/Project_Formulations.pdf

6. Project Appraisal

Platform: Distant Production House University

http://www.dpuu.org/uploads/attachments/books/books_2358_0.pdf

MSWF-04   Concurrent Field Work

Objectives:

- To develop skills and professional qualities for social work.
- To comprehend role of Social work profession in facilitating social change, human rights and social justice.
- To make competent in acquainting with knowledge of theory into practicalapplication.
- To make capable of understand social work intervention through methods of social work in various field work settings.

The final semester's field work comprises of the continuous practical application of the field work of semester-III. Students comprehend role of social work profession empowering individuals, groups and communities and facilitating social change, Human Rights and Social Justice. They are now proficiently skilled and ready to apply their skills and qualities of professional social work practitioners. After the completion of field work, a consolidated report along with Certificate of completion from the relevant organisation will be submitted.

Suggested E Resources:

1. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/
2. http://hhp.fullerton.edu/msw/Fieldwork/index.htm

Master of Social Work (MSW)
Semester-III

Specialization in Women's Studies

MSW-09   Qualitative Research Methods in Social Work

Objectives

1. Understand the nature, scope and significance of research in Social Work Practice.

2. Develop competence in conceptualizing, designing and using research techniques.

3. Acquaint and develop their skill on Qualitative research methods in Social Work.

4. Develop understanding on applications of Qualitative Research Design in Social Work Research.

5. Proficiently prepare reports and also develop skills in using Atlas-ti Software for Qualitative data analysis.

Unit I: Qualitative Research Methods	• Meaning and Rationale of Qualitative Research. • Approaches of Qualitative Research – Ethnography, Phenomenology, Grounded Theory, Case Study, Triangulation. • Ethics in Qualitative Research.
Unit II: Qualitative Data Collection	• Scientific method: Nature and characteristics, application of scientific method to the study of social phenomena. • Steps and Uses of Qualitative Research in Social Work. • Qualitative Data Collection: Constructing Quantitative Research Design. • Constructing Quantitative Research Questions. • Population and Sampling in Quantitative Research.
Unit-III: Qualitative Data Planning and Preparation	• Hypothesis • Strategies of Data Collection: FGD Transcript, Field Notes, Oral History, Ethnography. • Integration of Data Collection and Data Analysis (Content, Thematic and Narrative Analysis).

Unit IV: Qualitative Report Writing	• Qualitative Report Writing: Emerging trends in Quantitative Writings, The Literature Review.
	• Standard Formats for Referencing & Bibliography: Footnotes & Endnotes, Preparing Research Abstract, Using the Internet for Social Research.
	• Quantitative Report Writing: Structure of reports for different readers.
	• Analysis of Variance: Use of Software for Qualitative Data Analysis (Atlas-ti) for Practical demonstration.

Readings:

1. Allen Rubin and Earl Babbie. (2010). *Methods for Social Work Research.* New Delhi: Cengage Learning (India Edition).

2. C.R. Kothari. (2013). *Research Methodology: Methods and Techniques.* New Delhi: New Age International Publishers, 2nd Revised.

3. Carol A. Baily (2007). *A Guide to Qualitative Field Research*. Thousand Oaks: Pine Forge.

4. Clive Seale, Giampietro Gobo, Jaber F. Gubrium and David Silverman (Eds.) (2004). *Qualitative Research Practice.* London: Sage.

5. D.K. Lal Das (2005). *Designing Social Research.* Jaipur: Rawat Publications.

6. D.K. Lal Das (2013). *Approaches to Social Science Research Methods.* Lucknow: New Royal Book Company.

7. D.K. Lal Das and Vanila Bhaskaran (Eds.) (2008). *Research Methods for Social Work.* Jaipur: Rawat Publications.

8. Manish Kanawat and P. Suresh Kumar (2011). *Participatory Rural Appraisal: Tools and Techniques for Need Assessment*. Udaipur: Agrotech Publishing Academy.

9. Nick Moore (1999). *How to do Research*. London: Facet Publishing.

10. Norman Blaikie (2010). *Designing Social Research*. 2nd ed. Cambridge: Polity Press.

11. William J. Goode and Paul K. Hatt (1952). Methods in Social Research. Tokyo: MacGraw-Hill.

12. Jane, R. & Jane, L. (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* New Delhi: Sage Publication.

13. Danzin, N. & Lincoln, Y. (Eds.) (1994). *Handbook of Qualitative Research.* Thousand Oaks: Sage Publications.

14. Marshall, C. & Rossman, G.B. (1995). *Designing Qualitative Research. (2nd Ed.)* Thousand Oaks: Sage Publications.

15. Podgett, D. (1998). *Qualitative methods in Social Work Research: Challenges and Rewards.* New Delhi: Sage Publications.

13. Taylor, G.R. (2000). *Integrating qualitative and quantitative methods in research.* Maryland: University Press of America.

MSWW-01   Introduction to Women's Studies

Objectives

1. To introduce students to the discipline of Women's Studies and its specific purposes and perspectives.

2. To understand the basic concepts of Women's Studies.

Unit-I: Women's Studies: An Introduction	• Women's Studies as an interdisciplinary area, as an emerging discipline--Definition, Scope and Controversies. • Women's Studies as an academic discipline.
Unit-II: Basic concepts of Women's Studies	• Women's Studies perspectives • Gender Perspectives: Gender sensitive approach, Gender and sex, Biological determinism stereotyping. • Socialisation- Patriarchy- Devaluation- Marginalisation- Silencing- Male Gaze- Power politics- Gynocriticism- Gender mainstreaming- Gender and work-Invisibility-Glass ceiling.
Unit-III: Growth and development of Women's Studies	• Feminist Research Methodology, Objectivity *vs* Subjectivity, • Personal-Political Dichotomy, Scientism, academism vs. activism. • Growth and development of Women's Studies as a discipline internationally and in India. • The link between Women's Studies and the Women's Movement.
Unit-IV: Women's Studies in India	• Women's Studies in India--UGC's initiatives -- Centers for Women's Studies. • Capacity building for Women leaders in education— Women development cells. • Women's Studies in the XIth Plan.

Reading

1. Khullar, Mala. *Writing the Women's Movement: A Reader* ed. New Delhi: Zubaan, 2005.

2. Jain, Devaki and Pam Rajput. *Narratives from the Women's Studies Family: Recreating knowledge.* New Delhi: Sage, 1942.

3. *Programme of Women's Studies.* New Delhi: ICSSR, 1977.

4. Desai, Neera and Maithrey Krishnaraj. *Women and Society in India*. Delhi: Ajantha, 1987.

5. *Women in Contemporary India*. Ed. Alfred De Souza Delhi: Ajanta, 1987.

6. Mies, Maria Indian *Women and Patriarchy*. Delhi: Concept, 1980.

7. Nanda, B.R. *Indian Women: From Purdah to Modernity*. Delhi: Vikas, 1976.

8. *Women's Studies* in India: A *Reader*. Ed. *Mary John.* Penguin: New Delhi, 2008

MSWW-02   Gender & Intersectionalities

Objectives:

- To familiarize the students with the notion of gender and its operation in society.
- To assist the students to look at stereotypical representation of women in the media and equip them to critique them.

Unit I: Basic concepts of Gender, Intersectionalities	• Definition of Gender, Intersectionalities, Sex. • Sociology of Gender. • Difference between Sex and Gender. • Feminist Terminology, Stereotyping, Patriarchy, Silencing, Marginalization, etc.
Unit-II: Social construction of Gender	• Social construction of Gender and Gender Roles. • Socialization, Institutions of Socialization. • Changing content and context of Gender need for Re-socialization.
Unit-III: Women in Family	• Women in Family: Marriage, Working Women, Multi-tasking-Women. • Health issues: Malnutrition, factors leading to Anemia, Poor Maternal Health and Infant Mortality. • Feminization of Poverty, Women and HIV/AIDS.
Unit-IV: Women in Society	• Women in Society: Women's Issues, Missing Girls, Violence against Women, Empowerment measures. • Socio-economic cultural conditions of women in 19th century India; social reforms concerning women's liberation and women's participation in social reform movements; women's participation in Gandhian national movement; women's rights in Karachi congress resolution, 1931; women's participation in Congress and left organisations.

	- Women and environment: Eco-Feminist Movements, Women and Globalization. - Livelihood and Gender Equity in Community: Women's Labour, Discriminatory Wages, Changing working conditions and Work Place related issues. - Women In Modern India.

Reading

1. Dines, Gain And Jean M. Humez. Gender, Race and Class in Media. Sage: 1994.

2. Macdonald, Myra. Representing Women. London: Arnold, 1995.

3. Usha, V.T. Gender, Value and Signification. KRPLLD, CDS, 2003.

4. Myers, K.A., Anderson, C.D and Risman. *Feminist Foundations* London and United Kingdom: Sage, 1998

5. Whyte, R.O and Whyte, P. *The Women Of Rural Asia* Colardo: Westview , 1982.

6. Altekar, A.S. *The Position of Women in Hindu Civilization*, Delhi: Motilal Banarasidass, 1983.

7. Desai, N and M. Krishnaraj. *Women and Society in India*. Delhi: Ajantha, 1987.

8. Forbes, G.. *Women In Modern India*. New Delhi: CUP, 1998

9. Sharmila Rege. *Sociology Of Gender* London: Sage, 2003.

10. Mocormark, C and M. Strathern. *Nature, Culture and Gender*. CUP,1980.

11. Oakely, A. *Sex, Gender and Society*. New York: Harper and Row, 1972.

12. Connell, R.W. *Masculinities*. Berkeley: University of California Press, 1995.

13. Sumi Krishna, *Livelihood and Gender Equity in Community Resource Management*. New Delhi: Sage, 2004.

MSWW-03   Sexuality, Power and Violence

Objectives:

This course will

- Introduce students to different theoretical perspectives in Sexuality studies

- Equip students to analyse the centrality of sexualities in cultural, social and political institutions and practices,

- Introduce students to different theoretical perspectives in Power and Violence.

Unit-I: Sex and Gender	• Sex and Gender: Different Locations and Feminists Debates • Debates on Sexuality • Sexualities, Modernity and History: Colonial and Post-Colonial Debates. • Normative and Counter- Hegemonic Sexualities- Recasting of Family, Caste, Community and Nation
Unit-II: Rights, Violence & Sexuality	• Rights, Violence & Sexuality and Difference: Feminists Debates in Liberalism and Radical. • Dominance Approaches, post structuralism • Women and World Development • Women's Role in Economic Development
Unit-III: Gender Impact of Power and Relationships	• Introduction to Forms of Violence • Gender impact of power and relationships at work, gender discrimination in the workplace, gender sensitization of the workplace, facilities for women at worklace, sexual harassment, health issues and stress management- -relationship between women health and environment. • Perspectives on Violence from the women's movements – issue of consent, dowry, Sexual harassment, violence of state, caste, religion.

Unit-IV: State and Violence against women	- State and Violence against women - The Gendered logic of Partition and the Birth of the Two Nations, - Developmental violence of the state and reproduction, violently gendered basis of nationhood – focus on North East and Kashmir. - Role models-- case studies of any two – Indira Gandhi, Kiran Mazumdar, Kiran Bedi, Ela Bhatt, Mother Teresa, PT Usha, Rukminidevi Arundale, Annie Beasant, Sarojini Naidu, Medha Padhkar, Kalpana Chawla, etc.

Readings:

1. Agnes Flavia (2008 *Law and Gender Inequality: the Politics of Women's Rights in India*, New Delhi: OUP.

2. Agnes Flavia (2008) *My Story...Our Story of rebuilding broken lives*, Forum Against Oppression of Women (F.A.O.W.); (reprint).

3. Ahluwalia Kiranjit and Gupta Rahil (2007) *Provoked*, New Delhi: Harper Collins.

4. Bardhan Kalpana and Aghnihotri, Anita (2001) *Forest Interludes: A collection of journals and fiction*, New Delhi: Zubaan.

5. Bhasin Kamla and Menon Ritu (2000) *Borders and Boundaries: Women in India's Partition,* New Delhi, Kali for Women.

6. Guendouzi, Jackie. " The Guilt Thing: Balancing Domestic And Professional Roles" *Journal Of Marriage And The Family* 68:44(2006): 901-909.

7. "The Glass Ceiling: Smashed or Still Holding Strong?" *Human Resource Management International Digest*, 14.3 (2006.): 19-21.

8. Boserup, Ester W*omen's Role in Economic Development.* St. Martin's, 1970.

9. Tinker, Irene (Ed.) *Persistent Inequalities: Women and World Development.* Oxford University Press,1990.

Master of Social Work (MSW)
Semester-IV

Specialization in Women's Studies

MSW-10 Environmental Concerns for Social Work Practice

Objectives

1. Understand the causes and consequences of environmental degradation on the lives of the people, particularly the marginalized

2. Critically appraise the various theoretical and ideological stand points along with its politics and action vis-a-vis environmental issues

3. Understand the various components of environmental social work

Unit-I Understanding Environment	Environment and Ecology: Concept, Definitions and Nature. Interlinkages between Ecology and Environment Environmental degradation: Causes and consequences Environment in the human rights perspective
Unit II Environmental Issues : Perspectives	Politics of Ecology & Development Approaches to conservation: Eco feminism, Neo-liberalism, Gandhian perspective Environmental Justice: International treaties & Environmental laws. Interface between environment and development.
Unit III People and Environment	Natural Resource Management Role of civil society organizations in environmental action. Common Property Resources Collective action & property rights
Unit IV: Environmental Movements and Interventions	Environmental movements: Concept and ideologies: analysis of select movements. Social work intervention in the management, protection and promotion of the environment. Environmental education and awareness.

Readings:

1. Das, RC etc al: The Environment Divide: the Dilemma of Developing Countries, Indus, New Delhi, 1998

2. Reid D E : Sustainable Development-An Introductory Guide, Earthscan, London, 1995

3. Sheth P: Environmentalism: Politics, Ecology & Development, Rawat, Jaipur, 1997

4. Coates J : Ecology and Social Work, Paul & Co, New York,2004

MSWW-04   Women, Law and Legal Advocacy

Objectives

This course will

- To provide a background to the understanding of women/gender and law in India, and that of citizenship, social location, the law and the state.

- To give an introduction to the historical context in which rights are located, to the constitutional guarantee of equality and non-discrimination, to the difficulties and complexities in securing constitutional guarantees.

- To establish the connections between the feminist campaigns and advocacy, the formulation of legislation, and the struggles to put in place effective institutional mechanisms to work legislation.

- To offer an opportunity to explore issues of deliberative politics, state policy, constitutionalism, justice through case judgements, projects and field work.

Unit-I: Background to Understanding Law in Independent India	• Gender underpinning of Formulation of Law and Justice in Independent India.
	• Debates since 19th century on the Age of Consent; Enforced Widowhood; Child Marriage; Devadasi Abolition; Caste; Untouchability etc.
	• Constituent Assembly Debates on Women's Equality and the Rights enshrined in the Constitution.
	• Women's Movement and Securing Women's Rights within the Family.
	• Social Movements, Feminist Movements and the State.
Unit-II: Understanding Justice and Law	• Protective Legislation, Justice and the Constitution: Texts of various Legislations and Landmark judgements of the High Courts and Supreme Court.
	• Feminist response and Critique of Protective Legislation both in their Formulation and Practice.

	• Constitution and Indian Women: Constitutional provisions related to Women, Family Law: Marriage (Hindu, Muslim, Christian, Parsi), Martial relief and Divorce, Maintenance and Custody of Children, Inheritance and Succession, Adoption procedure, Minority and Guardianship. • Female Feticide, Women Property, Family Court, PCPNDT Act, 1994, Domestic Violence, Sexual Harassment at Workplace.
Unit-III: Women, Family and Law	• Reduction of formal law concerning the Family to "family laws". • Family as foundational Institution figuring in every branch of law—contract, commercial laws, international law etc. • Criminal Procedure Code: Bailable and Non Bailable Offences, Arrest and Examination Indian Penal Code: Eve Teasing, Molestation, Adultery, Abduction, Kidnapping, Rape.
Unit-IV: Working with Issues /Cases	• Policies Related to Women: National Commission for Women, Important Judgements, International Conventions, Emancipation of Women: A Socio-Legal Perspective. • Tracing, Building Legal Campaigns or Analyses of Cases and Judgements. • Five Landmark judgements of the High Courts and Five Supreme Court related with constitutional guarantee of equality and non-discrimination and to the difficulties and complexities in securing constitutional guarantees.

Readings:

1. Agnes Flavia (2010) Law, Justice, and Gender: Family Law and Constitutional Provisions in India, Delhi: Oxford University Press.

2. B. R. Ambedkar, (1916) Castes in India: Their Mechanism, Genesis and Development.

3. Cossman, B. and R. Kapur (eds.) (1996) Subversive Sites: Feminist Engagements with Law in India, New Delhi, Sage.

4. Dhagamwar Vasudha (1999) Law, Power and Justice: the protection of personal rights in the Indian penal code [chapter on rape law reform], Sage Publications.

5. Flavia Agnes (2012) Family Law II: Marriage, Divorce, and Matrimonial Litigation, OUP.

6. Grover Vrinda and Saumya Uma (2010) Kandmahal: the law must change its course,MARG.

7. Hasan, Z. (ed.) (1994) Forging Identities: Gender, Communities and the State, New Delhi, Kali for Women.

8. Kalpana Kannabiran, "Voices of Dissent: Gender and Changing Social Values in Hinduism" in Hinduism in Modern Times edited by Robin Rinehart, ABC-CLIO, 2004 (for a simple review of debates around major issues of gender justice in colonial India).

9. Kannabiran Kalpana, 'The Judiciary, Social Reform and the Debate on 'Religious

10. Prostitution' in Colonial India', in Economic and Political Weekly, VOL 30 No. 43, 1995, pp.WS 59-WS.

11. Kannabiran Kalpana, 'The three dimensional family, Remapping a multidisciplinary approach to family studies, in Economic and Political Weekly, vol.41 No.42 Oct 21 2006.

12. Menon, N (2004) Recovering Subversion: Feminist Politics Beyond the Law, New Delhi, Permanent Black.

13. Mohanty Manoranjan et. al eds (2010) Weapon of the oppressed: Inventory of people's rights in India, Council for Social Development & Daanish Books, Pp 1-120.

14. Narrain Arvind and Gupta Alok (2010) Law like Love, Yoda Press.

15. Sunder Rajan, R (2004) The Scandal of the State: Women, Law and Citizenship in Postcolonial India, New Delhi, Permanent Black.

MSWW-05   Women and Health

Objectives

This course will

- Be competent to acquaint with concept of Health status of Women.

- To introduce students the comparative perspectives on Health status of women in India.

- To develop understanding on the functioning of modern health care system, policies and programmes in promoting better health status of women in India.

- Apply their analytical skills in to identify means to combat critical heath status of women globally, as well as of sex workers and marginalized groups.

Unit-I: Demographic Profile of Women	• Rethinking South Asia: Analyzing Contemporary Issues from Gender Perspective Sex Ratio, Health and Nutrition, Girl Child and Education. • Demographic Profile of Women: Understanding of Women Health, Gender Bias: Historical and Ideological Context. • Feminist Discourse. • Production, Reproduction and Kinship: Continuities and Differences.
Unit-II: Modern Health Care System	• Modern Health Care System: Primary, Secondary, and Tertiary level Health Care Structure and their Functions. • Public Health Programmes in India: Legislation and Policies regarding Health in India-National Rural Health Mission (NRHM). • National Health Policy.
Unit-III: Women Across the Life Cycle	• Women across the Life Cycle: Adolescence to Old Age. • The Communicable Diseases: Tuberculosis, STD, AIDS, and Poliomyelitis and Government Programmes. • Global Challenges and Women Health, Women and the

	Caste Question, Dalit and Indigenous Women, The Sex Worker's Debate.
	• Ageing Problem of Women.
	• Women and Work: Regional Patterns and Perspectives on Informalization of Labour.
	• Feminization of Poverty: Issues and Strategies.
Unit-IV: Mental Health Care Scenario in India	• Women and Mental Health: Clinical and Social Aspect, Women and Depression, Treatment Approaches and Interventions.
	• The Development of Personality and Emotional Disturbance during Adolescence and Young Age, Emotional Problems in Work and Marriage during Adulthood, Emotional Maturity.
	• Voices, Strategies and Collective Actions across the Region.

Readings:

1. Qadeer, I. (2000). *Health Care System in Transition*. Journal of Public HealthMedicine. Vol-II. Great Britain.

2. Brook, E. & Davis, A. (1985). *Women, the Family and Social Work*. London Tavistok Publication.

3. Birren, J.R. & Sloane, R.B. (1996). *Handbook of Mental Health and Ageing.* New Jersy: Prentice Hall Englewood Clibbs.

4. Sharma, N. (1999). *Adolescent Girl Child In India.* New Delhi: News Bulletin of the Indian Council of Child Welfare.

5. Agarwal B, (ed), *Structures and Patriarchy: State, Community and Household in Modernising Asia*, New Delhi, Kali for Women, 1988.

6. Dube L. and Palriwala R. (eds), *Structures and Strategy: Women, Work and Family*, New Delhi, Sage, 1990.

7. Raju S. and Bagchi D. (eds), *Women and Work in South Asia*, London, Routledge, 2004.

8. Roy, S. (1962). *A Handbook of preventive and social medicine.* Calcutta: Academic Publishers.

MSWP-02   Dissertation

Objectives

After the completion of this course, students will be able to:

- Competent in acquainting with knowledge of theory into practical situation for problem solving.
- Capable to understand social work intervention through methods of social work in various field work settings and apply social work research techniques in practice.
- Comprehend role of social work profession in facilitating social change, humanrights, and social justice.
- Develop skills and professional qualities for social work.
- Become aware of problems and recent administrative reform of government and non-governmental organization.

After completion of two year of MSW programme, students undergo two months (8 week) block placement training in any settings namely Development sectors, CSRs, Research Institutions, Government Departments, NGOs, Industries etc. It provides for field education as a stand-alone experience, separate from course work. This also expands the opportunities for students to have an in-depth learning experience in diverse settings.

Format of Dissertation

Format of the Dissertation is given in Annexure- A.

Suggested E Resources:

7. http://www.mswguide.org/schools/the-ultimate-field-education-guide/
8. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/
9. http://hhp.fullerton.edu/msw/Fieldwork/index.htm

10. Logical Framework Analysis

   Platform: The Global Development Research Centre.

   http://wwwgdrc.org/ngo/logical-fa.pdf

11. Project Formulation

   Platform: Central Institute of Fisheries Education.

   http://eprints.cmfri.org.in/9671/1/Project_Formulations.pdf

12. Project Appraisal

   Platform: Distant Production House University

   http://www.dpuu.org/uploads/attachments/books/books_2358_0.pdf

MSWF-04   Concurrent Field Work

Objectives:

- To develop skills and professional qualities for social work.
- To comprehend role of Social work profession in facilitating social change, human rights and social justice.
- To make competent in acquainting with knowledge of theory into practicalapplication.
- To make capable of understand social work intervention through methods of social work in various field work settings.

The final semester's field work comprises of the continuous practical application of the field work of semester-III. Students comprehend role of social work profession empowering individuals, groups and communities and facilitating social change, Human Rights and Social Justice. They are now proficiently skilled and ready to apply their skills and qualities of professional social work practitioners. After the completion of field work, a consolidated report along with Certificate of completion from the relevant organisation will be submitted.

Suggested E Resources:

3. http://fieldeducator.simmons.edu/article/field-learning-in-online-social-work-programs/-placement/navigating-your-field-placement-search-as-an-online-student/
4. http://hhp.fullerton.edu/msw/Fieldwork/index.htm

Appendix-A

FORMAT FOR PREPARING THE PROJECT REPORT

The write-up should focus on the specific objectives of the project, the methodology used, and the major findings. Title of the Project Report should be specific and emphasizes on the explicit nature of the work. The report should be of approximately 10,000 words. Front matter, appendix, etc can be extra.

1. **ARRANGEMENT OF CONTENTS**

   The sequence in which the project report material should be arranged and bound should be as follows:

   1. Cover Page & Title Page
   2. Bonafide Certificate
   3. Abstract
   4. Table of Contents
   5. List of Tables
   6. List of Figures
   7. List of Symbols, Abbreviations and Nomenclature
   8. Chapters
   9. Appendices
   10. References

   The table and figures shall be introduced in the appropriate places.

2. **PAGE DIMENSION AND BINDING SPECIFICATIONS**

   The dimension of the project report should be in A4 size. The project report should be bound using flexible cover of the thick white paper. The cover should be printed in black letters and the text for printing should be identical. Project Report Guidelines are:-

   1. The text should be justified and typed in the Font style 'Times New Roman' and Font size '12'.
   2. One inch margins all around.
   3. Heading and subheading should be bold.

4. Abstract should not be more than 300 words.

5. Ring Bind.

3. **PREPARATION FORMAT**

   3.1. Cover Page & Title Page –A specimen copy of the Cover page & Title page of the project report are given in Appendix 1.

   3.2 Bonafide Certificate–The Bonafide Certificate shall be in double line spacing Times New Roman using Font Style and Font Size 14, as per the format in Appendix 2. The Certificate shall carry the supervisor's signature from projects done in CCP.

   3.3 Declaration by Student –see template in appendix 3.

   3.4 Abstract–Abstract should be straight to the point; not too descriptive but fully informative. The following things should appear in the abstract. (a) The problem addressed, (b) Its importance/novelty, (c) The approach adopted for solving the problem, (d) The major results obtained, (e) and the major conclusion. The abstract does not have to be an entire summary of the project, but rather a concise summary of the scope and results of the project. An abstract should be short, and limited to 1 page. (Font Style: Times New Roman and Font Size: 12, Spacing: Single).

   3.5 Table of Contents –The table of contents should list all material following it as well as any material which precedes it. The title page, Bonafide Certificate, and Declaration by students may not be included in the Table of Contents, but the page numbers of which are in lower case Roman numbers. The format of the table of contents is given in Appendix 4.

   3.6 List of Symbols, Abbreviations and Nomenclature –Standard symbols, abbreviations etc. should be used.

   3.7 Chapters –The main text will be divided into four chapter model and each chapter may further be divided into sections and subsections. Chapters, sections, and subsections should be given appropriate titles. Tables and figures should be placed in the immediate vicinity of the first reference to them. Figure and table numbers should carry their chapter number. For example Fig. 4.2 is the second figure in the fourth chapter.

   Chapter Model

The following are suggested chapter model, which can be adopted:-

Chapter 1   Introduction

Chapter 2   Review of Literature, Objectives and Methodology

Chapter 3   Analysis of data / Results

Chapter 4   Discussion (Discussion and Conclusion)

Note: It is very important to draw the figures and prepare the tables yourself. If any figure or table or data or result or opinion is not yours, cite relevant reference. If you do not cite reference in such cases, you will be regarded to have plagiarized/stolen the material. This could lead to punitive action.

Appendices –Appendices may be provided to give supplementary information, which is included in the main text may serve as a distraction and cloud the central theme.

List of References–The listing of references should be typed below the heading "REFERENCES" in the order in which they appear in the work. A typical illustrative list is given below.

REFERENCES

APA Reference List Examples

a. Book with Single Author:

Gore, A. (2006). *An inconvenient truth: The planetary emergency of global warming and what we can do about it.* Emmaus, PA: Rodale.

    In-text reference: (Gore, 2006).

b. Book with Two Authors:

Michaels, P. J., & Balling, R. C., Jr. (2000). *The satanic gases: Clearing the air about global warming*. Washington, DC: Cato Institute.

    In-text reference: (Michaels & Balling, 2000).

c. Book with Editor as Author:

Galley. K. E. (Ed.). (2004). *Global climate change and wildlife in North America.* Bethesda, MD: Wildlife Society.

    In-text reference: (Galley, 2004).

d. Brochure or Pamphlet:

New York State Department of Health. (2002). *After a sexual assault.* [Brochure]. Albany, NY: Author.

    In-text reference: (New York, 2002).

e. An Anonymous Book:

Environmental resource handbook. (2001). Millerton, NY: Grey House.

In-text reference: (Environmental Resource Handbook, 2001).

f. Articles in Reference Books (unsigned and signed):

Greenhouse effect. (2005). *American heritage science dictionary*. Boston, MA:
Houghton Mifflin.

Schneider, S. H. (2000). Greenhouse effect. *World book encyclopedia* (Millennium ed.
Vol. 8, pp. 382-383). Chicago, IL: World Book.

In-text references: (Greenhouse effect, 2005).

(Schneider, 2000).

g. Magazine Articles:

Allen, L. (2004, August). Will Tuvalu disappear beneath the sea? Global warming threatens
to swamp a small island nation. *Smithsonian, 35*(5), 44-52.

Begley, S., & Murr, A. (2007, July 2). Which of these is not causing global warming? A. Sport
utility vehicles; B. Rice fields; C. Increased solar output. *Newsweek, 150*(2), 48-50.

In-text references: (Allen, 2004)

(Begley, 2007)

h. Newspaper Articles (unsigned and signed):

College officials agree to cut greenhouse gases. (2007, June 13). *Albany Times
Union,* p. A4. Landler, M. (2007, June 2). Bush's Greenhouse Gas Plan Throws
Europe Off Guard. *New York Times,* p. A7.

In-text references: ("College Officials", 2007)

(Landler, 2007)

i. Journal Article with Continuous Paging:

Miller-Rushing, A. J., Primack, R. B., Primack, D., & Mukunda, S. (2006).
Photographs and herbarium specimens as tools to document phonological
changes in response to global warming. *American Journal of Botany, 93,* 1667-
1674.

In-text reference: (Miller-Rushing, Primack, Primack, & Mukunda, 2006)

TITLE OF PROJECT

<Font Size 18> <1.5 line spacing><bold>

PROJECT REPORT

<Font Size 14><bold>

SUBMITTED TO CENTRE FOR CHILD PROTECTION (CCP), JAIPUR IN FULLFILMENT OF THE REQUIREMENT FOR THE

<Font Size 14>

DIPLOMA IN CHILD PROTECTION

<Font Size 14><bold>

YEAR

<Font Size 14><bold>

SUBMITTED BY

<Font Size 14><bold>

STUDENT NAME

<Font Size 14><bold>

SUPERVISED BY

<Font Size 14><bold>

SUPERVISOR NAME

<Font Size 14><bold>

CENTRE FOR CHILD PROTECTION (CCP) SARDAR PATEL UNIVERSITY OF POLICE, SECURITY AND CRIMINAL JUSTICE, (SPUP), JODHPUR

<Font Size 14><bold>

BONAFIDE CERTIFICATE

<Font Style Times New Roman –size-16>

This is to certify that this project report entitled **"..........TITLE OF THE PROJECT................."** submitted to **Centre for Child Protection (CCP), Sardar Patel University of Police, Security and Criminal Justice (SPUP),** is a bonafide record of work done by **" ....NAME OF THE STUDENT............."** under my supervision from **"...starting date.. "** to **" ...ending date.."**

<<Signature of the Supervisor>>

<<Name and Designation>>

<<Countersignature>>

<<Name>>

<<Designation>>

<<Name of Centre>>

Place

Date

Declaration by Student

<Font Style Times New Roman–size-16>

This is to declare that this report has been written by me/us. No part of the report is plagiarized from other sources. All information included from other sources have been duly acknowledged. I/We aver that if any part of the report is found to be plagiarized, I/we are shall take full responsibility for it.

<<Signature of Student >>

<<Name of Student >>

<<Roll number:____>>

Place

Date

(A typical specimen of table of contents)

<Font Style Times New Roman>

TABLE OF CONTENTS

Appendix-B

Sample Question Paper Format

**SARDAR PATEL UNIVERSITY OF POLICE,
SECURITY AND CRIMINAL JUSTICE, JODHPUR**

Masters of Social Work (M.S.W.)
Semester (2021-23)

Paper –   **Time allotted:-**3 hours

Paper Code-   **Maximum Marks –** 60

Section A   **(16 marks)**

Part- A is compulsory. Attempt all 08 questions. The word limit of each answer is 50 words. Each question carries 2 marks.

Section B   **(24 marks)**

Attempt all FOUR questions, by choosing option either (a) or (b) from each question. The word limit of each answer is 500 to 600 words. Each question carries 6 marks.

Section C   **(20 marks)**

Attempt any TWO questions from this part. The word limit of each answer is 1000 words. Each question carries 10 marks.