## DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

### CIRCULAR NO.SU/M.S.W. II Yr. Syllabus/94/2016

It is hereby inform to all concerned that, on the recommendation of Ad-hoc Board in Social Work, the Academic Council at its meeting held on 26-03-2016 has accepted the **Curriculum of Choice Based Credit and Grading System of "M.S.W. IInd Year, Semester-III & IV" along-with minor changes in Practical Examination of First Year under the Faculty of Social Sciences**.

This is effective from the Academic Year 2016-17 & onwards as appended herewith.

All concerned are requested to note the contents of the circular and bring notice to the students, teachers and staff for their information and necessary action.

University Campus,
Aurangabad-431 004.
REF.NO.SU/M.S.W. II YR./2016/
     1371-91
Date:- 12-05-2016.

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*Director,*
*Board of College and*
*University Development.*

Copy forwarded with compliments to:-

1] **The Principals, affiliated concerned colleges,**
**Dr. Babasaheb Ambedkar Marathwada University.**
    Copy to :-
1] The Controller of Examinations,
2] The In-Charge, E-Suvidha Kendra, [Professional Unit], Rajarshi Shahu Maharaj Pariksha Bhavan, Dr. Babasaheb Ambedkar Marathwada University,
3] **The Section Officer, [ M.A. Unit ],**
4] The Programmer [Computer Unit-1] Examinations,
5] The Programmer [Computer Unit-2] Examinations,
6] The Record Keeper.

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# DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD.

## MASTER OF SOCIAL WORK CURRICULUM
### *(Choice Based Credit and Grading System)*

## (M.S.W.)
### Semester – I to IV

### (Effective From 2015-16 and onwards)

# Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

## Master of Social Work PG Programme
### INDEX

# CHOICE BASED CREDIT AND GRADING SYSTEM

# OF M.S.W. CARRICULUM

1. **Introduction :**

   Master of social work is a post graduate degree programme conducted by Dr. Babasaheb Ambedkar Marathwada University. This course is recognized by dept. of Social Justice, Maharashtra State as a professional course and UGC as a Master of Social Work Curriculum consists of four semesters spread over two academic years. The curriculum of this course is redesigned so as to implement choice based credit and grading system with effect from academic year June 2015-16.

2. **Admission :**

   Admission to the course will be finalized on the basis of performance in College Enterance Test (CET) score, as per University Ordinance 0.885. The eligibility for the admission of MSW Course is mentioned as below :

3. **Eligibility :**

   The candidates who have passed the Bachelors Degree Examination in any faculty from the recognized University with at least 40% marks, shall be considered eligible for admission to first year of master of social work course.

4. **Admission Committee :**

   There shall be admission committee constituted by concerned college headed by Principal/Hod. The Committee shall look after the entire selection

and admission process right from registration to final admissions, by strictly following the government and university guidelines in this regards.

4.1　70% of the sanctioned seats shall be reserved for the candidates of home university.

4.2　Out of remaining 30% seats, 28% seats shall be reserved for qualifying candidates from other universities in Maharashtra state and 2% seats shall be reserved for candidates from Indian universities.

4.3　Among qualified candidates in entrance test, B.S.W. candidates shall be given first preference within the frame prescribed by academic council.

4.4　Reservation rules of Govt. of India shall be followed while selection of the candidates.

4.5　**College Entrance Test (CET) :**

Test shall be conducted in two parts i.e. written test of 80 marks and personal interview of 20 marks. Total 100 marks. Written test shall consists of 60% objective type / multiple choice questions and 40% descriptive questions.

**5　Promotion :**

As per Circular No. Acad/SU/CBCGS/College P.G. level/14/2015 dated on 20-06-2015.

**6　Courses : M.S.W. Courses Comprises of Core Courses & Elective Courses :**

Each student shall have to select the elective courses from the list of electives I to IV semesters immediate after the completion of admission process, so as to commence the curriculum of elective courses from I to IV semester.

Minimum intake of each elective course should be ten. Core courses are compulsory, comprises social work theory subjects, Social Work Practicum (SWP), Research Project (RP) and Learning Supportive Activity (LSA).

7 ·   **Components of Social Work Practicum :**

## I<sup>st</sup> Semester

1) Orientation Visits (Orientation session, Reflection session)
2) Concurrent Field work practice – I (Orientation session, Reflection session)
3) Individual and Group conference

## IInd Semester

1) Concurrent Field work practice – II (Orientation session, Reflection session)
2) Individual and Group conference
3) Communication Skill Exercise
4) Rural Camp / Extension Work

## IIIrd Semester

1) Orientation Visits (Orientation session, Reflection session)
2) Concurrent Field work practice – III
   (Orientation session, Reflection session)
3) Individual and Group conference

## IVth Semester

1) Research Based Field Work – Practice – IV
   (Orientation session, Reflection session)
2) Individual and Group conference
3) Study Tour / Extension Work
4) Filed Work Presentation

# M.S.W. Course Structure

## Sem – I
**Core Courses**

101 DSWP - Development of Social Work Profession
102 WWI – Working With Individuals
103 WWG – Working With Group
104 HDB – Human Development and Behaviour
105 BSS – Basic Social Sciences

**Elective Courses –**
Select any one from list of elective I
106 FCW – Family and Child Welfare
107 YD –Youth Development
108 SWWA –Social Work With Aged
109 CISW – Contemporary Ideologies of Social Work

**Compulsory**
110 SWP – I Social Work Practicum – I
111 SWPVV-I Social Work Practicum Viva-voce Examination–I
112 LSA I – Case Presentation / Book Review / Seminar

**Sem I Credits – 25**

## Sem – II
**Core Courses**

201 WWC – Working With Community
202 AWDS - Administration of Welfare and Developmental Services
203 SWR – Social Work Research

**Elective Courses –**
Select any two from list of elective II
204 PDCI - Problems of Differently Challenged and Intervention
205 WD –Woman and Development
206 WDWS – Welfare and Development of Weaker Sections
207 CCA – Crime and Correctional Administartion
208 CSWP – Communication for Social Work Practice

**Compulsory**
209 SWP II – Social Work Practicum – II
210 SWPVV-II - Social Work Practicum Viva-voce Examination – II
211 LSA – II - Learning Supportive Activity-II (Base Line Survey / PLA / Practical Assignment)

**Sem II Credits – 23**

## Sem – III
**Core Courses**

301 ISWP – Integrated Social Work Practice
302 CTP – Counselling Theory and Practice
303 LSW – Law and Social Work

**Elective Courses –**
Select any two from list of elective III
304 SWPH – Social Work Practice in the Field of Health
305 SWMPH - Social Work Practice in the Field of Mental Health
306 PE – Population and Environment
307 HRM –Human Resource Management
308 DM – Disaster Management
309 PPG – Personal and Professional Growth

**Compulsory**
310 SWP III – Social Work Practicum – III
311 SWPVV-III –Social Work Practicum Viva-voce Examination- III
312 RP – I – Research Project – I Up to finalization of Data Collecting Tool. (Internal Assessment)
313 LSA – III - Learning Supportive Activity- III (Outreach Activity on Electives)

**Sem III Credits – 26**

## Sem – IV
**Core Courses**

401 SPSD – Social Policy and Social Development
402 SWP : TD - Social Work Personnel : Training and Development

**Elective Courses –**
Select any two from list of elective IV
403 RCD – Rural Community Development
404 USUG – Urban Society and Urban Governance
405 SWI – Social Work in Industry
406 TASW – Tribal Anthropology and Social Work
407 SWSG – Social Work with Special Groups
408 PED – Political Economy and Development

**Compulsory**
409 SWP IV - Social Work Practicum – IV
410 SWPVV IV - Social Work Practicum Viva-voce Examination – IV
411 RP – II – Research Project – II (Data Processing & Report Writing)
412 RPVV – Research Project Viva-Voce (Average Marks by External and Internal)
413 LSA – IV–Learning Supportive Activity - IV
414 BP (VT) – Block Placement (Vocational Training)

**Sem IV Credits – 30**

**Total of Sem I + Sem II + Sem III + Sem IV = 25 + 23 + 26 + 30 = 104 Credits.**

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### 7.1 Conduct and Assessment of Social Work Practicum :

7.1.1 Social Work Practicum shall be a subject of internal and external assessment. The prescribed components of social work practicum shall be conducted in sequence over the span of academic year. Social work practicum shall be a subject of continuous evaluation.

7.1.2 There shall be a social work practicum co-ordinator from amongst the social work teachers on rotation basis from senior teachers preferably. She/he may be assisted by one or two teachers. Social Work Practicum coordinator shall look after the tasks of smooth conduct of Social Work Practicum. The Tasks are -

    A)    Prepare time schedule of various components of Social Work Practicum, in each semester.

    B)    Communications with the students, Agency and Faculty,

    C)    Intervention in order to sort out problems confronted by the students in the field work setting to facilitate the fieldwork activities by effective way of coordination, recording, organizing meetings etc.

    D)    Arranging for timely assessment and compilation.

7.1.3 For the purpose of decentralization of internal marks of social work practicum each student shall be assigned to different teachers for different components of social work practicum, to be conducted over the period of two years of course (Four Semesters).

7.1.4 Grouping of the students also shall be changed while placing them for concurrent Field Work over four semesters.

7.1.5 Students shall be placed in appropriate agency for concurrent field work. She / He shall have to put in 15 hours of field work per week including individual conference, Group conference and Report writing etc. Minimum 5 hours exposure of concurrent field work on each field work day shall be arranged for.

7.1.6 The students should be given an exposure of various types of agencies and field areas. Updated independent lists of such agencies for first and second year orientation visits as well as for concurrent field work shall be prepared by the field work coordinator. In the beginning of the academic year this list should be revised on the basis of reflection by the student and faculty members.

## 7.2 Orientation Visits :

Orientation visits to selected welfare and developmental service organizations shall be arranged to provide an exposure to students and developing an understanding about the services rendering to society.

### 7.2.1 Learning objectives of orientation visits :

a) To acquire skills of systematic observation and develop a spirit of inquiry about the institutional work.

b) To understand society's response to social problems through various institutional services.

c) To understand, appreciate and develops ability to critically evaluate the initiative of voluntary and govt. programmes.

d) To understand the structure, functions and policies of the institution / agency and intervention programme implemented by the agency / institution.

**7.2.2 Conduct of Orientation Visits :**

a) In the beginning of I$^{st}$ and III$^{rd}$ semester, under the supervision of faculty member / members, the orientation visits are organized and the students shall be informed.

b) There shall be minimum seven orientation visits in I$^{st}$ semester and minimum five orientation visits based on the elective courses, in IIIrd semester.

c) An orientation session shall be organized by field work co-ordinator, to guide the students about components of orientation visits and report writing.

**7.2.3 Assessment of orientation visits :**

a) The faculty visiting to agency along with students shall be the authority to assess the performance of the students on following criteria –

A) Attendance and general discipline –                                   05

B) Report Writing (Timely submission, content, compliance) –   20

   **Total -**                                                          **25**

b) The assessment sheets of the allotted students shall be handover to the fieldwork coordinator by concerned faculty within week after the orientation visit.

c) Performance of the students in seven visits shall be compiled together and average marks scored by each student out of 25, shall be considered and informed to the students.

## 7.3 Concurrent Field Work :

Concurrent fieldwork is an ongoing central learning apportunity, to develop understanding and intervention skills among students in reality situations.

### 7.3.1 Learning Objectives :

a) To understand client and agency both as client system.

b) To develop knowledge of administrative procedures, programme management and utilizing these skills in practice.

c) To develop skills of problem solving processes.

d) To acquire skills in communication, writing client's records, documentation of agency records.

e) To achieve professional development in terms of knowledge, attitude and skills.

### 7.3.2 Conduct of Concurrent Fieldwork :

a) Concurrent fieldwork shall be conducted by placing the students in social work agency under the supervision of teaching faculty.

b) An orientation session to concurrent fieldwork shall be arranged before the commencement of concurrent fieldwork.

c) The students shall be given an opportunity to perform concurrent field work and research based field work in different types of institutional settings under the supervision of different teachers.

d) Fieldwork shall be conducted on two days during every week.

e) The department/college shall arrange 40 visits for each student during Ist year, 15 visits in first semester and 25 visits in second semester.

f) The total number of visits in concurrent field work of second year students shall be 50, 20 visits in third semester and 30 visits in fourth semester.

g) Concurrent field work plan is designed in consultation with the agency supervisor taking into consideration the curriculum of that field of social work and the tasks assigned to students, during scheduled visits.

h) A weekly individual conference shall be conducted by fieldwork supervisor to counsel the student to facilitate professional roles and to bridge the gaps in learning process. Period for individual conference shall be two hours per week.

i) A group conference shall also be conducted regularly by fieldwork supervisor, to guide the students for understanding the problem solving process and to relate theory into practice. Performance of the student in individual and group conference is assessed out of 10 marks.

j) Proper record of fieldwork attendance and individual and group conference of the allotted students shall be maintained by fieldwork supervisor.

k) Every student shall put in at least 90% attendance in social work practicum. The fieldwork supervisor shall issue necessary instructions to the defaulting students from time to time.

l) In case any laps on part of the student, the supervising teacher shall report the matter to the principal through field work coordinator and action against him/her shall be finalised by departmental / college committee.

**7.3.3 Assessment of Concurrent Field Work :**

a) Assessment of concurrent field work shall be on the basis of knowledge, skills, acquired by the students.

b) The performance of the student is assessed through his/her presentation on the fieldwork tasks achieved, in presence of concerned personnel of fieldwork agency, preferably.

c) The performance of the student in concurrent fieldwork shall be assessed twice and informed the grades obtained by the students so as to improve the performance in the semester.

d) The criteria of assessment shall be as follows. It shall be informed to students in advance.

| | |
|---|---|
| A) Understanding the agency – | 10 Marks |
| B) Understanding the client – | 10 Marks |
| C) Understanding the problem solving process – | 10 Marks |
| D) Recording – | 10 Marks |
| **Total** | **40 Marks** |

**7.4 Communication skill exercises :**

In this exercise a group of students shall select a theme with social work approach and compose a script and present it to communicate

selected messages aiming at to bring about desired changes in mindsets of targeted section of community.

### 7.4.1 Learning Objectives :

a) To develop an understanding about the situations, where in social workers role is vital.

b) To develop an insight for identifying the various social work options.

c) To develop writing, presentation and articulations skills.

### 7.4.2 Conduct of communication skill exercises :

a) The student shall present the exercises before students and teachers.

b) The communication skill may comprised the variety of exercises such as role plays, street plays, story telling, demonstration of exhibits etc.

### 7.4.3 Assessment of communication skill exercises :

The criteria for the assessment of communication skills exercises shall be –

A) understanding about social work situations –    10 Marks

B) understanding about social work options –    10 Marks

C) presentation skill –    05 Marks

   **Total**    **25 Marks**

### 7.5 Rural Camp :

A rural camp shall be organized to experience rural life, analyze rural dynamics and study the role of local self government and voluntary organizations, in rural development.

### 7.5.1 Learning objectives :

a) To understand rural social system, problems and mindset of the rural people.

b) To study the approaches and strategies of intervention used by organization working at the local level.

c) To acquire skills in planning, organizing, communication, implementing the programmes in the camp, team spirit, handling relationships and conflicts with peer groups.

### 7.5.2 Conduct of Rural Camp :

a) A camp in rural community of M.S.W. I semester students shall be orgnaized for 5 days, during second semester. It is compulsory activity.

b) A rural camp incharge shall design the activities, to be conducted, in accordance with the theme selected, in consultation with principal and faculties.

c) The students shall submit a report of various activity conducted and rural participation in it. A sort of self assessment by each student shall be reflected in reports.

d) In unusual situations, extension activity shall be organized, in place of rural camp.

e) If a student fails to attend this activity on genuine ground with due permission of the principle she/he shall be given the assignments in the form of field based research or extension activity.

**7.5.3 Assessment Criteria of Rural Camp :**

| | |
|---|---|
| A. Understanding the rural society – | 08 |
| B. Understanding of social work intervention – | 07 |
| C. Skills acquired – | 10 |
| **Total** | **25** |

**7.6    Study Tour :**

A study tour either urban or rural shall be organized to provide an apportunity, to study and appreciate innovative efforts by individuals and groups towards meeting people's core needs and initiate development.

**7.6.1 Learing Objectives :**

a) To understand the nature and scope of developmental services in emerging social realities.

b) To understand the role of social work and other desciplines in relation the service development programmes.

c) To develop responsibility sense towards self and profession, through group living and inter personal relationships.

d) To acquire skills in planning, organization and evaluation of the study tour and coping skills in unusual situations, with cooperation and coordination.

**7.6.2 Conduct of Study Tour :**

a) Study Tour of M.S.W. IVth semester students shall be organized for 5 days during IVth semester to the innovative social work projects, to meet the above learning objectives.

b) The agency visits shall be based on the elective courses chosen by the students.

c) The students shall prepare the reports, on the agency visits and submit it to the incharge.

d) In unusual situation, extension activity shall be organized in place of study tour.

**7.6.3 Assessment Criteria of Study Tour :**

| | |
|---|---|
| A) Understanding about the project – | 10 Marks |
| (aims programmes, target groups finding intervention strategy) | |
| B) Professional Development – | 08 Marks |
| (Punctuality, time management, responsible behavior discipline) | |
| C) Skills Achieved – | 07 Marks |
| (Coping skills, co-operation, co-ordination) | |
| **Total** | **25 Marks** |

**7.7   Field Work Presentation :**

A summary report of concurrent field work comprises of the activities undertaken, role performance in accordance with the field work syllabus to meet the objectives of concurrent field work, is prepared and presented under this activity.

### 7.7.1 Learning Objectives :

a) To develop an understanding about the field.

b) To develop an ability to relate theory into practice.

c) To develop an insight about role performance of the learner in terms of knowledge, attitude and skills achieved.

### 7.7.2 Conduct of Field Work Presentation :

a) The students are allotted among the teaching faculties for the conduct and assessment of field work presentation by in-charge faculty.

b) At the end of IVth semester, a student shall present a summery of activies conducted during his / her concurrent field work presentation.

c) This presentation focuses upon the work done by the student to transform the theory into practice and issues confronted.

d) The presentation shall reveal the professional achievements of students in terms of knowledge, attitude and skills.

e) The learner shall also throw light on the unachieved field work tasks with justification.

### 7.7.3 Assessment of Field Work Presentation :

The assessment of field work presentation shall be done on the basis of content and presentation skills. The distribution of marks shall be as follows :

| | | |
|---|---|---|
| A) | Understanding about the field – | 07 Marks |
| B) | Understanding about the role as a – professional social worker | 08 Marks |
| C) | Knowledge and skills acquired – | 10 Marks |
| | **Total** | **25 Marks** |

## 8   Viva-Voce Examination :

8.1   Semester end practical examinations as Viva-voce will be of 50 marks each. Students will be examined by one external (out of 25 marks) and one internal examiner (out of 25 marks).

8.2   At the end of I$^{st}$ and III$^{rd}$ semester the viva-voce on orientation visits and concurrent fieldwork shall be conducted by internal and external examiner, to assess the performance on knowledge and skill basis.

8.3   At the end of II$^{nd}$ and IV$^{th}$ semester a viva-voce examination shall be conducted by external examiner appointed by the University along with internal examiner, based on social work practicum.

**9**      **Research Project :**

Every student shall complete a research project, commencing at the III$^{rd}$ semester and ending at the IV$^{th}$ semester.

**9.1**    **Learning objectives :**

a) To provide a learning opportunity to students for the systematic study of social phenamenon / social work phenanenon.

b) To develop knowledge and skills for practicing research methodology.

c) To acquire data analysis and research report writing skills.

**9.2**    **Conduct of Research Project :**

9.2.1      Every student is required to select a topic for research related to the social problems and areas of social work at the beginning of III$^{rd}$ semester and follow the scientific process and methods of social work research or social research.

9.2.2      For this activity, students shall be as far as possible equally allotted amongst all teachers. While making these allotments care should be taken to avoid repetition of allotments in respect of major activities of social work practicum, by the in-charge faculty.

9.2.3      The research project shall consist of –
i) Introduction to the topic ii) Review of Literature iii) Research Methodology iv) Presentation and analysis of data v) Findings

and conclusions, suggessions vi) Bibliography.

9.2.4     At the end of IVth semester, the research project shall be submitted in 2 copies, one copy of project signed by the principal shall be returned to the students before the schedule of external assessment and viva-voce examination.

9.2.5     The in-charge faculty of research project shall prepare a time frame for the various tasks to be completed while conducting the research and display it for the information of faculty and students.

9.2.6     Departmental committee / college committee shall decide the margin of marks to be deducted in case of late performance by the student in each research tasks expected to be completed in prescribed dates by the student.

9.2.7     In case the student does not perform for research project in regular time schedule, she/ he shall be allowed to complete the research project within forth coming academic year.

## 10.   Block Placement (Vocational Training) :

10.1  Candidate shall be required to complete one month's Block Placement within 40 days after examinations of IVth semester and produce a report of work done certified by the concerned organization. It carries 6 credits.

10.2  This shall be non graded activity. Necessary guidance will be provided to the students for this purpose.

10.3 Results of M.S.W. IVth semester shall not be declared unless the certified report of Block Placement is produced by the student.

**11    Registration for Examinations :**

To be eligible to appear for M.S.W. examination, the candidate must have fulfilled 75% classroom attendance in each core and elective course and 90% attendance in social work practicum. However student having 65% class attendance and 80% Social Work Practicum attendance with medical certificate may apply to the HOD/Principal for condonation of attendance.

**12    Evaluation Method :**

The evaluation of each of the components of M.S.W. Course i.e. Theory Course (TC), Social Work Practicum (SWP) and Research Project (RP) shall be done internally and externally. The details of each of the component shall be as follows :

**12.1  Theory Course :**

As per Circular No. Acad/SU/CBCGS/College P.G. level/14/2015 dated on 20-06-15.

## 12.2 Evaluation of Social Work Practicum :

### I$^{st}$ Semester

| Components | Marks |
|---|---|
| 1) Orientation Visits (Orientation session, Reflection session) | 25 Marks |
| Concurrent Field work practice-I (CFW)- 40 Marks (Orientatin session) Individual & Group conference - 10 marks | 50 Marks |
| 2) Viva by External and Internal Examiner (OV&CFW) | 50 Marks |
| Total | **75 Marks Internal 50 Marks External & Internal Total 125 Marks** |

### II$^{nd}$ Semester

| Components | Marks |
|---|---|
| 1) Concurrent Field Work Practice-II (CFW)- 40 Marks (Orientatin session) Individual & Group conference - 10 marks | 50 Marks |
| 2) Communication Skill Exercise | 25 Marks |
| 3) Rural Camp / Extension Work | 25 Marks |
| 4) Viva-Voce (External and Internal) | 50 Marks |
| Total | **100 Marks Internal 50 Marks External & Internal Total 150 Marks** |

### III$^{rd}$ Semester

| Components | Marks |
|---|---|
| 1) Orientation Visits (Orientation session, Reflection session) | 25 Marks |
| 2) Concurrent Field Work Practice-III (CFW)- 40 Marks (Orientatin session) Individual & Group conference - 10 marks | 50 Marks |
| 3) Viva by External and Internal Examiner (OV&CFW) | 50 Marks |
| Total | **75 Marks Internal 50 Marks External & Internal Total 125 Marks** |

# IV<sup>th</sup> Semester

| Components | Marks |
|---|---|
| 1) Research based Field Work Practice-IV (RFW)- 40 Marks<br>(Orientation session)<br>Individual & Group conference - 10 marks | 50 Marks |
| 2) Study Tour / Extension Work | 25 Marks |
| 3) Field Work Presentation | 25 Marks |
| 4) External and Internal Viva-Voce | 50 Marks |
| **Total**<br>**Grand Total of Marks of Social Work**<br>**I – II – III & IV** | **Total 150 Marks**<br>**(550 Marks)** |

## 12.3 Evaluation of Research Project :

12.3.1    The Research project shall carry in all 150 marks having internal assessment for 100 marks. 50 marks of internal assessment shall be done at the end of III<sup>rd</sup> semester, on the basis of selection of topic, research design, review of literature and preparation of tool of data collection and remaining 50 marks for internal assessment shall be allotted to data collection, data processing, tabulation and analysis and report writing at the end of IV<sup>th</sup> semester.

12.3.2.   A viva-voce of 50 marks shall be conducted by external examiner panel of university.

## III$^{rd}$ Semester

| Research Project Internal Assessment Heads RP - I | Marks |
|---|---|
| 1) Selection of Topic | 10 Marks |
| 2) Preparation of Research Design | 15 Marks |
| 3) Review of Literature | 10 Marks |
| 4) Preparation of Tool of Data Collection | 15 Marks |
| **Total** | **50 Marks** |

## IV$^{th}$ Semester

| Research Project Internal Assessment Heads RP - II | Marks |
|---|---|
| 1) Data Collection | 10 Marks |
| 2) Data Processing | 10 Marks |
| 3) Tabulation and Analysis | 10 Marks |
| .4) Report Writing | 20 Marks |
| **Total** | **50 Marks** |

## 13   Proforma

In order to have 100 percent impartial and transparent evaluation at different levels of MSW Course the given formats for evaluation of each components of social work practicum and research project are to be used.

**14    Learning Supportive Activity (LSA) :**

It comprises of seminars, outreach activities, presentations, fieldwork assignments, case study presentation, research outline, issue based seminar, surprise test etc. The LSA in-charge shall design the activities of Ist to IVth semester considering the course content of the semesters. The students are allotted among the teaching faculties for the conduct and assessment of such activities. The record of LSA activity of such allotted students is mandetary. The in-charge teacher shall decide the LSA activity and maintain the record.

The total Marks of LSA from Ist to IVth semester = 80 Marks.

($I^{st}$ Sem. – 10 Marks, $II^{nd}$ Sem. – 20 Marks, $III^{rd}$ Sem. – 30 Marks, $IV^{th}$ sem. – 20 Marks = 80 Marks.)

**15    Rules of Passing :**

15.1    To pass in Social Work Practicum, Research Project, Research Project Viva and Social Work Practicum Viva, the student must obtain B fair grade in each head.

15.2    For passing in social work practicum a candidate must obtain minimum 50% marks.

15.3    Students failing in Social Work Practicum, short of five, shall be considered eligible for the benefit of maximum five grace marks internally, by the H.O.D. / principal.

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15.4 If the student has not scored 50 percent marks, to pass in social work practicum he/she shall be given the last opportunity to compensate for the loss upto 10 marks by fulfilling the work assignment before end of the term.

15.5 The students to pass in Social Work Practicum must attend and perform all components of social work practicum and secure 50 percent marks. In case any student who fails to perform the minor activity such as orientation visit, rural camp, study tour and communication skill exersice, due to inevitable and bonafied grounds, such students shall be given an opportunity to perform the activity or will be assigned the work in the same semester. The fieldwork coordinator in consultation with principal will decide the assignment of such student.

15.6 A candidate failing in concurrent field work at any semester of M.S.W. course i.e. Ist to IVth shall be given an opportunity to conduct the prescribed no. of field visits of that semesters immediate after theory examination or before the commencement of concurrent field work of successive semester.

**16 Theory Concent : Sem I - Sem IV :**

## SEM-I

### Core Courses (Compulsory Subjects)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 1 | 101 DSWP | Development of Social Work Profession | 03 | 80 | 20 |
| 2 | 102 WWI | Working With Individuals | 03 | 80 | 20 |
| 3 | 103WWG | Working With Groups | 03 | 80 | 20 |
| 4 | 104 HDB | Human Development and Behavior | 03 | 80 | 20 |
| 5 | 105 BSS | Basic Social Sciences | 03 | 80 | 20 |

### Elective Courses (Any One)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 6 | 106 FCW | Family and Child Welfare | 03 | 80 | 20 |
| 7 | 107 YD | Youth Development | 03 | 80 | 20 |
| 8 | 108 SWWA | Social Work With Aged | 03 | 80 | 20 |
| 9 | 109 CISW | Contemporary Ideologies and Social Work | 03 | 80 | 20 |

### Social Work Practicum (Compulsory)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 10 | 110 SWP-I | Social Work Practicum-I | 06 | - | 75 |
| 11 | 111 SWPVV-I | Social Work Practicum :Viva-Voce Examination-I | - | 25 ( External) | 25 ( Internal) |
| 12 | 112 LSA-I | Learning Supporting Activity-I (Case presentation/ Book review / Seminar) | 01 | - | 10 |

**Total Credits = 25**          **Total Marks =735**

**Course Title** : **Development of Social Work Profession**

**Course Code** : **101 DSWP (Core Course)**

**Level** : **Pg. I, Semester I**

**Learning Objectives :**

a) To develop an understanding about the concepts of social work and related terms.

b) To develop an understanding of history and philosophy of professional social work.

c) To understand the approaches for social work practice.

d) To understand the contribution of social movements in social work practice in India.

e) To understand the values and code of ethics in social work practice.

**Unit – I Social Work :**

- Meaning and definition of social work.
- Scope and functions of social work.
- Objectives, Goals and process of social work.
- Approaches in social work.
- Role of social worker.

## Unit – II  Concepts in Social Work Practice :

- Social work and its various forms e.g. Charity to sustainable development.
- Social services.
- Social welfare.
- Social security.
- Social development.
- Voluntary social work.
- Social defense.
- Social movement.
- Social reform.
- Empowerment.
- Sustainable development.

## Unit – III  Social Movements and Development Perspective :

- Dalit movements.
- Tribal movements.
- Peasant movements.
- Working class movements.
- Women's liberalization movements.
- Environment and ecological movements.

## Unit – IV Social Work as a Profession :

- Definition and characteristics of professional social work.
- Principles and philosophy of professional social work.
- Skills and techniques of professional social work.

- Present status of professional social work and challenges ahead.

## Unit – V Indian History of Social Work Profession :

- History of social work in India.
- Beginning of social work education in India.
- Approaches to professional social work - Welfare approach, Remedial and therapeutic approach, Social development approach and conflict oriented approach.

## Unit – VI Values and Ethics of Professional Social Work :

- Code of professional ethics and values.
- Ethical responsibilities.
- Spirituality and social work.

## Learning Outcomes :

- The learner will be able to understand the concept of professional social work.
- The learner will understand the evolution of professional social work through various stages.
- The learner will be able to practice professional ethics of social work.
- The knowledge base of professional social work will be developed among learners.

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**Course Title** : **Working With Individuals**

**Course Code** : **102 WWI (Core Course)**

**Level** : **Pg. I, Semester I**

Learning Objectives :

a) To understand case work method and its contribution to social work practice.

b) To understand the values and principles of working with individuals.

c) To understand the developmental and preventive goals in working with individuals.

d) To develop ability of establishing and sustaining a working relationship with client system.

e) To develop appropriate skills and attitudes to practice working with individuals.

## Unit – I Social Case Work :

- Concept and definitions of social case work.
- Introduction of case work as methods of social work.
- History of case work : India, UK and USA.
- Components of case work (Perlman Models).
- Person – Client, Significant other and collaterals.
- Problem- Need, Impaired social functioning.
- Place- Agency objectives, Functions, Policies and resources.
- Process- Case work intervention.

- Professional social worker as a mediator of intervention.

## Unit – II Values and Principles of Social Case Work :

- Values of social case work.
- Principles of social case work.

## Unit – III Theories and Approaches :

- Psycho-social approach, Functional approach, Problem solving approach, Crises theory.
- Family intervention, Behavioral modification, Transaction analysis and holistic approach.

## Unit – IV Tools and Techniques of Case Work :

- Case work tools - Interview, Home visit and rapport building.
- Recording tool - Nature, Types, Purpose and principles of recording.
- Techniques- Supportive, Resource enhancement and counselling.

## Unit – V The Process of Intervention with Client :

- Client
- Study – Case study and mapping relations ecomap of  Genogram
- Continuous assessment and analysis.
- Psycho-Social diagnosis.
- Intervention plan.
- Terminator.
- Follow-up.

**Unit – VI Role of Social Worker :**

- Role of social worker- Enabler, Facilitator, Mediator, Therapist, Resource mobilizer and guide.
- Skills and qualities required for casework practice.

**Learning Outcomes :**

a) The learner will be able to handle the cases.

b) The analytical ability among the learner will be developed.

c) The learner will understand the problem solving process for individuals.

d) The foundation for developing client worker relationship is build up through this method.

e) It helps to develop professional attitude among learners.

## RECOMMENDED READINGS

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* * *

Course Title    :    **Working With Group**

Course Code   :    **103 WWG (Core Course)**

Level            :    **Pg. I, Semester I**

**Learning Objectives :**

a) To understand place of group work in social work intervention.

b) To understand the group process and group dynamics in group work practice.

c) To develop Skills to work with different stages and record the process.

d) To understand applicability of group work and group processes in different settings.

e) To understand the recording and evaluation process in social group work method.

## Unit – I Understanding Group Work :

- Definition and objectives of group work.
- Characteristics of group work.
- Principles of group work.
- Historical development of group work.
- Group work as a method.

## Unit – II Theories and Models of Group Work :

- Goals and values of group work.
- Theories applicable to group work practice.

- Models in group work practice.

## Unit – III Group Process and Group Dynamics :

- Basic group processes - Meaning and its role in intervention.
- Tuckman's group formation process.
- Group dynamics- Meaning and significance of dynamics, Group dynamics- An interdisciplinary field.
- Leadership- Concepts and qualities.
- Group decision making and problem solving approach.

## Unit – IV Types of Groups :

- Types of groups.
- Types of membership.
- Time duration.
- Analysis of group process.

## Unit – V Group Development :

- Stages of group development.
- Techniques and skills in group work.
- Communication- Concepts, Definition, Process and barriers.
- Recording in group work- Importance, types and principles.
- Evaluation of social group work.

## Unit – VI Role of Group Worker in Different Setting :

- Group worker- Role and functions.
- Group work practice in different agencies.
- a) Community setting, b) Medical psychiatric setting, c) De-addiction centers, d) Correctional institutions, e) Schools, f) Industries, g) Institutions working for special groups and h) Aged homes.

## Learning Outcomes :

a) The learner will acquire the ability to handle the groups.

b) The learner will understand to practice group work in different settings.

c) The learner will understand the group as a tool for individual development.

## RECOMMENDED READINGS

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* * *

**Course Title  :  Human Development and Behavior**

**Course Code  :  104 HDB (Core Course)**

**Level  :  Pg. I, Semester I**

## Learning Objectives :

- To understand the process of human development and factors affecting on it.
- To understand factors influencing human behavior.
- To acquire the knowledge of psychological processes in development of behavior.

## Unit – I Life Span Human Development :

- Concept of human growth and development.
- Principles of human development.
- Stages of human development - Conception to old age.

## Unit – II Deferminants of Human Development :

- Heredity - Concept and its role in human development.
- Environment - Concept and influence of social, Physical and family environment on human development.
- Self.

### Unit – III Theories of Human Development :

- Freud's Psychosocial Theory.
- Erikson's Psychosocial Theory.
- Piaget's Theory of Cognitive Development.

### Unit – IV Psychological Bases and Processes in Behavior :

- Needs, Motives, Emotions.
- Perceptions.
- Learning and intelligence.
- Motivation.

### Unit – V Adjustment and Maladjustment :

- Concept and factors.
- Stress and frustration : Its types, Factors responsible for it.
- Coping with stress and crises; Use of internal and external resources in coping.
- Conflicts and coping mechanism.
- Ego defence mechanism.

### Unit – VI Social Bases of Behavior :

- Social perception - Attitude, Prejudices, Biases, Stereotyping.
- Individuals in groups - Group norms, Group confirmity vs deviation, development of leadership.
- Propoganda, public opinion, collective behavior.

**Learning Outcomes :**

a) The learner will understand the significance of stages of human development in human life cycle.

b) The learner will acquire the knowledge about the influencing factors of human behavior.

c) The learner will understand the psychological bases for development.

d) The learner will be able to adopt the ways to resolve the conflicts.

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| | | |
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**Course Title** : **Basic Social Sciences**

**Course Code** : **105 BSS (Foundation Course)**

**Level** : **Pg. I, Semester I**

**Learning Objective :**

a) To understand the concepts of social sciences and related terms.

b) To understand the Indian society and relevance of social work practice in it.

c) To develop the understanding of economic and development model of social sciences.

d) To understand political science, Population and environment.

e) To understand the significance of anthropology in social work practice.

## Unit – I The Meaning and Scope of Sociology :

- Meaning, Scope and significance of sociology.

- Society and culture : Society as a system of relationship.

- Social structure : Meaning, Status and roles.

- Indian society : The concept of unity and diversity.

- Social stratification in India : Meaning caste, Class, Division.

- Socialization meaning, Process of socialization, Agencies of socialization, Social mobility.

## Unit – II Basic Concepts in Economics and Developmental Model :

- Characteristics of development, Under developed countries.

- Natural resources and poverty.

- Globalization.
- Welfare state.
- Role of international financial institution.
- Human development index.
- Models of development- Capitalistic, Socialistic, Mixed economy and welfare state.
- Types of sectors- Public sector, private sector.

## Unit – III Meaning of Political Science and Politics :

- Liberty, Equality and social justice.
- Social ideas of Indian constitution.
- Fundamental rights.
- Human rights.
- Political factors for social development.
- Political socialization.

## Unit – IV Population and Environment :

- Population, Determinants of growth, Global concerns.
- Concept of environment, Dimensions of environment.
- Natural environmental problem and causes- Imbalance pollution (Air, Water, Land, and Noises), Population growth, Forest cutting, Wild life.
- Role of central and state government to solve environmental problems.

## Unit – V Anthropology :

- Historical development of anthropology.
- Objective and scope of anthropology.
- Anthropology and social work.

## Learning Outcomes :

a) The learner will understand the relationship of social work with other social sciences.

b) The learner will understand the importance of interdisciplinary approach to understand the social situations.

c) Learner will be able to understand the linkages of emerging concepts in social sciences to social work practice.

# RECOMMENDED READINGS

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Course Title    :    **Family and Child Welfare**

Course Code   :    **106 FCW (Elective Course)**

Level            :    Pg. I, Semester I

## Learning Objectives :

a) To understand family as a institution.

b) To understand alternate family, marriage patterns and structure.

c) To understand interventions required for families in difficult situation.

d) To understand the situation of children in India.

e) To gain the information about programmes and  services for child welfare.

## Unit I – Family As a Social Institution :

- Concept of family.

- Types of family.

- Functions of family.

- Family dynamics power, myth, role and patriarchy of family.

- Concept of marriage.

- Review of changing situations in marriages and marital relationship.

## Unit II – Alternate Family and Marriage Patterns and Structure :

- Changing nature of family.
- Dual earner / career families.
- Single parent families.
- Re-constituted families.
- Child less families.
- Live-in-relationship.

## Unit III – Family Issues and Intervention :

- Family violence and abuse.
- Desertion, seperation and divorce.
- Family centered social work.
- Family programmes.
- Family life education.

## Unit IV – Situations of Children in India :

- Demographic characteristics.
- Needs and problem of children in India.
- Special need children : Characteristics and problems.
- Programmes for special need children.

## Unit V – Categories of Children and Their Problems :

- Children in need of care and protection.
- Children in conflict with law.
- Child labour.
- Street children.

- HIV-AIDS affected children.
- Trafficking and abused children.

**Unit VI – Child Welfare Programme and Services :**

- Institutional services for children. Juvenile homes, Special home.
- Adoption, Foster care and sponsorship, Non institutional services.
- Family strengthing programmes –
- ICDS Child guidance clinic.
- Creches.
- Child line.
- Rehabilitation.

**Learning Outcomes :**

a) The learner will be able to understand the family dynamics, so as to analyse the family conflicts.

b) The learner will be able to identify the areas of family intervention.

c) The learner will understand the various programmes for family intervention and their role in handling the problems of alternate families.

d) The learner will understand the various issues of children and special need children to be addressed.

e) The learner will develop the base for the practice of child welfare, by way of understanding the various programmes and services for child welfare.

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**Course Title** : **Youth and Development**

**Course Code** : **107 YD (Elective Course)**

**Level** : **Pg. I, Semester I**

Learning Objectives :

a) To understand the needs and problems of youth.

b) To understand the challenges before youth.

c) To understand the policies and programmes for youth development.

## Unit I – Situational Analysis of Youth :

- Concept, Definition and characteristics of youth.
- Demographic profile of youth in India.
- Youth in various category – gender, student, non-student (characteristics, situational analysis).
- Youth in various groups – caste, class, religion (characteristics, situational analysis).

## Unit II – Needs of Youth :

- Psycho-social.
- Health.
- Education.
- Employment.

## Unit III – Problems Among Youth :

- Compitition.
- Unemployment.
- Maladjustment.
- Addiction.
- Violence.
- Sexuality.
- High risk behavior.

## Unit IV – Issues and Challenges :

- Employability.
- Identity crises
- Value crises.
- Unrest.
- Challenges before urban and rural youth.

## Unit V – Youth in Various Sector :

- Youth and agriculture.
- Youth and service sector.
- Youth and industry.
- Youth and entrepreneurship.

**Unit VI – National Policy and Programmes :**

- Govt. schemes and programmes for youth welfare.
- Youth counselling – Carrier counseling, Pre-marriage counselling, Marriage counselling.

**Learning Outcomes :**

a) The learner will be able to understand the problems of youth and way to handle it.

b) The learner will be able to face the challenges of youth.

c) The learner will develop an perspective for prevention of risk factors.

# RECOMMENDED READINGS

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Course Title    :    Social Work With Aged

Course Code    :    108 SWWA (Elective Course)

Level    :    Pg. I, Semester I

Learning Objectives :

a) To develop an understanding about physical, mental socio-economic aspects of aged and their emerging needs.

b) To develop an perspective about the psychology of aged.

c) To understand and analyse the policies and laws for older persons.

d) To study the intervention programmes for welfare of aged.

Unit I – Ageing :

- Concept of ageing.
- Process of ageing.
- Demogaphy of ageing.
- Concept of gerentology.

Unit II – Aged and Family :

- Roles, power and status of older persons in family.
- Emerging issues and trends among aged.
- Adjustment and maladjustment with new generation.
- Issues of division of property, housing and social security.

## Unit III – Needs of Older Persons :

- Physical needs.
- Psychological needs.
- Economic needs.
- Need with regard to health.
- Engagement in leisure time activity.

## Unit IV – Problems of Aged :

- Major and minor common health problems.
- Disabilities.
- Mental health.
- Emotional problem.
- Depression.
- Anxiety.
- Abuse and violence of aged.

## Unit V – Psychology of Ageing :

- Impact of ageing on psychological functions.
- a) Memory.
- b) Intelligence.
- c) Coping ability.
- d) Personality.

## Unit VI – Policy, Legislation, Programmes and Schemes :

- National policy for older persons.
- Maintenance and welfare of parents and Senior Citizen Act 2007.
- Institutional care and non-institutional services.
- Raising family and community awareness about ageing and death.

## Learning Outcomes :

a) The learner will be able to relate the problems of aged in the family.

b) Learner will develop the empathy towards aged.

c) Learner will be able to apply intervention strategies for wellbeing of aged.

## RECOMMENDED READINGS

1.  Chowdari, D. P. (1992)   Aging and the Aged, New Delhi, Inter India Publications.

2.  Dandekar, K. (1996)   The Elderly in India, New Delhi : Sage Publications.

3.  Desai, M. and Siva Raju (2000)   Gerontological Social Work in India : Some Issues and Perspectives, Delhi : B. R. Publishers.

4.  Desai, K. G. (1982)   Ageing in India, Bombay TISS Series 52.

5.  Devi S.D. and Bagga A., (2006)   Ageing in Women, Mihal Publication, New Delhi.

6.  Gokhale S.D., (2006)   Elder Abuse, The South Asian Context, International Longevity Centre, India.

7.  Gokhale S.D., (2002)   Ageing in Search of its identity, Aameya Publishers.

8.  Gokhale S.D., and Ramamurthi P.V. (2004)   Ageing in India, Somaiya Publications Pvt. Ltd.

9.  Gore, M. S. (1992)   Ageing and the Future of the Human Being, The Indian Journal of Social Work, 53 (2), 210-219.

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11. John W.,  Rowe M.D.,  Successful Ageing, Simultaneously in Candam,
    & R.L. Kahn (1999)  March.

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    (1997)  Inter India Publishers.

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    (2008)  Delhi : B. R. Publishing.

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    (1983)  The MacMillan Press Ltd.

15. Modi Ishwar,  Ageing Human Development,
    (2001)  Rawat Publications.

16. Natarajan (2008)  Ageing Beautifully, Ssakthi Pathipagam.

17. Pathak, J. D.  Out Elderly – Some Effects of aging in Indian
    (Subjects, Bombay, Medical Research Centre, Bombay Hospital Trust.

18. R.N. Pati & B. Jena,  Aged in India,
    (1989)  'Socio-Demographic Dimensions',
    Ashish Publishing House, New Delhi.

19. S. Irudaya Rajan,  India's Elderly, Burden or Challenge?
    U.S. Mishra &  Saga Publication, New Delhi.
    P. Sankara Sarms

20. Timoner V.  Ageing Societies, Tata Mcgraw Hill
    Company Limited.

21. Tandon S.L.          Senior Citizens Perspective for the
                         New Millennium, Reliance Publishing House.

22. World Assembly       International Plan of Action on Aging,
    on Aging (1982)      Viennna.

- **JOURNALS :**

Research and Development Journal.

Ageing and Society.

Indian Journal of Gerontology.

Journal of Elder Abuse and Neglect.

Journal of Gerontological Social Work.

\* \* \*

Course Title    :    **Contemporary Ideologies and Social Work**

Course Code    :    **108 CISW (Elective Course)**

Level    :    **Pg. I, Semester I**

## Learning Objectives :

a)    Gain information about contemporary ideologies of social work and social change.

b)    To understand values of social work and apply it in practice.

## Unit I – Introduction :

- Public private partnership for development.
- Neoliberalism and globalization.
- Post modernism.
- Feminism.
- Resurgence of civil society.
- Multiculturalism.

## Unit II – Ideologies for Social Change :

- Ideology of sustainable and people centered development.
- Ideology of action group and social movements.
- Ideology of non-govt. organizations.

## Unit III – Social Change Concept and Theories :

- Meaning of social change.

- Areas of social change.

- Social change, Social transformation and social development.

- Theories of social change.

## Unit IV – Contemporary Ideologies of Social Work Progession :

- Marginalization of vulnerable groups and limitations of professional social work.

- Emerging ideologies of professional social work.

- Social work values.

## Unit V – Social Work in Different Countries :

- Contemporary social work ideologies in different countries.

- Goals, Values, Functions, Roles and process of social work.

- Personal attributes of a social worker.

## Unit VI – Social Work Ethics :

- Concept and philosophy of ethics.

- Ethical responsibilities in social work.

- Ethical decision making and dilemmas in macro and micro social work practice.

## Learning Outcomes :

a) The learner will be able to develop the relevance of social work in changing society.

b) The learner will be able to understand the emerging ideologies of professional social work.

## RECOMMENDED READINGS

1. Banks, S. (1995)    Ethics and Values in Social Work : Practical Social Work Series, London : Macmillan Press Ltd.

2. Bardon, D. Zen (1976)    In the Art of Helping, London : Routledge And Kegan Paul.

3. Borgatta, E.F. (1992)    Encyclopedia of Sociology, New York : MacMillan.

4. Congress, E.P. (1998)    Social Work Values and Ethics, Chaicago : Nelson-Hall Publishers.

5. Desai, M. (2000)    Curriculum Development on History of Ideologies for Social Change and Social Work, Mumbai : Social Work Education and Practice Cell.

6. Encyclopedia of Social Encyclopedia of Social Work. Silver Spring, Maryland : National Association of Social Workers... 1987.

7. Encyclopedia of Social Work in India, New Delhi : Ministry of Welfare... 1987.

8. Kothari, S. and Sethi, H. (Eds.) (1991)    Rethinking Human Rights, New Delhi : Lokayan.

9. Pereira, W. (1997)    Inhuman Rights : The Western System and Global Human Rights Ause, Mapusa, Goa : The Other India Press.

10. Reamer, F.G. (1995)    Social Work Values and Ethics, New York : Columbia University Press.

11. Tata Institute of Social Sciences Social Work Educators Forum (TISSSWEF) Declaration of Ethics for Professional Social Workers, The Indian Journal of Social Work, 58 (2), 355-341. 1997

12. United Nations Human Rights : Teaching and Learning about Human Rights. UN : New York (1992).

**JOURNALS :**

- Economic and political Weekly, Humanscape, The Indian Journal of Social Work, Lokayan Bulletin and Vikalp.

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# SEM-II

## Core Courses (Compulsory Subjects)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 1 | 201 WWC | Working With Communities | 03 | 80 | 20 |
| 2 | 202 AWDS | Administration of Welfare and Developmental Services | 03 | 80 | 20 |
| 3 | 203 SWR | Social Work Research | 03 | 80 | 20 |

## Elective Courses (Any Two)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 4 | 204 PDCSWI | Problems of Differently Challenged and Social Work Intervention | 03 | 80 | 20 |
| 5 | 205 WD | Women and Development | 03 | 80 | 20 |
| 6 | 206 WDWS | Welfare and Development of Weaker Sections | 03 | 80 | 20 |
| 7 | 207 CCA | Crime and Correctional Administration | 03 | 80 | 20 |
| 8 | 208 CSWP | Communication for Social Work Practice | 06 | 80 | 20 |

## Social Work Practicum (Compulsory)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 9 | 209 SWP-II | Social Work Practicum-II | 07 | - | 100 |
| 10 | 210 SWPVV-II | Social Work Practicum: Viva Voce Examination-II | - | 25 (External) | 25 (Internal) |
| 11 | 211 LSA - II | Learning Supportive Activity-II (Base Line Survey / PRA / Practical Assignment) | 01 | - | 20 |

Total Credits = 23          Total Marks = 670

Course Title     :     **Working With Community**

Course Code     :     **201 WWC (Core Course)**

Level     :     **Pg. I, Semester II**

**Learning Objectives :**

a) To understand the elements of community organization process.

b) To enhance understanding of the models and strategies for community organization.

c) To develop conducive attitude for participatory activities with civil society.

**Unit I - Community Organization :**

- Concept, Structure and functions of community.
- Concept of community organization.
- Development of community organization as a method.
- Principles of community organization.

**Unit II - Process and Approaches in Community Organization :**

- Community organization process. (Steps)
- Approaches - Directive and non-Directive, External agent and internal resource.
- Issues in community organization : Class, Caste and gender

**Unit III - Models and Strategies of Community Organization :**

- Models : Locality development model, Social planning model, Social action model.
- Strategies : Public interest litigation, Protests and demonstrations, Dealing with authorities, Public relation, Planning, Monitoring and evaluation.

## Unit IV - Community Organization Techniques :

- Participatory Learning Appraisal (PLA).
- Capacity building of community level institutions and marginalized groups.
- Skills required in community organization practice - Problem analysis, Committee formation, Organization of meetings, Conflict resolution, Recording and resource mobilization, Networking and training.

## Unit V - Social Action :

- Meaning and definitions, Weberion concept of social action.
- Social action: Its philosophy and objectives.
- Evolution of social action as a method of social work.

## Unit VI - Social Action and Social Change :

- Meaning and nature of social change.
- Social action as means of social change.
- Issues dealt with the help of social action : Protection of human rights, Atrocities on women and child abuse.
- Strategies of social action : Unionization, Advocacy, Pressure groups.
- Concept of power, Power structure.

## Learning Outcomes :

a) Learner will be able to understand the various issues and their linkages in the society.

b) Learner will be able to gain knowledge of intervention skills, strategies to be adopted to handle the social issues.

c) Learner will be able to organize the community to address the community issues.

# RECOMMENDED READINGS

1. Arora, R. K. (Ed) (1979)    People's participation in development process, Essays in honor of B.Mehta, Jaipur:Hcm state institute of public administration.

2. Batten,T.R.(1962)    The Non-Directive Approach in Group and Community Work, London, Oxford University press.

3. Brager,G. & Specht, H.(1969)    Community Organization, New York, Columbia University Press.

4. Batten,T.R. (1965)    The Human Factor in Community Work , London, Oxford University Press.

5. Dandavate, M. (1977)    Marx and Gandhi,Bombay, Popular Prakashan Pvt. Ltd.

6. Gangrade, K.D.(1971)    Community Organization in India, Bombay, Popular Prakashan.

7. Mayo, H&.Jones, D. (1974)    Community Work, London, Routledge and Kegan Paul.

8. Murphy, C.G. (1954)    Community Organization Practice, Boston, Houghton Miffin Company.

9. Patnaik,U. &Digwabet, M. (1985)    Chains of Servitude Bondage and Slavery in India,Madras, Sangam Books PVT Ltd.

10. Polson and Sanderson (1979)    Rural Community Organization, New York, John Wily & Sons.

11. Ramchandra, R. G.(1974) ,    Functions and Dysfunctions of Social Conflict, Bomaby, Popular Prakashan.

12. Ross, M. G.(1955) ,    Community Organization ;Theory, Principles and Practice, New York, Harper and Row.

13. Ross, M. G.(1955) ,    Community Organization ;Theory, Principles and Practice, New York, Harper and Row.

14. Sussman, M.B. (1959),    Community Structure & Analysis, New York, Thomas Y. Crowell Company.

15. Twelvetrees, A. (1982),    Community Work, London, Macmillan Press Ltd.

16. Volken,H.et.al. (1982) ,    Learning from the Rural Poor: Shared experiences of the Mobile Orientation and training team, New Delhi, Indian Social Institute.

| 17. Warren, R.L. (1965) , | Studying Your Community ,New York, Free Press. |
| 18. Weil, M. (Ed.) (1996) , | Community Practice: New York , Conceptual Models, The Haworth Press Inc. |
| 19. Zaltman, G.and Duncan, R. (1977), | Strategies for Planned Change, New York,Association Press. |

**JOURNALS :**

1. Community development journal an international forum UK Oxford University presses
2. Development and Change Hague Blackwell publishers
3. Social action A quarterly review of social trends and social action trust Delhi
4. Seminar New Delhi
5. Maintenance perspective publication New Delhi
6. Lokayan bulletin New Delhi

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Course Title      :      **Administration of Welfare and Developmental Services**

Course Code      :      **202 AWDS (Core Course)**

Level            :      **Pg. I, Semester II**

**Learning Objectives :**

a) To understand the overall social environment and its impact on the nature, structure and development of organizations in corporate, public and voluntary sectors.

b) To understand administration of welfare and developmental services at different levels.

c) To develop ability to analyze the work practices adopted in different settings.

## Unit I – Administration :

- Meaning, Definitions, Importance, Goals and types of administration.
- Definitions, Scope and functions of social work administration.
- History and philosophy of social welfare administration.
- Principles of social welfare administration.

## Unit II - Social Welfare Administration in India :

- Structure and functions of Central Social Welfare board (CSWB).
- Structure and functions of Department of Social Justice and Empowerment. (State to district level).

## Unit III - Areas of Administration :

- Policy, Planning, Organization, Staffing, Decision making, Communication, Co-ordination, Training, Supervision, Reporting, Budgeting, Fund-raising and Evaluation.

## Unit IV - Human Service Organizations :

- Concept and types.
- Registration under Society's Registration Act 1860, Bombay Public Trust Act 1950.
- Additional functions of the administrator : Resource mobilization, Time management, Creating positive climate in organization and conducting meetings, Maintenance and utilization of administrative records, Conflict resolution.

## Unit V - Programme Development :

- Programme management : Long term, Short term, Documentation.
- Need based project proposal, Nature of resources, Eligibility criteria, Records, Evaluation.
- Impact analysis - Qualitative, Quantitative.

## Learning Outcomes :

a) Learner will be able to understand the various functions of administration of services.

b) Learner will able to acquire the knowledge about the programme development and impact analysis.

c) Learner will gain the knowledge about the functioning of social welfare department and non-government organization.

## RECOMMENDED READINGS

1. Choudhari, D. P. (1983),        Social Welfare Administration, Delhi, Atma Ram and Sons.

2. Connaway, R. S. & Gentry, M.E. (1988),        Social Work Practice, New Jersey, Prentice Hall (Unit-I).

3. Denyer, J.C. (1979),        Office Administration, Plymonth. McDonald and Evana.

4. Devi,R. (1993),        Social Welfare Models,Concepts and Theories, New Delhi , Omega Publication.

5. Goel, S.L. and, Jain R.K. (1998)        Social Welfare Administration, New Delhi, Vol-I, Deep & Deep Publications.

6. Goel, S.L. (1978),        Social Welfare Administration -Organizational Infrastructure, New Delhi, Deep & Deep Publications.

7. Govt. of India -        Evaluation of Social Welfare Programme, Encyclopedia of Social Work-Vol-1,2,3 and 7,9,10.

8. Jagannatham , C. (1978),        Administration and Social Change, New Delhi, Uppal Publishing House.

9. Lauffer, A. (1977),        Understanding your Social Agency, New Delhi, Sage Publications.

10. Neiner,M. (1982) ,        Human Service Management, Illinois, Dorsel Press.

11. Patti, R. (1983),        Social Welfare Administration in India, Eaglewood Cliffs, New Jersey , Prentice Hall.

12. Sachdeva, D.R.(1992-93),        Social Welfare Administration, Allahabad, Kitab Mahal Agencies.

13. Sankaran and Rpdrigues (1983),        Handbook for the Management of Voluntary Organizations, Madras, Alfa Publications.

14. Siddhiqui, H.Y.(Ed.) (1983) ,        Social Welfare Administration, New Jersey, Dynamic Management and Human Relationships.

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**Course Title** : **Social Work Research**

**Course Code** : **203 SWR (Core Course)**

**Level** : **Pg. I, Semester II**

## Learning Objectives :

a) To develop an understanding about scientific enquiry.

b) To understand the research process.

c) To develop the attitude, skills for social work research.

## Unit I - Scientific Research :

- Characteristics of scientific method.
- Social research and social work research.
- Purpose of social work research.
- Approaches of research : Quantitative, Qualitative.

## Unit II - Research Designs and Methods :

- Concept and purpose of research design.
- Types of research designs : Exploratory, Descriptive, Analytical, Experimental, Participatory.
- Methods of social research : Survey, Case study, Content analysis, Existing data analysis, Ethnography.

### Unit III - Research Process :

- Formulation of research problem.
- Concepts and its operationalization, Constructs and variables.
- Significance of review of literature.
- Hypothesis: Meaning, Functions and types, Attributes of sound hypothesis Formulation of hypothesis.
- Preparation of research design.

### Unit IV - Sampling and Data Collection :

- Meaning of sampling and related concepts, Types of sampling.
- Sampling methods: Probability and nonprobability.
- Determining sample size.
- Data collection : Sources of data : Primary and secondary, Tools of data collection.
- Data processing : Editing, Classification, Coding, Tabulation, Graphical presentation.

### Unit V - Data Analysis Techniques :

- Qualitative and Quantitative.
- Various scales and techniques used for measurement of social data.
- Statistics in social research : It's scope and limitations.
- Measures of central tendency : Mean, Mode, Median; Their computation, Their strengths and limitations, Deviation and correlation.

### Unit VI - Research Report :

- Structure of research report.
- Essentials of good report.
- Research proposal - a) Research problem b) Research plan.

**Learning Outcomes :**

a) Learner will gain the basic knowledge of research methodology.

b) Learner will be able to understand the requirement of conducting research.

c) Learner will be able to conduct the survey

# RECOMMENDED READINGS

1.  Ackoff, R.L. (1962),          Scientific Method:Optimizing Applied Research
                                   Design, New York, John Wiley and Sons.

2.  Anderson, J.et.al. (1970),     Thesis and Assignment Writing, New Delhi,
                                   Wiley Easter Limited.

3.  Allen, R. and Earl, B.         Methodology for Social Work Research, New Delhi,
    (2010),                        Cengage Learning India Pvt. Ltd.

4.  Bailey,K.D.(1987),             Methods of Social Research, New York,
                                   The Free Press.

5.  Blaikie, N.(1993),             Approaches in Social Enquiry, Cambridge,
                                   Polity Press.

6.  Coolidge, F. L. (2000),        Statistics:A Gentle Introduction,New Delhi,Sang
                                   Publication.

7.  Denzin, N.K.and Lincoln,       Handbook of Qualitative Research,New Delhi, Sage
    Y.S. (Eds.) (2000),            Publication.

8.  Field, A.(2000),               Discovering Statistics Using SPSS for Windows,
                                   Advanced Techniques for Beginning,New Delhi, Sage
                                   Publications.

9.  Foster, J. J. (1998),          Data Analysis Using SPSS for Windows,
                                   A Beginners Guide, New Delhi,Sage Publications.

10. Geltung,J. (1967),             Theory and Methods of Social Research, Landon,
                                   George Allen and Unwin.

11. Jefferies, J. & Diamons, L.    Beginning Statistics: An introduction for Social
    (2000),                        Scientists, New Delhi, Sage Publications.

12. Kothari, C.R.(1990),           Research Methodology - Methods and Techniques,
                                   New Delhi, International New Age Pvt. Ltd.

13. Laldas, D.K. (2000),  Practice of Social Research, Jaipur,Rawat, Publications.

14. Padgett, D. K.(1988),  Qualitative Methods in Social Work Research, New Delhi, Sage Publications.

15. Yin, R. K. (1994),  Case Study Research: Design and Methods, New Delhi, Sage Publications.

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| Course Title | : | **Problems of Differently Challenged and** |
| | | **Social Work Intervention** |
| **Course Code** | : | **204 PDCSWI (Elective Course)** |
| **Level** | : | **Pg. I, Semester II** |

## Learning Objectives :

a) To develop understanding about conceptual clarity of disability, impairment and handicap

b) To understand the types of disability, their problems and rehabilitation, process.

.c) To understand place of social work intervention in dealing problems of disability.

## Unit I - Disability and Related Terms :

- Concept of disability, Impairment and handicap, Multiple disability.
- Social construction of disability - Attitude, Stigma and discrimination attached to disability.
- Disabling and enabling environment.

## Unit II - Overview of Disability Problem :

- Types, Nature and magnitude.
- Classification of disabilities from various perspectives.
- Causes and consequences of various types of disabilities : Physically challenged-visually impaired, Hearing impaired, Locomotors disability.
- Mentally challenged : Mentally retarded, Autism, Cerebral palsy.
- Learning disability: Dyscalculia, Dysgraphia, Dyslexia.

## Unit III - Needs and Services :

- Needs of persons with disability and their families at different levels.
- Psychology of disability, Adjusting to one's own disability and self-esteem.
- Problems of disabled persons at various levels: Physical, Mental, Educational, Health and occupational.
- Services : Education- Special and inclusive, Remedial teaching, Vocational and employment.

## Unit IV - Approaches of Intervention :

- Different approaches to disability- Medical, Preventive, System, Legal, Socio-political, Human right, Psychological and social model.

## Unit V – Rehabilitation :

- Rehabilitation- Introduction, Types.
- Levels of rehabilitation- Primary and Tertiary, Steps in rehabilitation.
- Rehabilitation programmes such as - Art, Dance, Drama and music therapy.
- Social work intervention for differently challenged in different settings.
- Community Based Rehabilitation. (CBR), Its components.

## Unit VI - Legislations Related to Disability :

- UN conventions on rights of persons with disability.
- Legislations- 1- Rehabilitation Council Act 1992, 2- Persons with Disability Act 1995, 3- National Trust Act 2000.
- Government provisions and schemes for rehabilitation of differently challenged persons.

## Learning Outcomes :

a) Learner will be able to understand the types of disabilities and their magnitude.
b) Learner will acquire knowledge of various approaches of intervention.
c) Learner will understand the scope of professional social work in tackling the emerging needs of persons with disabilities.
d) Learner will gain knowledge about the legislations related to disability.

# RECOMMENDED READINGS

1. Blacher , J.(Ed.) (1984),   Severely Handicapped Young Children and their families, New York, Academic Press.

2. Bloom, F. ,(1974),   Our Deaf Children, London, Martin Publishers Limited.

3. Bovely, A.& Gardener L. (1972),   The Handicapped Child: Educational and Psychological Guidance for the originally handicapped, London, E and S Livingstone Limited.

4. Cardwell, V. (1947),   The Cerebral palsied Child and his care in the home, New York Association for the Aid crippled Children.

5. Carrol, T.G. (1961),   Blindness: What it is, what is does, and how to live with it, Boston, Little brown and Co.

6. Chaplin, E.; Gilvarry, C.; Tsakanikos E. (2011).   "Recreational Substance use Patterns in Adults with Intellectual Disability and Co-morbi Psychopathology

7. Champion, E. (1978) ,   Visually handicapped children and Young people, London, Routledge and Kegan Publication.

\* \* \*

**Course Title**     :     **Women and Development**

**Course Code**     :     **205 WD (Elective Course)**

**Level**     :     **Pg. I, Semester II**

**Learning Objectives :**

a) To understand the status of women in different Indian communities.

b) To understand the nature and types of violence against women.

c) To develop an insight about the protective legislations for women.

## Unit I – Concept and Significance of Women Studies :

- Concept of womanhood, Significance of women studies in understanding women issues.

- Commodification of women.

- Approaches to study of women : Feminist approach, Psycho-analytical approach and Functional approach.

- Convention on elimination of all forms of discrimination against women 1979 (CEDAW).

## Unit II - Status of Women :

- Status of women in rural, tribal and urban community.

- Status of women before and after Independence.

- Social reform movements for upliftment of women.

- Gender equity : Economical, Social and religious practices.

### Unit III – Women and Work :

- Concept of gender budget.
- Problems of women in different set up - Organized, Unorganized and household.
- Issues of women: Education, Health, Media, Politics, Family and society.
- Issues of disadvantaged women : Destitute, Deserted, Divorced, Widows, Single women and Commercial sex workers.

### Unit IV – Violence Against Women :

- Concept, Nature and types of violence.
- Health consequences of violence against women
- Theories of violence.

### Unit V – Legislations Relating to Violence Against Women : An Overview

- Constitutional measures.
- Important provisions under different legislations relating to violence against women.

### Unit VI – Women Empowerment and Development :

- Self-help groups and empowerment.
- Role of Government and NGOs in development of women.
- National commission for women.
- Prominent schemes for women empowerment.
- Role of social worker in enhancing social consciousness for women development.

**Learning outcomes :**

a) Learner shall understand the status of women.

b) Learner shall understand the constitutional support for women.

c) Learner will be able to intervene into the problems faced by women.

# Recommended Readings

1. Ahuja, R.(1995) ,                          Violence Against Women, Jaipur & New Delhi, Rawa
                                               Publication.

2. Bahl,M.&Rawat,G.S               Violence on Women by Men, New Delhi.
   ( 2007 ) ,

3. Committee of Status of          Towards Equality: A Report of the Committee of
   Women,(1974),                   the Status of Women in India,New Delhi.

4. Desai, N .&Patel,V              Indian Women: Change and Challenge in the
   ( 1990 ),                       International Decade,Bombay, Popular Prakashan.

5. Everett, J. (1981),             Women and Social Change in India, New Delhi,
                                   Heritage Publishers.

6. Ghosh,S.K.(1981),               Indian Women through the Ages, New Delhi, Ashish
                                   Publishing House.

7. Muzumdar,V.(Ed),                Women in Changing Society, Symbols of
   ( 1979 ),                       Power, Bombay, Allied Publishers.

8. PanditS.K.( 1998 ),             Women in Society, New Delhi, Rajat Publication.

9. Pujari, P. Kaushik,V.           Women Power in India,New Delhi, Kanishka
   (1994),                         Publishers Distributors.

10. Sayapalan N.(2000 ),           Women Studies , New Delhi, Atlantic Publishers &
                                   Distributors.

11. Sinha, A .M. (1981),           Women in a Changing Society,  New Delhi,
                                   Ashish Publishing House.

12. Sood,S.(2003),                 Violence Against Women, Jaipur, Arihant Publishers.

13. Sharma, B. R. (1979),          Marriage Family, Violence & Divorce, Jaipur,
                                   Mangal Deep Publication..

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| Course Title | : | **Welfare and Development of Weaker Section** |
| Course Code | : | **206 WDWS (Elective Course)** |
| Level | : | **Pg. I, Semester II** |

## Learning Objectives :

a) To understand the various categories of weaker sections.

b) To acquire the knowledge about prevailing social inequalities.

c) To understand the state initiative for the welfare and development of weaker sections.

## Unit I – Meaning and Classification :

- Concept and meaning of weaker sections.
- Classification of weaker sections : SCs, STs, OBCs, NTs, DNTs, Minority groups, Backward classes, Agricultural and unorganized labour, Women and children.

## Unit II – Social Enequality :

- Concept, Nature and consequences.
- Major issues of weaker sections: Education, Health, Housing, Transportation, Communication, Political representation.

## Unit III – Constitutional Provisions :

- Constitutional provisions and safeguards for weaker sections.
- Legislations to abolish untouchability and caste disability: The Scheduled Casts and the Scheduled Tribes (Prevention of Atrocities) Act, 1989.
- Reservation policy.

## Unit IV – Developmental Programme :

- Special component plan for SCs.
- Tribal sub-plan for STs.
- Structure of Tribal Sub – Plan (TSP) in Maharashtra.

## Unit V – Special Measures for Development and Upliftment of Weaker Sections :

- Government sponsored schemes at central and states level for education, Vocational training, Entrepreneurship development and Financial support for cottage industries.

## Unit VI - NGOs and Development of Weaker Sections :

- Role of NGOs in the development of weaker sections.

Learning outcomes :

a) Learner will be able to understand the nature and consequences of social inequalities in the society.

b) Learner will be able to understand the major issues of weaker sections.

c) Learner will understand the various developmental programs for weaker sections.

# RECOMMENDED READINGS

1. Agarwal, S.N. (Ed), (1960),     India's Population, Bombay, Asia Publication.

2. Beteille,A.(1966),     Caste, Class and Power, Bombay, Oxford University.

3. Bhardwaj,A.N. (1979),     Problems of Scheduled Castes and Scheduled Tribes in India,  New Delhi, Light and Life Publishers.

4. Ghurye,G.S.( 1983) ,     The Scheduled Tribe, Bombay, Popular Prakashan.

5. Government of India ,     Annual Reports of the Commissioner for SC & ST
   ( 1987-89.),     New Delhi.

6. Jose,K ( 1983 ),     Scheduled Castes & the Struggle,

7. Nair T.K.(1973),     Development Of  Weaker Section, Madras, Association of  School of Social Work.

8. Singh,P. (1982),     Equality, Reservation and Discrimination in India, New Delhi Deep and Deep Publication.

9. Singh S.K. (1971),     Tribal Situation in India, Simla, Indian Institute of Advanced Studies.

10. Singh,T. (1945),     Poverty & Social Change in India,A study in the economic reorganization of Indian rural society , Landon.

\* \* \*

**Course Title** : **Crime and Correctional Administration**

**Course Code** : **207 CCA (Elective Course)**

**Level** : **Pg. I, Semester II**

**Learning Objectives :**

a) To acquire information about the various types of crimes.

b) To develop an understanding of the correctional system in India.

c) To develop the interface between correctional laws and social work practice.

d) To develop an understanding of punishment theories and correctional methods.

## Unit I – Concept, Causes and Classification of Crime :

- Concept and definition of crime, Criminal and criminology.
- Under trial criminals.
- Causes of crime.
- Classification of crime.

## Unit II – Theories of Crime :

- An overview of different relevant theories of crime.

## Unit III – Criminal Justice System in India :

- Police – Structure, Power and functions and their role in maintaining law and order in the society.
- Prosecution –Its role in justice to criminals.
- Judiciary – Powers and functions of Supreme Court, High Court, District Court, Session Court and Magistrate Court.

## Unit IV – Crime and Correctional Laws :

- Corrective measures as per Criminal Procedure Code.(CPC- 1908)
- Probation of Offenders Act 1958.
- Legislations related to cybercrime.

## Unit V – Punishment and Correctional Methods :

- Theories of Punishment : Retributive, Deterrent, Preventive and Reformative.
- Correctional Methods : Prison based (Probation and parole), Community based (Open prison and Prisoner's colony).
- Measures for protecting prisoner's rights, Minimum standard rules for prisoners.

## Unit VI – Correctional Measures :

- Measures for the mainstreaming of prisoners.
- Role of social worker in correction of offenders.

## Learning outcomes :

a) Learner will be able to understand various types of crime and correctional services.

b) Learner will have information about the justice systems in India.

c) Learner will develop understanding about the role of social worker in correctional field.

## Recommended Readings

1. Agarwal, A.R. (2000),      Criminology,Jaipur, Rawat Publication.

2. Aranha, T.(1982),      Social Advocacy: Perspective of Social Work, Bombay

3. Chakrabathi, N.K (1999),      Juvenile Justice, New Delhi, Deep and Deep Publication Pvt. Ltd.

4. Curry, J. C. (1977),      Indian Police,New Delhi ,Indian Police Publication.

5. Gandhi, B. M. (1996),      Indian Penal code, Lucknow, Eastern Book Company.

6. Khana, H.R.(1985) ,      Judiciary in India and Judicial Process, Calcutta, S.C. Sarkar & Sons Pvt. Ltd.

7. Martin, R. H. & Lewis Y., (1993),      Criminology: Crime of Criminality, Chicago, R and Mc Nally Publication Co.

8. Pankaj, J. J. and Gokhale, S.D (1989),      Crime & Corrections in India, Bombay, Rate Institute of Social Sciences.

9. Paranjape, N. V.(2000),      Criminology and Penology, Allahabad, Central Law Publication.

10. Sharma, K. R.(1998),      Criminology and Penology, New Delhi, Atlantic Publisher and Distributor.

11. Shrivastava, S. S (1996),      Criminology & Criminal Administration, Allahabad, Central Law Agency.

12. Sirohi, J. P.( 2002 ),      Criminology and Crime Administration, Allahabad, Law Agency.

* * *

Course Title      :      **Communication for Social Work Practice**

Course Code      :      **208 CSWP (Elective Course)**

Level      :      **Pg. I, Semester II**

## Learning Objectives :

a) To acquire the knowledge about the communication process and its functions.

b) To understand the use of - communication in community work practice.

c) To develop an understanding about media and its use in social work intervention.

## Unit I – Concept and Functions :

- Concept, Definitions and scope of communication.
- Objectives and importance of communication in social work.
- Functions of communication.
- Significance of effective communication in social work practice.

## Unit II – Communication Process :

- Meaning and components of communication process.
- Selection of communication channels.
- Barriers in communication.

### Unit III – Rethinking Communication :

- Communication as transmission.
- Communication as representation.
- Communication as cultural representation.
- Client-worker communication.

### Unit IV – Communication for Group / Community Work :

- Planning for communication.
- Types and characteristics of group and community.
- Selection of means of communication. (Exhibition, Role play, Street play, Story telling, Simulation games, mono act).
- Use of creative literature in communication.
- Impact assessment.

### Unit V – Media and Communication :

- Types of visual media : Tables, Charts, Graphs, Posters, Still photographs, Flip charts, OHP, Transparencies slides, Bulletin board/flannel graph.
- Types of audio visual media : Clips and video films.
- Types of audio visual film.
- Folk media, Electronic media.

## Unit VI – Communication Skills :

- Writing skills: News release feature, Reports, Case studies, Stories, and letters.
- Verbal skills : Presentation skills and public speaking.
- Campaigns for development issues.
- Interfacing with mass media (Films, T.V., Press, Radio, Video-conferences and Interviews).

## Learning outcomes :

a) Learner will gain conceptual understanding of communication process, channels and barriers.

b) Learner will be able to understand the role of communication in effective social work practice.

c) Learner will be able to acquire knowledge necessary for effective communication.

# RECOMMENDED READINGS

1.  Berger, A.A.( 1982),        Media Analysis Techniques, London,
                                Sage Publication.

2.  Brown, J. W.&Hill,A.V.      Instruction Technology, Media and Methods,
    (1985),                     New York, MC Graw - Hill.

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

4.  Goffman ,E.(1979),          Gender Advertisements, Lanodn, Macmillan.

5.  Hawkes, T.(1977),           Struralism and Semiotics, Landon,
                                Methuen Publication.

6.  Herger, H.(1972),           Ways of Seeing,London, BBC and Penguin.

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

8.  Melkote, Srinivas R.        Communication for Development in the Third World,
    (1991),                     New Delhi, Sage Publication.

9.  Mody,B.(1991),              Designing Messages for Development
                                Communication, New Delhi, Sage Publication

10. Saunders, D J.(1984),        Educational, Visual Communication Handbook,
                                Landon, Lutterworth.

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# SEM-III

## Core Courses (Compulsory Subjects)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 1 | 301 ISWP | Integrated Social Work Practice | 03 | 80 | 20 |
| 2 | 302 CTP | Counselling : Theory and Practice | 03 | 80 | 20 |
| 3 | 303 LSW | Law and Social Work | 03 | 80 | 20 |

## Elective Courses (Any Two)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 4 | 304 SWPH | Social Work Practice in the Field of Health | 03 | 80 | 20 |
| 5 | 305 SWMPH | Social Work Practice in the Field of Mental Health | 03 | 80 | 20 |
| 6 | 306 PE | Population and Environment | 03 | 80 | 20 |
| 7 | 307 HRM | Human Resource Management | 03 | 80 | 20 |
| 8 | 308 DM | Disaster Management | 03 | 80 | 20 |
| 9 | 309 PPG | Personal and Professional Growth | 03 | 80 | 20 |

## Social Work Practicum and Research (Compulsory)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 10 | 310 SWP-III | Social Work Practicum - III | 06 | - | 75 |
| 11 | 311 SWPVV-III | Social Work Practicum : Viva Voce Examination-III | - | 25 (External) | 25 (Internal) |
| 12 | 312 RP-I | Research Project-I Up to Finalisation of Data Collection Tool (Internal Assessment) | 03 | - | 50 |
| 13 | 313 LSA-III | Learning Supportive Activity-III Outreach Activities on Electives / Seminar / Case Study | 02 | - | 30 |

Total Credits = 26          Total Marks=705

Course Title    :    **Integrated Social Work Practice**

Course Code    :    **301 ISWP (Core Course)**

Level           :    **Pg. II, Semester III**

**Learning Objectives :**

    a) To understand the perspectives underlying the practice of social work at various levels.

    b) To develop ability to connect interventions to the theoretical perspectives of practice.

    c) To study the challenges emerging from local and global influence on practic.

    d) To study the need of integration in social work practice.

## UNIT I - Systems and Social Work :

* Concept of social system.
* Characteristics of social Systems.
* Units of social work intervention : Individual, Family, Groups, Communities and Organizations.

## UNIT II - Integrated Social Work :

* Concept of Integrated social work practice.
* Significance of Integrated Social Work approach.
* Evolution of Integrated practice : From Charity to integrated practice; the remedial, developmental and radical paradigms.

## UNIT III - Approaches To Integration :

* The system approach.
* Environmental and holistic approach.
* Understanding of life sustaining elements and their inter relationships.
* The Ecological model of integrated practice : Person in environment, the micro, meso and macro levels of intervention.
* System change and System maintenance as goals of integrated practice.
* Critique of the integrated approach to social work.

## UNIT IV - Action for and Action In :

- Action for : The client system, the problem, process and phases.
- Action in :

  **Initial Stage** - Initiating contact, collecting data, assessment, negotiation of contract.

  **Middle Stage** - Intervention and problem solving,

  **Final Stage** – Termination, evaluation and follow-up for integrated practices.

## UNIT V - Integrated Social Work Roles :

- Role – role theories- theoretical insights.
- Role tasks, skills and techniques, outcome.

## UNIT VI - Social Work Profession and Practice :

- Social Work professional as a single change actor in the team.
- Place of integrated social work practice in social work.
- Philosophy of social work.
- Changing role of social work profession in the context of neo- liberalism
- Issues emerging from ' Corporatization' and 'New managerial' techniques in social work, Evidence- based practice.

### Learning Outcomes :

- The learner will be able to develop the holistic understanding of social work practice as a unitary process.
- The learner will develop an ability for application of different approaches of social work practice.
- The learner will understand enacting of different roles to be used for initiating change process.

# RECOMMENDED READINGS

1. Barborka, G.A (1972)        The Devine Plane, Adyar ,Chennai, India, The Therosophical Publishing House.

2. Barlett Harriett, (1970)        The common base of social work practice., National Association of social workers.

3. Connaway Ronda, S (1988)        Social work Practice, New Jersey: PrenticeHall.

4. Goldsterin, Howard (1973)        Social Work Practice: A Unitary Approach, Columbia University.

5. Johnson Louise C (1983)        A Generalist Approach (3rd) Eds. Boston.

6. Lippit, R.J Watson (1958)        The dynamics of planned changes, New York.

7. Parsons Ruth, J Jorgensen (1984)        The Integrated social work practice, California.

8. Pincus, Allen and anne minaham (1973)        Social work practice: Model & Method, Illnois.

9. Specht. Harry and Anne Vickery (1977)        Integration Social Methods, London:George Allen and Unwin.

10. Swamy Chinmayananda (2000)        Atema Bodha –A Contemporary of Swamy Chinmayananda Mumbai Central Chinmaya Mission Trust.

11. Uberroi N.K (1995)        Professional Competency in Higher education, Centre for Professional Development in Higher education

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Course Title   :   **COUNSELLING THEORY AND PRACTICE**

Course Code   :   **302 CTP (Core course)**

Level            :   **Pg. II, Semester III**

## Learning Objectives :
a) To develop an understanding of counselling process.
b) To acquire knowledge of various approaches to counselling.
c) To understand counselling areas and techniques.

## UNIT I - Concept and Goals :
- Concept, meaning and scope of counselling.
- Counselling and related terms : Guidance, Psychotherapy and Case Work.
- Counselling situations: Developmental, Preventive, Facilitative & Crises.
- Goals of counselling : Short term, Long term.

## UNIT II - Client :
- Client as a person.
- Client system as a unit : Voluntary and non-voluntary.
- Expectations and behaviour.
- Communication: Verbal and non-verbal.

## UNIT III - Counselling Process :
- Various phases : Attending, Exploration, Understanding, Problem Analysis, Action, Termination.
- Egan's SOLER formula for counselling process.
- Factors influencing counselling.

## UNIT IV - Therapeutic Intervention :
- Client - centred therapy.
- Transactional analysis.
- Rational Emotive and Behaviour Therapy.
- Psychotherapy : individual, couple, family, group.

## UNIT V - Techniques :

- Initiating contacts, Establishing structure, Intake, Rapport building, Interaction, Attending behaviour, Observation, Responding, Rating and its interpretation.
- Essential qualities of a counsellor.
- Ethical issues in counselling.

## UNIT VI - Areas of Application :

- Counselling in the field of education.
- Counselling in the field of health.
- Career counselling.
- Pre-marital counselling.
- Marital counselling.
- Medical counselling.

## Learning Outcomes :

- The learner will be able to understand the process of counselling .
- The learner will be understand the application of counselling techniques.
- The learner will understand the major areas of counselling.

# RECOMMENDED READINGS

1. Bessell, R. (1971)
   Interviewing and Counselling, London : B. T. Botsford.

2. Brown, D. & Srebalu D. J. (1988)
   In Introduction to Counselling Profession, Benlewood Cliff : Prentice Hall

3. Butler, C. And Joyce, V. Relationships, (1998)
   Counselling Couples in An Introduction to the Related Approach, New York : John Wiley and Sons

4. Carkhuff, R. R. And Bereason (1977)
   Beyond Counselling and Therapy, London : Reinhart and Winston.

5. Carkhuff, R.R. Piecer R. And Cannon. (1978)
   The art of helping, Better yourself Books, Bombay. Carkhuff institute Of Human Technology.

6. Counselling in Action – Series.
   London, Sage Publication (for different approaches.)

7. Currie. Fr. C, (1976)
   Barefroot, Counsellor –A Primer in building relationships, Bangalore : Asian Trading Corporation.

8. Dave, Indu. (1983)
   The Basic Essentials of Counselling, New Delhi, sterling publishers private limited.

9. Fullmer, D.W. and Bernard, H.W. (1972)
   Counselling : Content and Process, New Delhi, Thomson Press India.

10. Fuster, J. M.
    Helping in Personal Growth–a new approach to counselling, Bombay : Society of St. Paul.

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|---|---|
| 11. Harms, E. And Schreiber, P. (1963) | Handbook of Counselling Techniques, Oxford:Pergamon Press. |
| 12. Kennedy, E. (1977) | On Becoming and Counsellor – A basic guide for non professional counsellors, Delhi : Gill & Macmillan. |
| 13.Krumboitz, J.D. and Thoresen, C.E. (1942) | Counselling and Psychotherapy, New York : Houghton Mifflin, Co. |
| 14. Nelson, Jones, R. (1982) | The Theory and Practice of Counselling Psychology, London : Cassell Education Ltd. |
| 15. Noonan, E. And Spring. L, (eds.) (1992) | The Making of a Counselling, London, Routledqe. |
| 16. Ontario Secondary Education Commission (1972) | Counselling Services – A resource booklet, The Ontario Secondary School Teachers' Federation. |
| 17. Peitrofesa, J.J. et. Al. (1984) | Counselling an Introduction, Chicage: Rand Mcnally College of Commerce. |
| 18. Pepinsky, H.B. and Pepinsky, P.N. (1954) | Counselling Theory and Practice, New York : Ronald Press. |
| 19. Ragg, N. M. (1977) | People not cases : a philosophical approach to social work, London : Routledge and Kegan Paul. |

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Course Title    :    LAW AND SOCIAL WORK

Course Code    :    303 LSW (Core course)

Level    :    Pg. II, Semester III

## Learning Objectives :

a) To understand the basic concepts related to social justice, social legislation, fundamental rights and human rights etc.

b) To understand social legislation related to children, women and marginalized group.

c) To understand relevance of law and legal system in social work practice.

## UNIT I – Social Legislation :

- Concept and objectives of social legislation.
- Need of social legislation.
- Law and social change
- Role of social worker in promotion of social legislation.

## UNIT II – Human Rights :

- Concept of Human Rights.
- The Universal Declaration of Human Rights, 1948.
- The protection of Human Rights Act, 1994.
- Fundamental Rights.
- Classification of Human rights.

## UNIT III – Laws Related to Children :

- The Child Marriage Restraint Act, 1976.
- The Child Labour Act 1986 (Amendment Bill 2012.)
- Juvenile Justice Act, 2000.
- Right of Children to Free and Compulsory Education Act, 2009.
- Protection of Children from Sexual Offences Act, 2012.

## UNIT IV – Laws Related to Women :

- The Immoral Traffic (Prevention) Act 1956 and relevant amendments.
- Dowry Prohibition Act, 1961.
- Medical Termination of Pregnancy (MTP), 1971, amendment 2002.
- Pre-conception and Pre-natal Diagnostic Techniques (PCPNDT) Act, 1994.
- Protection of Women from Domestic Violence Act, 2005.
- Sexual Harassment of Women at Workplace .
  (Prevention, Prohibition and Redressal) Act, 2013.

## UNIT V – Other Legislation :

- Information Technology Act, 2000.
- Maintenance and Welfare of Parents and Senior Citizen Act, 2007.

## UNIT VI – Constitution and Functions of National Commission :

- National commission for scheduled caste and schedule tribes.
- National commission for minority communities and other backward classes.
- National commission for women and children.

## Learning Outcomes :

a) The learner will be able to understand the Indian constitution and social legislation.
b) The learner will be able to gain in depth knowledge of social legislation.
c) The learner will develop required insight of legal system.

# RECOMMENDED READINGS

1. Deasai A.E., (1986)      Violation of Democratic rights in India, Vol-I.
2. Donnolly, J. (1973)      The Concept of Human Right, Landon,Bodely Head.
3. Govt. Of India's (Women related law) website : www.wcd.nic.in.
4. Jadhav P. B., (2010)      Dalit and Human rights Emerging Scenario, Vital publication, Jaipur.
5. Juvenile Justice Act (2000)      Eastern Book Company, Delhi.
6. Mishra P.K., (2012)      Human Rights, Ritu Publication, Jaipur.
7. National Human Right Commission, Annual Report, New Delhi.
8. Newman, G. (1999)      Global report on crime and justice, Newyork, Oxford University Press.
9. Nirmal Anjali (1992)      Role and Functioning of Central Police Organizations, New Delhi, Uppal.
10. Patil and K. Sagar (2014)      Indian Constitution, K. Sagar Publication, Pune.
11. Patil Arundhati (2012 )      Stri Atmanbhan te Sablikar : Ek Pravas, Aruna Prakashan, Latur.
12. Rahaman M. (1995)      Human Rights in India, Problems andProspects, Deep and Deep Publication, New Delhi.
13. Sethana M.J.      Society and the Crime, Kitab Mahal, Bombay.
14. Shirin Kudchedkar (1998)      Violence Against Women, Pencraft International, & Others    Delhi
15. Tak T.M. (2002)      Child Labour in India, Institute of Social Development, Udaipur, India.
16. The Indian Constitution (2012), Published by Govt. Of India.
17. The Rights of Children to Free and Compulsory Education Act, 2009, Chaudhari Law Publication, Pune.
18. Western, P. B. (1976)      The Criminal Justice System : An Introduction and Guide lines, California, Good year Publishers.

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Course Title      :      **Social Work Practice in the Field of Health**

Course Code      :      **304 SWPH (Elective Course)**

Level                  :      **Pg. II, Semester III**

## Learning Objectives :

a) To develop an understanding about concept and dimensions of health.

b) To understand the issues related to prevention, clinical features and treatment of major communicable and non-communicable diseases.

c) To understand the intervention of and practice of social work professionals in health set up.

d) To understand the tenets of National Health Policy of India and modernization of community based health care services.

e) To acquire the knowledge about health care services at different levels.

## UNIT I -  Concept of Health

- Meaning and definitions of health, Concept of positive health, Determinants of health.
- Physical, Social, Mental, Cultural and Spiritual dimensions of health, Inter-dependence of all dimensions of health.
- Health as a determinant of development, Indicators of health; Health as a fundamental right.
- Health situations of India.
- New  philosophy of health.

## UNIT II -  Concept of Prevention :

- Levels of prevention.
- Hygiene, Preventive medicine, Social medicine, Community medicine.
- Health care of the community; Concept, Levels and its principles.

## UNIT III - Health Services in Community :

- Concept of public & community health.
- Mother and child health services and immunization programme in India.
- Methods of family planning, social, cultural & religious factors influencing acceptance of family planning.
- School health programme : Need and organization of health programmes in school.
- National and International health organizations and their contribution. WHO, UNICEF, USAID , NACO, Indian Red Cross Society.
- Corporate sector responsibility in health.
- Impact of globalization on health sector and health services.

## UNIT IV -  Types of Diseases :

- Communicable and non-communicable diseases, Life style diseases, Nutrition deficiency diseases and preventive measures.
- Tuberculosis, Sexually Transmitted Diseases (STDs), HIV/AIDS, HIV counselling and ART counselling.
- Cancer, Hypertension, Occupational diseases, Sickle - Cell and Anaemia.
- Women's health problems, Accidents and Primary Aid.
- Social consequences of diseases and social work intervention in prevention and treatment.

## UNIT V - Social Work  Intervention in Health Set up :

- Concept and scope.
- Historical background of medical social work in India and Abroad.
- Team work and multidisciplinary approach in health care.
- Role of social worker in : understanding the patient as a person and his family, illness behaviour, Impact of illness and treatment behaviour of the patient and Rehabilitation of patient.
- Health education and its importance in health sector. Role of social worker in health education.
- Communication in health education.

**UNIT VI - Health Policies & Programmes :**

- National Health Policy 1983.
- The People's Charter on Health, Health vision 2020.
- Health Programs in India; Diarrhoeal disease control program, National Rural Health Mission (NRHM), National Unban Health Mission (NUHM), Janani Shishu Suraksha Karyakram (JSSK) and achievement.
- Health related programmes launched by Govt.; Total sanitation program, Clean India Mission.

**Learning Outcomes :**

a) The learner will understand about different dimensions of health.
b) The learner will gain an insight of prevention of communicable and non-communicable diseases.
c) The learner will be able to explore the significance of social work practice in the field of health.

## RECOMMENDED REadings

1. Bajpai, P. K. (Ed.) (1998)     Social Work Perspectives on Health, Jaipur, Rawat Publications.

2. Banerjee, G. R. (1950)     Social Service Department In Hospital : Its organization and Funtions, Mumbai Tata Institute of Social Sciences.

3. Bartlatt, Harriet, M. (1961)     Social Work Practice in the Health Field, New York, National Association of Social Workers.

4. Butrym, Zofia and Horder, John. (1983)     Health Doctors and Social Workers, London: Routledge and Kegan Paul.

5. Codey, Carol H. (1951)     Social Aspects of Illness, Philadelphia and London W.B. Squnders Co.

6. Dora, Gold Stien (1954)     Expanding Horisons in Medical Social Work, Chicago : The University of Chicago Press

7. Dora, Goldstain (1954)     Readings in Theory and Practice in Medical Social Work, Chicago : The University of Chicago Press

8. Javeri D. R. (1996)     Social Work in Hospital Set up, KEM Hospital, Mumbai

9. Kakar, N., Kakar, S.N. (2002)     Combating AIDS in the 21$^{st}$ Century Issues and Challanges, New Delhi. Sterling Publishers Pvt. Ltd.

10. Morley David, Rolde John and Williums, G. (1983)     Practising Health for All, Oxford, Medical Puclications.

| 11. | Mathur B.M. (1998) | Public Health Policy and Administration Common Wealth Publishers. |
|---|---|---|
| 12. | Pathak, S. H. (1961) | Medical Social Work in India, Delhi : School of Social Work |
| 13. | Park, J. E & Park, K.(1997) | Preventive & Social Medicine, Jabalpur : Banarsidas Bhanot. |
| 14. | Patil, R. N. (1992) | Health, Environment and Development, New Delhi, Ashish Publication House. |
| 15. | Smith, Bryan C. (1978) | Community Health : and Epideniological Approach, New York, MacMillan Publication Co. Inc. |
| 16. | Sathe, R. V. (1897 Ed.) | You and Your Health, India : D. Bhave Book Trust |
| 17. | Werner David (1994 Ed.) | Where there is no doctor, New Delhi : VHAI (Voluntary of Health Association of India) |
| 18. | Wikocks C. (1967) | Manson's Tropical Deseases Bailliere, Tindall : Cassell Ltd |

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Course Title   :   **Social Work Practice in the Field of Mental Health**

Course Code   :   **305 SWPMH (Elective Course)**

Level         :   **Pg. II, Semester III**

## Learning Objectives :

a. To understand the concepts; 'mental health' and 'mental illness'.

b. To understand the signs and symptoms, diagnosis and treatment of mental illnesses.

c. To understand the nature of psychiatric social work services and relevance of team work in rehabilitation of mentally ill persons.

d. To develop an understanding about issues related to psychiatric social work in hospitals and community mental health settings.

## UNIT I - Mental Health and Mental Health Education :

- Concept of mental health, Its definitions, Dimensions, Importance and determinants.
- Life-Skill learning for promoting mental health.
- Mental health education and its relevance.
- Status of mental health in India.
- Attributes of mental illness.

## UNIT II - Classification of Mental Disorders :

- General Classification : Psychosis, Neurosis & Psychosomatic Disorders.
- Specific Classification of illnesses : ICD- 10 &11 and DSM – IV & V.
- Major psychological illnesses : Schizophrenia, Bipolar disorders, Schizotypal delusional disorder.
- Minor psychological illnesses : Depression, Anxiety, Phobia, Obsessive Compulsive Disorders (OCDs).

### UNIT III - Other Mental Disorders :

- Developmental disorders.
- Degenerative disorders : Alzheimer's, Dementia.
- Substance abuse, Drug abuse and alcoholism.
- Epilepsy.
- Disorders related to women :  Empty ness syndrome, Hormonal imbalances, Menopause and dipression.

### UNIT IV - Evolution of  Psychiatric Social Work :

- Need of  psychiatric social work.
- Historical development of psychiatric social work : Major milestones.
- Changing perspectives of psychiatric social work; changing trends in mental health care.
- Etiology: Bio-Psycho-Socio factors in psychological disorders.
- Mental illness as stigma and societal attitude about mental health problem.

### UNIT V -  Social Work Intervention :

- Community psychiatry : History and principles.
- National Mental Health Act – 1987.
- National Mental Health Program of India and its features.
- Role of psychiatric social worker as family educator for mentally ill  & mental challenged.
- Principles of psychiatric interviewing, Case history taking and mental status examination.
- Role of psychiatric social worker in the treatment and rehabilitation of mentally ill person.

## UNIT VI - Different Therapies :

- Psychotherapy.
- Occupational Therapy.
- Family and Group Therapy.
- Electro Convulsive Therapy.
- Psychodrama, Crises Card, Weightage Grid etc.
- Indigenous Methods like Yoga, Vipsyana, Meditation.
- Medicinal Therapy.

## Learning Outcomes :

a) The learner will understand the basic concepts : Mental health and Mental illness.

b) The learner will develop ability to analyse, interpret and intervene in the issues of mentally ill persons.

c) The learner will be able to equip himself / herself with thorough knowledge of different services and programmes meant for mentally ill persons.

# RECOMMENDED READINGS

1. Baquer, A. (1997) — Disability : Challenges Vs Responses (New Delhi)

2. Carson, R.C. Butcher, J.N. & Mineka, S. (1998) — Abnormal Psychology and Modern Life (longman, New York.)

3. Colin Pritchard (2006) — Mental Health Social Work, USA : Routledge

4. French, L.M. (1940) — Psychiatric Social Work (The Common Wealth Fund, New York.)

5. Gelder,M. Gath, D. (1996) — Oxford Text book of Psychiatry, Oxford University Press (London.)

6. Lok Sabha Secretarine (2014) — National Health Policy (New Delhi)

7. Mane, Purnima (1990) — Setting in Child Guidance Clinic, Mumbai : Tata Institute of Social Service

8. Mane, Purnima Katy, Gandevia (1993) — Mental Health In India, Mumbai : Tata Institute of Social Sciences

9. Patel Vikram (2002) — Where there is no Psychiatrist, Delhi: VHAI (Voluntary of Health Association of India)

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Course Title    :    **Population and Environment**

Course Code   :    **306 PE (Elective Course)**

Level              :    **Pg. II, Semester III**

## Learning Objectives :
a)  To understand characteristics and determinants of population growth.
b)  To develop a critical perspective about population policy, plan and initiatives.
c)  To understand inter-relatedness of human life, living organisms and environment.
d)  To understand patterns of utilization and management of resources.

## UNIT I - Characteristics of Population :
*   Population, determinants of population growth, causes of overpopulation and global concerns.
*   Distribution of Indian population by age, sex, literacy and occupation; Characteristics of Indian population, Population policies of India.
*   Population structure; Fertility and methods of its measurement; Mortality and its measurement, Construction of life table; Birth and death ratio; World action plan.
*   Need of population studies in India and measures for population control.

## UNIT II - Theories of Population :
*   Malthusian and neo-malthusian theory.
*   Optimum theory of population.
*   Theory of demographic transition.
*   Biological and natural theories.
*   Theory of population and economic growth.
*   Theory of surplus population.
*   Theory of increasing prosperity.

## UNIT III - Family Planning :

* Concept of family planning and its importance.
* Objectives, scope, methods, implementation, mechanisms and new advancement.
* Concept and scope of population education, family life education.
* Sex- education, and family planning education.
* Impact of increasing population on development.

## UNIT IV - Environment :

* Concept of environment, Concept of ecosystem, Various ecosystems and their functioning.
* Population and environment: Interrelatedness of human life, Living organisms; Environment and natural resources, Impact of population growth on environment.
* Environment management, Maintaining, Improving and enhancing.
* Current environmental issues.

## UNIT V - Natural Resources and Diversity :

* Various natural resources, Types of pollution : soil, water, air, noise, Factors responsible for pollution, preventive measures.
* Programmes for forest, land and water management.
  Management aspects of natural resources : Water conservation, Rain water harvesting, Watershed management,
* Role of social work intervention, Role of rural institutions and various other mechanisms in the protection of natural resources.
* Policy related to natural resources : Forest land policy, Protected forest, Reserved forest and wild life sanctuaries.

## UNIT VI - Laws Related to Environmental Issues and Movements:

- Laws related to environmental protection (Environmental Protection Law – 1989), Forest conservation – Forest Conservation Act, 1980, Water pollution – Standards and tolerance levels - Water Pollution Act, 1974, National Green Pribunal Act, 2010.
- . An overview of International environment movements.
- Grass root environment movements in India.
- International and Local Scenario- Climate change, Global warming, Acid rain, Ozone layer depletion.
- Social work intervention : Role of social worker in environmental protection and development. Application of social work methods and techniques in creating awareness on various environmental issues.

## Learning Outcomes :

a) The learner will understand the determinants and causes of over population and measures to control it.
b) The learner will gain the knowledge about the theories of population.
c) Learner will develop an insight about the environmental issues and pollution control strategy.

# RECOMMENDED READINGS

| | | |
|---|---|---|
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| 10. | Heer, D.M. (1969) | Society and Population, New Delhi, Prentice Hall of India Pvt. Ltd. |
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| 14. | Miller, G.T. Jr. (1998) | Living in the Environment: Principles, Connections and Solutions. Tenth ed. Wadsworth Publishing Co. |
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Course Title    :    **Human Resource Management**

Course Code   :    **307 HRM (Elective Course)**

Level              :    **Pg. II, Semester III**

**Learning Objectives :**

a) To develop the understanding about the concept and functions of human resource management.

b) To develop an insight about group dynamics in human resource management.

c) To orient about new trends in human resource management.

## UNIT I - Origin And Growth of Human Resource Management :

- Human as a resource.
- Concept and evolution of human resource management.
- Scope, objectives and significance of human resource management.
- Principles of human resource management.
- Role of human resource management in organisational development, Industry and corporate relations.

## UNIT II - Group Dynamics and Human Resource Management Planning :

- Concept of group dynamics in organisational life.
- Types of groups and characteristics, Functioning and relation to human behaviour.
- Role of group dynamics in effective human resource management planning.

## UNIT III - Functions of Human Resource Management :

- Vision and mission along with objectives of setting.
- Manpower planning, Recruitment, Job descriptions, Job satisfactions, Job skill requirements and SWOT analysis, Quality enhancement through training and development.
- Employee engagement & development of healthy atmosphere and relations through work culture and TEAM work.
- Employee relations, retentions and grievance handling with stress management.

- Superannuation schemes.
- Techniques of Quality management - Quality Circle, KAIZEN Technique.

## UNIT IV – Motivation and Career Planning :
- Employees needs, Motivation and its need in job.
- Career planning and career development.
- Training and Development : Meaning, Importance and purpose, Types and methods.
- Performance Appraisal : Meaning, Methods: Traditional and modern, Problems in Appraisal.
- ISO 9000, 14000.
- Promotion and Transfer : Meaning, purpose and types.

## UNIT V - New Trends in Human Resource Management :
- Talent acquisition and retentions.
- Compensation and benefit management.
- Total Quality Management.
- Corporate social responsibility.

## UNIT VI - Case Studies on Best Human Resource Management Practises :
- Reputed companies efforts for HRM e.g. WIPRO, VEDANTA Group, Aditya Birla Group, TATA Group, Godrej, INFOSYS, Kirloskar etc.

### Learning Outcomes :
a) The learner will be able to understand the importance of human resource management in organisational setup.
b) The learner will gain the knowledge about the functions of Human resource management.
c) The learner will be exposed / oriented to the new trends in human resource management.

## RECOMMENDED READINGS

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2. Blum, Naylor (1988)  Industrial Psychology, Delhi: Theoretical & Social foundation.

3. Decenzo and Robbins (2001)  Personnel/Human Resource Management, New Delhi, Prentice Hall.

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14. Scarpello, Levinika Functions (1995)  Human Resource Management and Environments and & Bergman, Ohio South,Western College

15. Subhash Garg (1992)  Personnel Human Resources, Jaipur, Arihant

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**Course Title** : **DISASTER MANAGEMENT**

**Course Code** : **308 DM (Elective Course)**

**Level** : **Pg. II, Semester III**

**Learning Objectives :**
1. To understand concepts related to disaster management.
2. To acquire the knowledge about the types of disasters.
3. To develop an understanding about pre, actual and post disaster management.

## UNIT I - Concepts in Disaster Management :
- Disaster, Risks, Hazards, Vulnerability and Disaster cycle.
- The general effects of disasters.
- Disaster preparedness, Education and awareness.
- Disaster and development.

## UNIT II - Types of Disasters :
- **Natural** : Famine, Drought, Floods, Storms, Cyclones, Earthquakes and Eviction.
- **Manmade** : Riots, Biological warfare, Industrial accidents, Militancy, Insurgency, Road -Air-Rail accidents, Bomb-blast and Explosion.

## UNIT III - Issues and Impact :
- **Issues :** Policy issues, Politics of AID, Gender.
- **Impact :** Physical, Economical, Spatial and Psycho-social .
- International Decade for Natural Disaster Reductions and UN Resolutions.
- Disaster Management Act-2005.

## UNIT IV - Disaster Management :
- **Pre disaster :** prevention, Preparation, Education, Preparedness, Evacuation and rescue.
- **Actual Disaster** : Short term plans: Aid and administration , Stress and trauma management, Relief emergency supplies, Early warning systems, Recovery and restoration.
- Disaster financing.

## UNIT V - Post Disaster Management :

- **Relief :** Damage and need assessments, Addressing specific needs of vulnerable groups, Therapeutic and action oriented approaches for intervention.
- **Rehabilitation and Recovery :** Planning , Displacement and resettlement.
- Community participation and capacity building for facing disasters.
- Disaster and basic services, Health, Hygiene.

## UNIT VI - Intervening Parties :

- Government organisations.
- Voluntary organisations.
- Local groups.
- Community participation.
- Volunteers and social workers.
- Social work response to disaster management. Specific role of professionals.

## Learning Outcomes :

a. The learner will be able to understand the concept of disaster and related terms.
b. The learner will gain information about natural and manmade disasters.
c. The learner will develop an insight about the action to be taken to prevent and to rehabilitate the victims of disasters.

# RECOMMENDED READINGS

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Scharff, I. (1973)
Crises Intervention after a Natural
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No. 4, 545-551

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Natural Disaster, New Delhi.

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New Delhi – 2.

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New Delhi – 2.

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and Response, SBS Publishers and
Distributors Pvt. Ltd.

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Raj, Concept Publishing Company, New Delhi.

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Course Title  :  **Personal and Professional Growth**

Course Code  :  **309 PPG (Elective Course)**

Level  :  **Pg. II, Semester III**

**Learning Objectives :**
a. To understand 'self' as a being, as one in the process of 'becoming' and experience self awareness.
b. To examine own values and attitude and explore choices made to express self in own environment.
c. To understand and uphold professional values and ethics.

**UNIT I – Self and Self Awareness :**
- Understanding about 'self', Own strengths and weaknesses, Awareness about own needs, Humanitarian principles, Innate dignity as a human being.
- Understanding 'self' through a cognitive construct – Rational Emotive Therapy, Gestalt Approach, Transactional Analysis, Reality Therapy, Yoga Therapy, Meditation Techniques.
- Explore self as a being and understand the process of becoming through observation, Reflection and practice.

**UNIT II – Emotions and Their Expressions :**
- Emotions, Nature of expressions.
- Choices made to express emotions, modes used.
- Understand own pattern of communication.
- Examine need for change in patterns of communication.

**UNIT III - Creativity and Self :**
- Understanding brain functions, Creativity, Need and development.

## UNIT IV – Life Style :

- Conscious life style : Factors influencing on developing life style.
- Enhanced life skills : Communication, Skills of rapid reading, Writing, Creative writing, Report writing and public speaking, Decision making, Use of time and money.
- Building and sustaining bonds : Relational, Colleagical and personal.
- Self defeating behaviour : Nature and impact, Choices for change.

## UNIT V – Stress, Burn Out – Self Help Methods :

- Stress, Nature and impact of stress, Its expression and burn out.
- Explore and experience methods to work out stress for greater harmony and joy.

## UNIT VI – Values, Attitudes and Professional Ethics :

- Values and attitudes, Their role in life, Value conflict and its impact, Value clarification.
- Study of professional ethics.
- Enhance conscious behaviour and application of continued awareness in day to day functioning and professional practice.

## Learning Outcomes :

a) The learner will be able to understand the self and self awareness.
b) The learner will understand enhanced life skills and professional ethics.
c) The learner will be able to practise self help method for integration and for stress reduction.

# RECOMMENDED READINGS

1.  Bhattachrya, K. (1971)
The Indian concept of Self, Bulletin Ramakrishna Mission Institute of Culture 22 (8), August, 1971, 304-13.

2.  Burke, R. J. (1982)
Personality, Self-Image and Situational Characteristics of effective helpers in work settings, The Journal of Psychology,
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An Introduction to Personality, A Research Approach, New Jersey, Prentice Hall Inc.

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Self-Awareness in Professional Education, Journal of Social Casework, Vol. XXXV, No. 9, November, 1954, 371-379.

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The Concept of Self in Modern Psychology, Indian Education Review 5 (1), January, 1970, 84-99.

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## SEM-IV

### Core Courses (Compulsory Subjects)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 1 | 401 SPSD | Social Policy and Social Development | 03 | 80 | 20 |
| 2 | 402 SWPTD | Social Work Personnel : Training and Development | 03 | 80 | 20 |

### Elective Courses (Any Two)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 3 | 403 RCD | Rural Community Development | 03 | 80 | 20 |
| 4 | 404 USUG | Urban Society and Urban Governance | 03 | 80 | 20 |
| 5 | 405 SWI | Social Work in Industry | 03 | 80 | 20 |
| 6 | 406 TASW | Tribal Anthropology and Social Work | 03 | 80 | 20 |
| 7 | 407 SWSG | Social Work with Special Groups | 03 | 80 | 20 |
| 8 | 408 PED | Political Economy and Development | 03 | 80 | 20 |

### Social Work Practicum and Research (Compulsory)

| Sr. No. | Subject Code | Title | Credits | Marks in Theory Exam | Marks in Internal Exam |
|---|---|---|---|---|---|
| 9 | 409 SWP-IV | Social Work Practicum-IV | 07 | - | 75 |
| 10 | 410 SWPVV-III | Social Work Practicum: Viva –Voce Examination - IV | - | 25 (External) | 25 ( Internal) |
| | 411 RP-II | Research Project-II (Data Collection, Data Processing and Report Writing) | 04 | - | 50 |
| 12 | 412 RPVV | Research Project Viva –Voce (Average marks by External and Internal) | - | 50 | - |
| 13 | 413 LSA-IV | Learning Supportive Activity-IV | 01 | - | 20 |
| 14 | 414 BP (VT) | Block Placement (Vocational Training) | 06 | - | - |

**Total Credits = 30**  **Total Marks=590**

Total Marks =  735 + 670 + 705 + 590 = 2700

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Semester- IV

Course Title    :    **Social Policy and Social Development**

Course Code   :    **401 SPSD (Core Course)**

Level            :    **Pg. II, Semester IV**

**Learning Objectives:**
   e) To develop an understanding about inter-relationships between social policy, planning and development.
   f) To understand various approaches to social policy.
   g) To develop appreciation of the relevance of social policy and planning to social work practice.

## UNIT I -  Social Policy and Its Sources :
- Concept, aims and objectives.
- Relationship between social policy, Planning and social development.
- Indian Constitution : Fundamental rights and directive principles of state policy.
- Evolution of social policy in India : A historical perspective.
- Planning as an instrument and source of policy, Role of ideology.

## UNIT II - Approaches To Social Policy :
- Approaches and tools; Political economy, Gender analysis, Diversity and uniformity, Thematic Vs. Analytical approach, Human rights approach.
- Different models of social policy and their applicability to the Indian situation.

## UNIT III – Policy Formulation Process:
- Process of social policy formulation.
- Role of various factors in policy formulation.
- Policy and the four traditions of planning thought – Policy analysis, Social learning, Social reform and social mobilization.
- Relevance of social policy and planning to social work practice.

## UNIT IV – Planning in India:

- Historical perspective, Constitutional position of planning in India.
- Federal political system and the planning process.
- Replacement of the planning commission by National Institution for Transforming India (NITI) Aayog. Its role, Objectives and structure, Role of centre and state in planning.
- Implementation of social planning at various levels.
- Monitoring & evaluation of planning.

## UNIT V - Social Policy in India – Areas :

- Different sectoral policies and their implementation
- Policies concerning education, Health, Housing, Environment and ecology, Population and family welfare.
- Social security, Food security, Employment and labour.
- Social welfare policy : Policy related to children, Women, Elderly, Persons with disabilities.
- Policy for poverty alleviation.

## UNIT VI - Social Policy and Social Development :

- Concept of social development, Current debates of development.
- Sustainable development, Concept, Strategies and critical issues.
- Silent features of social development.
- The historical and social context of development in India.

### Learning Outcomes:

- The learner will be able to understand the role of social policy in social development.
- The learner will understand the features of Indian policies for major issues.
- The learner will develop an understanding about place of social work in planning and policy.

# RECOMMENDED READINGS

1. Bulmer M., er.al. (1989) — The Goals of Social Policy, London Unwin Hyman.

2. Burch A. H., (1996) — Basic Social Policy and Planning Strategies and Practice Methods; Haworth Social Work Practice.

3. Byres, T. (ed.), (1996) — State Development Planning and Liberalization, New Delhi, Oxford University Publishers.

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5. Desai V., (1988) — Rural Development (Vol.1) Mumbai, Himalaya Publishing House.

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8. Ghosh A. (1966) — Planning in India; The Challenges for the Nineties, Kalcutta, Kluwer Academic Publishers.

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12. Kulkarni P. D., (1975) — Social Policy in India, Bombay Tata Institute of Social Sciences.

13. Kumar Hajira — Social Work Development and Sustainable Development, Mumbai, Nirmala Niketan College of Social Work.

14. Nath V., (2010) — Economic Development and Planning in India.

15. Srivastava S.P. (e.d.) (1998) — The Development Debate Critical Perspectives, The Amazon Book Store.

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Course Title   :   **Social Work Personnel :Training and Development**

Course Code   :   **402 SWP : TD  (Core Course)**

Level         :     **Pg. II, Semester IV**

**Learning Objectives :**

    a) To understand the structure of social work education in India and its ideological framework.

    b) To develop skills through training.

    c) To develop an attitude to equip 'self' as facilitator / trainer.

## Unit I – Training for Personnel :

- Need for training personnel for social work.
- Structure of social work education at different levels.
- Social work education curriculum in relation to changing social reality.
- Educational goals of social work training.

## Unit II – Learning and Principles :

- Concepts; Learning, Adult learning, Principles of adult learning.
- Practice learning, Instructional process in practice learning.
- Role of instructor learner relationship in professional learning.

## Unit III – Motivation in Learning :

- Abrahm Maslow need hierarchy pyramid, Nature of learner.
- Motivation and training needs of learner at UG and PG level.
- Role of supervision in social work training.

### Unit IV - Training Programme Design :

- Concept of development, Training and development.
- Designing, implementing and evaluating training programme for social work personnel.
- Methods of instructions in social work training : Lecture, Discussion, Conference, Workshop, Presentation, Seminar and Simulation games.
- Use of education technology : Methods and tools.

### Unit V – Staff Development :

- In service short term and long term / continuous.
- Enhancing training
- Facilitation for skill development.

### Unit VI – Professional Development :

- Concept of self and professional self.
- Process of development of professional self.
- Essential skills and techniques for professional roles.

### Learning Outcomes :

a) The learner will be able to understand the need for training personnel.

b) The learner will understand the features of teaching methods in social work education.

c) The learner will develop an insight for professional development.

# RECOMMENDED READINGS

1. Asian & pacific Association For Social Work Education (APASWE 1994)

   Social Work Profession : Reflection and Future Directions, Mumbai : TISS.

2. Baldwin, J. & Williams, H. (1988)

   Active Learning : A Trainer's Guide, England : Blackwell Education.

3. Barer-Stein T., Draper, J. J. (1988)

   The Craft of Teaching Adults.

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   Staff Development in Human Service Organisations. New Jersey : Prentice Hall Inc.

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   Programme Development and Evaluation Resouce Book for Trainers, New York : John Wiley and Sons.

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   Teaching People to Love Themselves: New York : Growth Associates.

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   Social Work Education in India, Retrospect and Prospect, Delhi : Himanshu Publications.

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    Joining Together : Group Theory and Group Skills, New Jersey : Prentice Hall.

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    Supervision in Social Work, NewYork, Colambai University.

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    The Adult Learner, A Neglected Species.

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    A Skills and Strategies Handbook for Working with People, Englewood Cliffs : Prentice Hall Inc.

14. Percival, F. & Ellington, H. (1985)    Handbook of Educational Technology, London Kogan Paul.

15. Pfiffer, W. & Jones, E. (1979)    A Handbook of Structured Experiences for Human Relations Training, Volume I – VIII + 2 copies each (Xerox) Volumes. California : University Associates.

16. Preiffer, W. & Ballew, A. (1993)    U.A. Training Technologies, Volumes 1-7, New Delhi : Aditya Books.

17. Rigby, B. (ed.) (1978)    Short-Term Training for Social Development, New York : International Association of Schools of Social Work.

18. Silberman, M. (1990)    Active Training : A Handbook of Techniques, Design Case Examples, New York : Lexington Books.

19. Society for Participatory Research in Asia (PRIA) (1987)    Training for Trainers : A Manual for Participatory Training Methodology in Development, New Delhi : Society for Participatory Research in Asia.

20. Towle C. (1954)    The Learner in Education for the Profession.

21. University Grants Commission (UGC) 1990    The Report of the Curriculum Development Centre in Social Work Education, New Delhi : University Grants Commission.

22. University Grants Commission (UGC) 1980    Review of Social Work Education in India : Retrospect and Prospect (Report of the Second Review Committee), New Delhi : University Grants Commission.

23. Werner, D. And Bower (1983)    Helping Health Workers Learn : A Book of Methods, Aids and Ideas for Instructors at the Village Level, Palo Alto, C.A. : Hesperian Foundation.

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Course Title  :  **Rural Community Development**

Course Code  :  **403 RCD (Elective Course)**

Level  :  **Pg. II, Semester IV**

**Learning Objectives :**

d) To understand different characteristics of rural community.

e) To understanding rural economy and problems in context of globalization.

f) To understand issues in rural development.

g) To know various programs, schemes and initiatives for rural development.

## Unit I - Rural Community and Rural Community Development :

- Socio, economic and political characteristics of Indian rural community.

- Structure and functions of rural community.

- Power structure and role of rural ethics in Indian context.

- Reconstruction of community.

- Meaning, Concepts, Objectives and historical background of rural community development.

- Relationship of rural development with agriculture, Industries and education.

## Unit II - Rural Development Institutions :

- Structure and function's of three tier system.
- Role of cooperative institutions in rural development.
- Impact of micro policies on rural development.
- Role of voluntary organizations in rural development.

## Unit III - Approaches to Rural Development :

- Gandhian model of rural development.
- Phule and Ambedkar ideologies for agricultural development.
- Agro based industries for rural development.

## Unit IV - Programmes for Rural Development :

- National Rural Livelihood Mission (NRLM) – 2011.
- National Policy for water.
- Promotion of rain water harvesting.
- Jalyukta Shivar Yojana.
- Poverty elevation programme.
- Concept of group farming.

## Unit V - Issues in Rural Development :

- Democratic decentraliztion and Politics in Panchayat Raj.
- Employment generation in rural development.
- Migration.
- Environmental issues.
- Indebtedness.
- Health.
- Drought Prone Situation.

**Unit VI - Statutory Provisions :**

- Panchayat Raj Act 1962.
- 73$^{rd}$ Constitutional Amendment Act 1993.
- Mahatma Gandhi National Rural Guarantee Act 2005.
- 110$^{th}$ Constitutional Amendment.

**Learning Outcomes :**

a) Learner will be able to understand the structure of rural community.

b) Learner will understand various issues in rural development.

c) Learner will acquire knowledge about Panchayat Raj System for rural development.

# RECOMMENDED READINGS

1. Acharya, B.T. (1991) — Rural Industrilisation : A Catalyst in Action, Mumbai, Himalaya Publishing House.

2. Agrawal, A. N. And Singh, S.P. (Eds) (1969) — The Economics of Undevelopment, London, Oxford University Press.

3. Dutt, Rudar Sunharam, K.P.M. (1985) — Indian Economy, New Delhi, S. Chand & Company.

4. D. Jhunjhunwala — Bharat, Globalization & Indian Economy, New Delhi, Gyan Book Pvt. Ltd.

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6. Gyanmundra (2007) — Farmer Suicide in India, Dynamic & Strategics of Prevention, New Delhi, Deep & Deep Publications, Pvt. Ltd.

7. Hajela, T. N. C. — Cooperation : Principles Problems and Practice (6th Edition) Delhi, Konark Publishers Pvt. Ltd.

8. Higgott, Richard A. (1982) — Political Development Theory, the Contemporary Debates Taylor & Francis Group.

9. Kumar, M. Ashok (1990) — Rural Development in India, New Delhi, Inter-India Publications.

10. Mandal, G. C. (1992) — Rural Development and Retrospect and Prospect, New Delhi, Concept Publishing Comcany.

11. Pathak, R. S. (1991) — Farmers participation in Irrigation Water Management, New Delhi, GOI Min of water resources, command area development Division.

12. Simon David, Narman Anders (1999) — Development as theory & practice, current perspectives on Development, Longman, UK.

| | |
|---|---|
| 13. Verma S. B., Sankaran, P. N., Shrivastwa, R. K. (2006) | Rural Based Development Strategies, New Delhi, Deep&Deep PublicationsPvt. Ltd. |
| 14. Veram S. B., Shah G. P., Pathak, S.C. (2006) | Rural Credit & cooperative Development, New Delhi, Deep & Deep Publications Pvt. Ltd, |
| 15. Verma S. B, Sing U.P., Kumar R. (2006) | Rural Development & Environment, New Delhi, Deep & Deep Publications Pvt. Ltd. |

* * *

Course Title    :    **Urban Society & Urban Governance**

Course Code    :    **404 USUG (Elective Course)**

Level        :    **Pg. II, Semester IV**

**Learning Objectives :**

a) To understand different characteristics of urban community.

b) To orient about various urban problems in present context.

c) To gain information about various urban community development policies and programmes.

## Unit I - Urban Society :

- Meaning, Objective and characteristics of urban society.
- Growth of urban society in India.
- Problems of urban society : Slums and gunthewari, Commercial sex workers, Crime, Alcoholism, Urban unemployment, Pollution.

## Unit II - Urbanism and Urban Ecology :

- Urbanism – Meaning, Characteristics, As a way of life.
- Urban Ecology – Meaning and definition, Geographic condition, Transport and communication, Trade and industry.
- Concept of over urbanization , Consequences of over urbanization.

## Unit III - Urban Governance :

- Concept, Meaning and significance.
- History of local self government in India.
- Forms of local self government – Municipal council, Municipality and Municipal corporation.
- Concept of town planning.

## Unit – IV Policies and Programmes :

- Urban growth and planning, Concept of regional planning.
- Policies related to urban slums.
- Policies related to urban development.
- Urban housing schemes : HUDCO, CIDCO, Gharkul Yojana
- Urban development schemes : Jawahralal Nehru National Urban Renewal Mission (JNNURM) - 1999, National Urban Livelihood Mission (NULM) - 2014.

## Unit V - Statutory Provisions :

- 74th Constitutional Amendment Act.
- Bombay Municipal Corporation Act.

## Unit VI - Role of State and NGO's in Urban Development :

- State control over urban local bodies.
- NGO's working in urban development.
- Contribution of corporate sector in urban development – Infrastructure and service sector.

## Learning Outcomes :

a) The learner will be able to understand the urban way of life and problems of urban life.

b) The learner will gain the knowledge about urban governance.

c) The learner will be explored to urban development policies and programmes.

# RECOMMENDED READINGS

1. D. Wasudevarao (1990)    Urban development problems – Lancers Books, New Delhi.

2. Das G.    Urban Sociology, King Book Publication Delhi.

3. Dubey M. K., (2000)    Rural and Urban Development in India, Commonwelth Publication Delhi.

4. European Commission (2011)    Cities of Tomorrow : Challenges, Vision, Way Farward, Brussels.

5. Kopardekar, H. D. (1986)    Social aspects of Urban Development, Popular Prakashan Bombay 1986.

6. Marshal B. Clonard (1966)    Slums & Community Development experiments in self help, the free press New York.

7. Pratibha Ahire & Patil (1985)    Rural and Urban Sociology, Shri Vidya Publication, Pune.

8. Sudha Mohan (2005)    Urban development new localism – Rawat Publication Jaipur.

9. Yadav C. S. (1987)    Urban Planning and Policies, Concept Publication, New Delhi.

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Course Title    :    **Social Work in Industry**

Course Code    :    **405 SWI (Elective Course)**

Level    :    **Pg. II, Semester IV**

**Learning Objectives :**

a) To understand the nature and importance of welfare measures for industrial workers.

b) To gain the knowledge about the problems associated with the administration and management of welfare measures in industrial set up.

c) To understand the role of social work intervention in industry.

## Unit I - Industrial Growth :

- Industrial evolution in India.
- Indian economy : Industrial growth, Service sector, Gross Development Product (GDP), Employment ratio.

## Unit II - Labour Welfare :

- Organised labour, Contract labour.
- Concept, Nature and definitions of labour welfare.
- Objectives of labour welfare.
- Need and scope of labour welfare.
- Changing concepts of labour welfare and management.

## Unit III – Labour Welfare in India :

- Historical development of labour welfare in India.
- National policy on labour welfare.

- Agencies of labour welfare.
- Welfare by Central Government.
- Welfare by State Government.
- Welfare by the employers.

## Unit IV – Welfare Measures :

- Labour welfare legislations : Concept and programmes like : Canteen, Creche, Safety and Accident prevention.
- Different methods and philosophies of social security.
- Co-operatives, Housing, Health care, Family counselling.

## Unit V – Financing Welfare Measures :

- Budget and finance of welfare measures.
- Personnel for welfare.
- Role of labour welfare officer.
- Role of trade unions in welfare.
- Welfare programme management in industry.

## Unit VI – Labour Welfare Board :

- Maharashtra Labour Welfare Board : Structure, Activities and contribution to welbeing of worker's community.
- Problems and practices of welfare in industrial settings.
- Scope of corporate social responsibility practice.

## Learning Outcomes :

a) The learner will be able to understand the concept, need and scope of labour welfare.

b) The learner will understand the various welfare measures in industry.

c) The learner will understand the role of social work intervention in industry.

# RECOMMENDED READINGS

1. Giri, V. V., (1972)      Labour Problems in Indian Industry, Bombay : Asia Publishing House.

2. Hallen, G. C., (1967)      Dynamics of Social Security, Meerut, Rastogi Publications.

3. Hemming, R. (1984)      Poverty & Incentives : The Economics of Social Security, London, Oxford University.

4. Jois, P.V. (1981)      Labour Welfare : New Outlook of Industry and Labour in Modern Society, Bombay : Somaiya Publications Limited.

5. Moorthy, M. V. (1982)      Principles of Labour Welfare, (2nd Ed.) New Delhi: Oxford and IBH Publishing Company.

6. Punekar, S. D. and Others (1980)      Labour Welfare, Trade Unionism and Industrial Relations, Bombay : Himalaya Publishing House.

7. Sarma, A. M. (1985)      Aspects of Labour Welfare and Social Security, Bombay, Himalaya Publishing House.

8. Saxena, R. C. (1958)      Labour Problems and social Welfare, Meerut, Jai Prakash Nath and Company.

9. Srivastava, P. C. (1964)      Social Security in India, Allahabad : Lokbharati Publications.

10. Thomas, B. (1949)      Welfare in Industry, London, The Caxton Publishing Company Limited.

11. Vaid, K. N. (1970)      Labour Welfare in India, New Delhi, Shri Ram Centre of Industrial Relations.

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**Course Title** : **Tribal Anthropology and Social Work**

**Course Code** : **406 TASW (Elective Course)**

**Level** : **Pg. II, Semester IV**

## Learning Objectives :

a) To orient with Tribal anthropology as branch of study of Tribal society.

b) To gain information about tribal way of life.

c) To develop an understanding about the various programmes for tribal development.

## Unit I - Tribal Communities in India :

- Tribes : The concept and various definitions.
- Distribution of major tribes in Maharashtra and India.
- Major characteristics of Tribal community.
- Tribal welfare approaches : Isolation, Assimilation and integration.

## Unit II – Tribal Social Institutions :

- Family.
- Marriage.
- Clan and Kinship.
- Culture.
- Value system.

## Unit III – Tribal Problems and Development Issues :

- Tribal economy.
- Education, Health, Poverty, Alcoholism and exploitation as tribal developmental issues.
- Impact of urbanisation and globalaisation on tribal society.

## Unit IV – Tribal Development Administration (TDA) :

- Structure of Tribal Development Administration (TDA).
- Special initative by Medha-Lekha in Tribal Development Administation.

## Unit V – Statutory Safeguards :

- Constitutional provisions for education, Employment, Political participation.
- Tribal welfare commission.
- Panchayat Extention to Scheduled Areas (PESA) Act 1996.
- Forest Rights Act 2005 (Ministry of Tribal).

## Unit VI – Tribal Development :

- Tribal Development Policy – 2004.
- Integrated Tribal Development Project (ITDP) and Tribal Sub plan (TSP)
- NGOs intervention for Tribal development.
- Contribution of Thakkar Bappa, Nehru, Birsa Munda for tribal development.

## Unit VII – Problems of Nomadic Tribes :

- Migration, Suttlement, Minority, Recongnization by various states.
- Constitutional provisions for Nomadic Tribes (NTs).
- Problems recognisation after changing states, e.g. reservations.

- Dislocation and resettlement.
- Scope for social work intervention in tribal development and role of social worker.

**Learning Outcomes :**

a) The learner will be able to understand the approaches for tribal development.

b) The learner will understand the tribal culture and developmental issues in tribal society.

c) The learner will get an insight about the social work intervention for tribal development.

## RECOMMENDED READINGS

1. Bhartiya Bhasha Mudranalaya (1984) — Man in India : A Quarterly Journal of Anthropology, Vol. 64, Nos. 1-4, 1984, Varanasi.

2. Furer Haimendorf, C.V. (1982) — Tribes of India : The Struggle for Survival Oxford University Press, Delhi.

3. Kesing, R.M. (1975) — Cultural Anthropology : A Contemporary Perspective, Holt, Rinehart and Winston, New York.

4. Maharashtra (1979) — Monographic Survey of the Katkaris of Maharashtra State, Tribal Research and Training Institute, Pune.

5. Maharashtra (1979) — Monographic Survey of the Kolams of Maharashtra State, Tribal Research and Training Institute, Pune.

6. Meillassoux, C. (Ed.) (1979) — Maidens, Meal and Money, Cambridge University Press, New York.

7. Sachchidananda (1979) — The Changing Munda, Concept Publishing Company, New Delhi.

8. Shah, V. P. & Patel, T. (1985) — Social Contexts of Tribal Education, Concept Publishing Company, New Delhi.

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Semester IV

| | | |
|---|---|---|
| Course Title | : | **Social Work with Special Groups** |
| Course Code | : | **407 SWSG (Elective Course)** |
| Level | : | **Pg. II, Semester IV** |

## Learning Objectives :

a. To understand the concept of various special groups.

b. To understand the issues of socially challenged groups.

c. To understand the problems of economically challenged groups and special needs groups.

d. To understand the strategies to solve problems of special groups.

## Unit I - Concept of Special Groups :

- Meaning and definitions of special groups
- Marginalisation and social exclusion of special group.
- Various types of special groups : Socially challenged, Economically challenged groups, Special need groups, Invisible minors
- Special groups as an emerging area for social work intervention.

## Unit II - Socially Challenged Groups :

- Youth : Unrest among youth, Problems of youth, Psycho-social problems of girl youth.
- Destitute women, Children and aged persons.
- Women with non-remunerative household duties : Insecurity and discouragement, Their implications.
- Problems of slum-dwellers.
- Social work intervention for rehabilitation of socially challenged groups.

## Unit III - Economically Challenged Groups :

- Characteristics and the problems of economically challenged.
- Unemployed persons, Daily wagrs, Contract labour, Landless labours, Small and marginal farmers, Bonded labours, Unskilled labours, Agricultural labours,
- Labours in unorganised sectors : Hotels, Construction, Vendors, Domestic workers.
- Economical problems and issues of survival of unorganised labours.
- Self-employed persons and their problems : Long hours of work, Poor working conditions, Problems of marketing, Competition in market.

## Unit IV - Groups with Special Needs :

- Excluded children.
- Persons and families affected by drug and substance abuse, alcoholism.
- Physically challenged differently abeled persons.
- Mentally challenged persons.
- Mainstreaming of the groups with special needs.

## Unit V - Invisible Minors :

- Broken families and their problems.
- Personnel overburdened with tasks : a) Personnel in defence and security b) Personnel in health sector.
- Surplus man-power in : Agriculture and co-operative sector, Industrial sector, Health and education.

## Unit VI - Remedial Measures for Special Groups :

- Micro Units Development and Refinance Agency (MUDRA) Programme, Skill Development Mission.
- Financial Assistance through banking and government schemes.
- Mahatma Gandhi National Rural Employment Guarantee Scheme.
- Social security to unorganised sectors through government schemes and policies
- Legislative measures : Contract Labour Act, Minimum Wages Act.
- Concept of support groups, Guidance and counselling to special groups.

**Learning Outcomes :**

a. The learner will understand special group as an emerging area for social work intervention.

b. The learner will develop an insight about the problems of economically and socially challenged groups and social work intervention for them.

c. The learner will understand the govt. and non govt. remedial measures for rehabilitation of special groups.

# RECOMMENDED READINGS

1.  Baja Premed Kumar (1992)  Youth Education and Unemployment, New Delhi, Ashish Publishing House.

2.  Bajwa G.S. & D. K. Bajwa (1996)  Human Rights in India : Implementation and Violations, D. K.Publishers.

3.  Chowdhary P.D. (1992)  Aging and Aged, Delhi, Inter India Publication.

4.  Dabir Neela & Athale Naina (2011)  From Street to Hope, New Delhi Sage Publication.

5.  Desai N. & Krishnaraj M. (1987)  Women & Society in India, Delhi, Ajanta Publications.

6.  Egan G. (1994)  The Skilled Helper, California Books

7.  Gore M.S. (1977)  Indian Youth, New Delhi.

8.  Murli Desai & Siva Raju (2000)  Gerontological Social Work in India

9.  Sagroi S.M. (1988)  Vulnerable Populations Voleme 1 & 2, Lexington Bookds, USA

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Course Title   :   **Political Economy and Development**

Course Code   :   **408 PED (Elective Course)**

Level         :    **Pg. II, Semester IV**

**Learning Objectives :**

    a) To understand political economy and systems for economic order.

    b) To develop skills for social analysis.

    c) To understand various economic development theories in the context of globalization.

**Unit I - Introduction to Political Economy :**

- Meaning of political economy.
- Significance of the study of political economy.
- Meaning and characteristics of development and under development.
- Universal values and objectives of development.

**Unit II - Socio Economic Order and Comparative Economic System :**

- Capitalism, Socialism & Mixed economy, Their features, Merits and demerits.
- Marxian political economy.
- India as a welfare state.

**Unit III - Theories of Economic Development :**

- Stages of Growth Theory, Ragnar Nurke's model of Development, Rostow's stages of economic growth, Big Push theory of economic development.
- Privatization, Liberalization.
- Globalization and its impact on economic development.

- Role of International financial institutions in economic development – World Trade Organization (WTO), International Monitory Fund (IMF), World Bank (WB).

### Unit IV - Poverty in India – A Structural Problem :
- Causes, Effects and implications.
- Entitlement approach to understand poverty.

### Unit V - Social Analysis :
- Significant methods of Social analysis, A brief analysis of socio economic, Political and cultural systems.
- Their interlinkages in the Indian context.

### Unit VI - Planning for Development in India :
- World Hunger, Myths, Magnitude, Causes and Remedies.
- Development aid (assistance) to developing countries - A critique.
- National Food Security Mission.

### Learning Outcomes :
a) The learner will be able to understand the economic system.
b) Learner will acquire knowledge and theories of economic development.
c) Learner will understand role of financial institutions in economic development.

# RECOMMENDED READINGS

1. Agrawal A. N.,
   Lal Kundan (1989)

   Economics and Development & Planning, New Delhi, Vikas Publishing House Private Limited.

2. Augushine, John S. (ed) (1989)

   Strategies for Third Workld Development, New Delhi, Sage Publications.

3. Chakraborthy, Bimal, (1996)

   The United Nations and the Third World, New Delhi, Tata McGraw Hill Publishing Company Limited.

4. Descrochers, John (1977)

   Methods of Social Analysis, Bangalore, Centre for social action.

5. Elsenhans, Hartmut, (1991)

   Development and Under Development, The History Economics and Politics of North South Relations, New Delhi, Concept Publishing Company.

6. Nagardra, S. P. (1994)

   Development and change, New Delhi, Concept Publishing House.

7. Nana Poku,
   Lloyd Pettiford (ed) (1998)

   Rebuilds up the third world, London, Macmillan Press Limited.

8. Rao, D. Bhaskar, (1998)

   World Summit for social Development, New Delhi, Discovery Publications.

9. Rao,
   V. Lakshmana (1994)

   Essays on Indian Economy, New Delhi, Ashish Publishing House 8/81 Punjabi Bagh.

10. Reddy D. V. (1994)

    Development and New International Economic order, New Delhi, Deep and Deep Publications.

11. Rangman Alan (2000)

    The end of Globalization, London, Random House.

12. Seltz, John L. (1990)

    The Political of Development, Bombay Popular Prakashan.

13. Sharma S. L. (ed.) (1986)

    Development, Socio Cultural Dimensions, Jaipur, Rawat Publication.

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# APPENDIX
## Proforma for Assessment of Orientation Visit
### P-I

Internal Assessment of Orientation Visits.     Class : I/II<sup>nd</sup> year.     Sem: I<sup>st</sup>/III<sup>rd</sup>

Name of the Agency................................................................

Day, ....................Date & Time.....................................

Name of the Supervisor................................................

| Sr.No. | Name of Students | Attendance & General discipline | Report writing (Timely submission content, compliance) | Total Marks |
|--------|------------------|--------------------------------|--------------------------------------------------------|-------------|
| 1. | | 05 | 20 | 25 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Marks obtained in words...................................................

Grade: .........................     Name & Signature of Supervisor................................

Date:    /   /20

The Proportion of range of marks and range of grades shall be as follows :

| 21 & above Marks | A | 12 – 14 Marks | D |
|------------------|---|---------------|---|
| 18 – 20 Marks | B | 9 – 11 Marks | E |
| 15 – 17 Marks | C | Below 11 Marks | F |

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# Proforma for Compilation of Orientation Visits Assessment

## P-II

Compiled Statement of Orientation Visits Assessment

| Sr.No | Name of Students Date→ | Marks scored in | | | | | | | Total Marks | Average Marks |
|---|---|---|---|---|---|---|---|---|---|---|
| | | $Ov_1$ | $Ov_2$ | $Ov_3$ | $Ov_4$ | $Ov_5$ | $Ov_6$ | $Ov_7$ | | |
| | | | | | | | | | | |
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Name & Signature of ...............................
Field work Coordinator.............................

# Proforma for Assessment of Concurrent Field Work Practice I

## P - III

| Internal Assessment of Concurrent Fieldwork Class - I<sup>st</sup> year      Sem - I<sup>st</sup> |
|---|

Period: From…………………………………..to………………..…………………………

Name of the Student…………………………………………….…………...

Name of the Agency……………………………………….…………...

Number of Visits Attended out of Fifteen……………………………

Total number of absent visits……………………………………………….

| Marks obtained in 15 visits | | | | | | |
|---|---|---|---|---|---|---|
| Sr.No | Criterion/Heads | Marks to be given out of - Tick ( ) Mark on appropriate column | | | | Marks obtained out of 40 |
| | | 13 – 15 visits | 10 – 12 visits | 7 – 9 visits | Below 7 visits | |
| | | A | B | C | D | |
| 1 | Understanding the Agency | 10 | 09 | 08 | 06 | |
| 2 | Understanding the Client | 10 | 09 | 08 | 06 | |
| 3 | Understanding the Problem Solving Process | 10 | 09 | 08 | 06 | |
| 4 | Recording (Timely Submission & Compliance) | 10 | 09 | 08 | 06 | |
| | Total | 40 | 36 | 32 | 24 | |

(Please use only vertical column i.e. either A or B or C or D as the case may be)

Marks obtained in words……………………………………………….……………

Grade: ……………………….      Name & Signature of Examiner…………………………………….

Date:   /   /20

The standard of Range of marks and Grade shall be as follows :

| A | | | B |
|---|---|---|---|
| Sr. No. | Range of Marks obtained In first 15 visits | Grade | • The Marks out of 40 should be given if not less than 13 visits are attended. |
| 1 | 37 – 40 | A | |
| 2 | 33 – 36 | B | • The Marks out of 36 should be given if not less than 10-12 visits are attended. |
| 3 | 29 – 32 | C | |
| 4 | 25 – 28 | D | • The Marks out of 32 should be given if not less than 7-9 visits are attended. |
| 5 | 21 – 24 | E | |
| 6 | Below 20 | F | • The Marks out of 24 should be given if not less than 7 visits are attended. |

# Proforma for Assessment of Concurrent Field Work Practice II

## P - IV

| Internal Assessment of Concurrent Fieldwork Class - I$^{st}$ year    Sem – II$^{nd}$ |
| --- |
| Period: From……………………………..to………………..……………………… |
| Name of the Student……………………………………………..……….... |
| Name of the Agency……………………………………..…………….. |
| Number of Visits Attended out of Fifteen……………………………… |
| Total number of absent visits……………………………………………. |

### Marks obtained in 15 visits

| Sr.No | Criterion/Heads | Marks to be given out of - Tick ( )  Mark on appropriate column | | | | Marks obtained out of 40 |
| --- | --- | --- | --- | --- | --- | --- |
| | | 13 – 15 visits | 10 – 12 visits | 7 – 9 visits | Below 7 visits | |
| | | A | B | C | D | |
| 1 | Understanding the Agency | 10 | 09 | 08 | 06 | |
| 2 | Understanding the Client | 10 | 09 | 08 | 06 | |
| 3 | Understanding the Problem Solving Process | 10 | 09 | 08 | 06 | |
| 4 | Recording (Timely Submission & Compliance) | 10 | 09 | 08 | 06 | |
| | Total | 40 | 36 | 32 | 24 | |

(Please use only vertical column i.e. either A or B or C or D as the case may be)

Marks obtained in words…………………………………………………….

Grade: ……………………….    Name & Signature of Supervisor…………………………………….

Date:    /   /20

To help the students to improve further Social Work Practicum they shall be informed about their performance in first half assessment of concurrent field work in the form of range of marks and grades too. For this purpose the standard of Range of marks and Grade shall be as follows :

| A | | | B |
| --- | --- | --- | --- |
| Sr. No. | Range of Marks obtained In first 15 visits | Grade | • The Marks out of 40 should be given if not less than 13 visits are attended. |
| 1 | 37 – 40 | A | • The Marks out of 36 should be given if not less than 10-12 visits are attended. |
| 2 | 33 – 36 | B | |
| 3 | 29 – 32 | C | • The Marks out of 32 should be given if not less than 7-9 visits are attended. |
| 4 | 25 – 28 | D | |
| 5 | 21 – 24 | E | • The Marks out of 24 should be given if not less than 7 visits are attended. |
| 6 | Below 20 | F | |

# Proforma for Assessment of Concurrent Field Work Practice II

## P - V

Internal Assessment of Concurrent Fieldwork Class - I[st] year     Sem – IInd

Period: From……………………………….to……….…..……………………………

Name of the Student……………………………………………..………...

Name of the Agency……………………………………………..………...

Number of Visits Attended out of Fifteen………………………………

Total number of absent visits…………………………………………

| Sr.No | Criterion/Heads | Marks to be given out of - Tick ( ) Mark on appropriate column | | | | Marks obtained out of 40 |
|---|---|---|---|---|---|---|
| | | 13 – 15 visits | 10 – 12 visits | 7 – 9 visits | Below 7 visits | |
| | | A | B | C | D | |
| 1 | Understanding the Agency | 10 | 09 | 08 | 06 | |
| 2 | Understanding the Client | 10 | 09 | 08 | 06 | |
| 3 | Understanding the Problem Solving Process | 10 | 09 | 08 | 06 | |
| 4 | Recording (Timely Submission & Compliance) | 10 | 09 | 08 | 06 | |
| | Total | 40 | 36 | 32 | 24 | |

Marks obtained in 15 visits

(Please use only vertical column i.e. either A or B or C or D as the case may be)

Marks obtained in words……………………………………………………

Grade: ……………………….     Name & Signature of Supervisor………………………………

Date:   /  /20

To help the students to improve further Social Work Practicum they shall be informed about their performance in first half assessment of concurrent field work in the form of range of marks and grades too. For this purpose the standard of Range of marks and Grade shall be as follows :

| A | | | B |
|---|---|---|---|
| Sr. No. | Range of Marks obtained In first 15 visits | Grade | • The Marks out of 40 should be given if not less than 13 visits are attended. |
| 1 | 37 – 40 | A | |
| 2. | 33 – 36 | B | • The Marks out of 36 should be given if not less than 10-12 visits are attended. |
| 3 | 29 – 32 | C | |
| 4 | 25 – 28 | D | • The Marks out of 32 should be given if not less than 7-9 visits are attended. |
| 5 | 21 – 24 | E | |
| 6 | Below 20 | F | • The Marks out of 24 should be given if not less than 7 visits are attended. |

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# Proforma for Assessment of Concurrent Field Work Practice III

## P - VI

| Internal Assessment of Concurrent Fieldwork Class – II$^{nd}$ year       Sem – III$^{rd}$ |
|---|
| Period: From…………………………….to………………………………………… |
| Name of the Student…………………………………………….………….. |
| Name of the Agency………………………………………………….. |
| Number of Visits Attended out of Fifteen………………………….. |
| Total number of absent visits……………………………………….. |

| | | Marks obtained in 15 visits | | | | |
|---|---|---|---|---|---|---|
| Sr.No | Criterion/Heads | Marks to be given out of - Tick ( )  Mark on appropriate column | | | | Marks obtained out of 40 |
| | | 13 – 15 visits | 10 – 12 visits | 7 – 9 visits | Below 7 visits | |
| | | A | B | C | D | |
| 1 | Understanding the Agency | 10 | 09 | 08 | 06 | |
| 2 | Understanding the Client | 10 | 09 | 08 | 06 | |
| 3 | Understanding the Problem Solving Process | 10 | 09 | 08 | 06 | |
| 4 | Recording (Timely Submission & Compliance) | 10 | 09 | 08 | 06 | |
| | Total | 40 | 36 | 32 | 24 | |

(Please use only vertical column i.e. either A or B or C or D as the case may be)

Marks obtained in words……………………………………………………

Grade: ……………………      Name & Signature of Supervisor…………………………

Date:    /   /20

To help the students to improve further Social Work Practicum they shall be informed about their performance in first half assessment of concurrent field work in the form of range of marks and grades too. For this purpose the standard of Range of marks and Grade shall be as follows :

| A | | | B |
|---|---|---|---|
| Sr. No. | Range of Marks obtained In first 15 visits | Grade | • The Marks out of 40 should be given if not less than 13 visits are attended. |
| 1 | 37 – 40 | A | |
| 2 | 33 – 36 | B | • The Marks out of 36 should be given if not less than 10-12 visits are attended. |
| 3 | 29 – 32 | C | |
| 4. | 25 – 28 | D | • The Marks out of 32 should be given if not less than 7-9 visits are attended. |
| 5 | 21 – 24 | E | |
| 6 | Below 20 | F | • The Marks out of 24 should be given if not less than 7 visits are attended. |

# Proforma for Assessment of Concurrent Field Work Practice III

## P - VII

| Internal Assessment of Concurrent Fieldwork Class – II$^{nd}$ year | | | Sem – IV$^{th}$ | | |
|---|---|---|---|---|---|

Period: From……………………………..to……………..…………………………….

Name of the Student…………………………………………..………..:.

Name of the Agency………………………………………:.…………...

Number of Visits Attended out of Fifteen…………………………….

Total number of absent visits…………………………………………..

| | | Marks obtained in 15 visits | | | | |
|---|---|---|---|---|---|---|
| Sr.No | Criterion/Heads | Marks to be given out of - Tick ( ) Mark on appropriate column | | | | Marks obtained out of 40 |
| | | 13 – 15 visits | 10 – 12 visits | 7 – 9 visits | Below 7 visits | |
| | | A | B | C | D | |
| 1 | Understanding the Agency | 10 | 09 | 08 | 06 | |
| 2 | Understanding the Client | 10 | 09 | 08 | 06 | |
| 3 | Understanding the Problem Solving Process | 10 | 09 | 08 | 06 | |
| 4 | Recording (Timely Submission & Compliance) | 10 | 09 | 08 | 06 | |
| | Total | 40 | 36 | 32 | 24 | |

(Please use only vertical column i.e. either A or B or C or D as the case may be)

Marks obtained in words……………………………….…………………………

Grade: ……………………..        Name & Signature of Supervisor……………………………………

Date:    /    /20

To help the students to improve further Social Work Practicum they shall be informed about their performance in first half assessment of concurrent field work in the form of range of marks and grades too. For this purpose the standard of Range of marks and Grade shall be as follows :

| A | | | B |
|---|---|---|---|
| Sr. No. | Range of Marks obtained In first 15 visits | Grade | • The Marks out of 40 should be given if not less than 13 visits are attended.<br>• The Marks out of 36 should be given if not less than 10-12 visits are attended.<br>• The Marks out of 32 should be given if not less than 7-9 visits are attended.<br>• The Marks out of 24 should be given if not less than 7 visits are attended. |
| 1. | 37 – 40 | A | |
| 2 | 33 – 36 | B | |
| 3 | 29 – 32 | C | |
| 4 | 25 – 28 | D | |
| 5 | 21 – 24 | E | |
| 6 | Below 20 | F | |

# Proforma for Assessment of Concurrent Field Work Practice IV

## P - VIII

| Internal Assessment of Concurrent Fieldwork Class – II$^{nd}$ year    Sem – IV$^{th}$ |
|---|
| Period: From……………………………..to…………..………………………… |
| Name of the Student……………………………………..……….... |
| Name of the Agency…………………………………………….... |
| Number of Visits Attended out of Fifteen………………………… |
| Total number of absent visits…………………………………… |

| | | Marks obtained in 15 visits | | | | |
|---|---|---|---|---|---|---|
| Sr.No | Criterion/Heads | Marks to be given out of - Tick ( ) Mark on appropriate column | | | | Marks obtained out of 40 |
| | | 13 – 15 visits | 10 – 12 visits | 7 – 9 visits | Below 7 visits | |
| | | A | B | C | D | |
| 1 | Understanding the Agency | 10 | 09 | 08 | 06 | |
| 2 | Understanding the Client | 10 | 09 | 08 | 06 | |
| 3 | Understanding the Problem Solving Process | 10 | 09 | 08 | 06 | |
| 4 | Recording (Timely Submission & Compliance) | 10 | 09 | 08 | 06 | |
| | Total | 40 | 36 | 32 | 24 | |

(Please use only vertical column i.e. either A or B or C or D as the case may be)

Marks obtained in words……………………………………..…………………………

Grade: …………………………    Name & Signature of Supervisor…………………………………

Date:    /    /20

To help the students to improve further Social Work Practicum they shall be informed about their performance in first half assessment of concurrent field work in the form of range of marks and grades too. For this purpose the standard of Range of marks and Grade shall be as follows :

| A | | | B |
|---|---|---|---|
| Sr. No. | Range of Marks obtained In first 15 visits | Grade | • The Marks out of 40 should be given if not less than 13 visits are attended. |
| 1 | 37 – 40 | A | • The Marks out of 36 should be given if not less than 10-12 visits are attended. |
| 2 | 33 – 36 | B | |
| 3 | 29 – 32 | C | • The Marks out of 32 should be given if not less than 7-9 visits are attended. |
| 4 | 25 – 28 | D | |
| 5 | 21 – 24 | E | • The Marks out of 24 should be given if not less than 7 visits are attended. |
| 6 | Below 20 | F | |

# Proforma for Assessment of Concurrent Field Work Practice IV

## P - IX

| Internal Assessment of Concurrent Fieldwork Class – II$^{nd}$ year      Sem – IV$^{th}$ |
| --- |
| Period: From………………………………..to…………………………………………. |
| Name of the Student……………………………………………….………... |
| Name of the Agency…………………………………………….…………… |
| Number of Visits Attended out of Fifteen…………………………… |
| Total number of absent visits……………………………………….… |

Marks obtained in 15 visits

| Sr.No | Criterion/Heads | Marks to be given out of - Tick ( )  Mark on appropriate column | | | | Marks obtained out of 40 |
| --- | --- | --- | --- | --- | --- | --- |
| | | 13 – 15 visits | 10 – 12 visits | 7 – 9 visits | Below 7 visits | |
| | | A | B | C | D | |
| 1 | Understanding the Agency | 10 | 09 | 08 | 06 | |
| 2 | Understanding the Client | 10 | 09 | 08 | 06 | |
| 3 | Understanding the Problem Solving Process | 10 | 09 | 08 | 06 | |
| 4 | Recording (Timely Submission & Compliance) | 10 | 09 | 08 | 06 | |
| | Total | 40 | 36 | 32 | 24 | |

(Please use only vertical column i.e. either A or B or C or D as the case may be)

Marks obtained in words……………………………………..………………………….

Grade: ……………………….      Name & Signature of Supervisor…………………………………….

Date:    /  /20

To help the students to improve further Social Work Practicum they shall be informed about their performance in first half assessment of concurrent field work in the form of range of marks and grades too. For this purpose the standard of Range of marks and Grade shall be as follows :

| A | | | B |
| --- | --- | --- | --- |
| Sr. No. | Range of Marks obtained In first 15 visits | Grade | • The Marks out of 40 should be given if not less than 13 visits are attended. |
| 1 | 37 – 40 | A | • The Marks out of 36 should be given if not |
| 2 | 33 – 36 | B | less than 10-12 visits are attended. |
| 3 | 29 – 32 | C | • The Marks out of 32 should be given if not |
| 4 | 25 – 28 | D | less than 7-9 visits are attended. |
| 5 | 21 – 24 | E | • The Marks out of 24 should be given if not |
| 6 | Below 20 | F | less than 7 visits are attended. |

# Performa for Assessment of Performance in Individual and Group Conference

## P-X

Internal Assessment of Individual Conference

| Sr. No. | Name of the Students | Regularity & Punctuality 05 Marks | Participation in discussions 05 Marks | Total 10 Marks |
|---------|----------------------|------------------------------------|----------------------------------------|----------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |

Grade: .............................

Name & Signature of Fieldwork Supervisor...................,.................

Date:    /    /20

## Performa for Assessment of Performance in
## Communication Skill Exercise

### P-XI

| Sr.No. | Name of the Students | Understanding about the social situation 10 Marks | Understanding about the social work options 10 Marks | Presentation Skills 05 Marks | Total 25 Marks |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

Internal Assessment of Communication Skill

Theme of Communication skill.............................................................

Mode of Presentation.......................................................................

Grade: .............................

Name & Signature of Concerned Supervisor......................................

Date:   /   /20          Signature of Field Work Co-ordinator ..........................

The Proportion of range of marks and range of grades shall be as follows :

| 21 & above Marks | A | 12 – 14 Marks | D |
|---|---|---|---|
| 18 – 20 Marks | B | 9 – 11 Marks | E |
| 15 – 17 Marks | C | Below 11 Marks | F |

## Performa for Assessment of Performance in Rural Camp

## P-XII

| Internal Assessment of Rural Camp | | | | | |
|---|---|---|---|---|---|
| Sr.No. | Name of the Students | Understanding the Rural Society 08 Marks | Understanding Social work intervention 07 Marks | Skills Acquired 10 Marks | Total 25 Marks |
| | | | | | |
| | | | | | |

Grade: ...........................

Name & Signature of Rural Camp In charge ...................................

Date:   /  /20        Signature of Field Work Co-ordinator .............................

The Proportion of range of marks and range of grades shall be as follows :

| 21 & above Marks | A | 12 – 14 Marks | D |
|---|---|---|---|
| 18 – 20 Marks | B | 9 – 11 Marks | E |
| 15 – 17 Marks | C | Below 11 Marks | F |

## Performa for Assessment of Performance in Study Tour

## P-XIII

| Internal Assessment of Study Tour | | | | | |
|---|---|---|---|---|---|
| Sr. No. | Name of the Students | Understanding about the Project 10 Marks | Professional Development 08 Marks | Skills Acquired 07 Marks | Total 25 Marks |
| | | | | | |
| | | | | | |

Grade: ...........................

Name & Signature of Study Tour In charge ................................

Date:   /  /20          Signature of Field Work Co-ordinator ............................

The Proportion of range of marks and range of grades shall be as follows :

| 21 & above Marks | A | 12 – 14 Marks | D |
|---|---|---|---|
| 18 – 20 Marks | B | 9 – 11 Marks | E |
| 15 – 17 Marks | C | Below 11 Marks | F |

## Performa for Assessment of Performance in Field Work Presentation

## P-XIV

| Internal Assessment of Rural Camp | | | | | |
|---|---|---|---|---|---|
| Sr.No. | Name of the Students | Understanding about the Rural field 07 Marks | Understanding of Role of Social worker 08 Marks | Knowledge and Skills Acquired 10 Marks | Total 25 Marks |
| | | | | | |
| | | | | | |

Grade: ...........................

Name & Signature of Rural Camp In charge ....................................

Date:    /   /20            Signature of Field Work Co-ordinator ...........................

The Proportion of range of marks and range of grades shall be as follows :

| 21 & above Marks | A | 12 – 14 Marks | D |
|---|---|---|---|
| 18 – 20 Marks | B | 9 – 11 Marks | E |
| 15 – 17 Marks | C | Below 11 Marks | F |

# Proforma for Research Project Assessment RP - I

## P- XV

| Internal Assessment of Research Project   Class – II$^{nd}$ year       Sem – III$^{rd}$ |
|---|

Period: From………………………….to………….....…………………………….

Name of the Student…………………………………………..………...

Title of the Research Project ……………………………………….………...

Name of the Research Guide ……………………………………….………...

| Marks obtained in Ist Phase of Research Project Assessment | | | | |
|---|---|---|---|---|
| Sr,No | Selection of Topic 10 Marks | Research Design 15 Marks | Review of Literature 10 Marks | Tool of Data Collection 15 Marks | Total 50 Marks |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Marks obtained in words………………………………..………………………….

Grade: …………………………...…

Date:    /   /20

The standard of Range of marks and Grade shall be as follows :

| Sr. No. | Range of Marks obtained In first 15 visits | Grade | Remarks : |
|---|---|---|---|
| 1 | 47 – 50 | A | |
| 2 | 43 - 46 | B | |
| 3 | 39 - 42 | C | |
| 4 | 35 - 38 | D | |
| 5 | 31 – 34 | E | |
| 6 | Below 30 | F | |

Name & Signature of Research Guide ………..………...........................................………………

# Proforma for Research Project Assessment RP - II

## P- XVI

| Internal Assessment of Research Project   Class – II$^{nd}$ year       Sem – IV$^{th}$ |
|---|
| Period: From…………………………..to………..…………………………… |
| Name of the Student…………………………………………………….. |
| Title of the Research Project ………………………………………..…….. |
| Name of the Research Guide ………………………………………..…….. |

| Marks obtained in Ist Phase of Research Project Assessment | | | | | |
|---|---|---|---|---|---|
| Sr.No | Data Collection 10 Marks | Data Processing 10 Marks | Tabulation and Analysis 10 Marks | Report Writing 20 Marks | Total 50 Marks |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Marks obtained in words……………………………………………………

Grade: …………………………

Date:    /   /20

The standard of Range of marks and Grade shall be as follows :

| Sr. No. | Range of Marks obtained In first 15 visits | Grade | Remarks : |
|---|---|---|---|
| 1 | 47 – 50 | A | |
| 2 | 43 - 46 | B | |
| 3 | 39 - 42 | C | |
| 4 | 35 - 38 | D | |
| 5 | 31 – 34 | E | |
| 6 | Below 30 | F | |

Name & Signature of Research Guide ………..……..……………………………………..……………

# Proforma of Concurrent Field Work Attendance

## P- XVII
## Concurrent Field Work Attendance Sheet

MSW Ist / IInd / IIIrd / IVth Semester

Month and Year : ................................................................................

| Sr. No | Name of the Agency | Name of the Students | Dates of Visits | | | | | | | | | Tot: |
|--------|--------------------|----------------------|-----------------|--|--|--|--|--|--|--|--|------|
| 1. | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | |
| | | | | | | | | | | | | |

**NAME & SIGNATURE OF THE SUPERVISOR**