

**Swami Ramanand Teerth Marathwada University, Nanded**

**Sub- Centre, Latur**

**(NAAC Re-accredited with 'A' Grade)**



**Revised Syllabus**

**for**

**Master of Social Work (Semester I, II, III & IV)**

[Choice Based Credit System (CBCS) Under Cumulative Grade Point Average (CGPA) Pattern]

**School of Social Sciences,**

**S.R.T.M.U.N., Sub-Centre, Latur**

**Academic Year 2015-2016**

**Swami Ramanand Teerth Marathwada University, Nanded**  
**Sub-Centre, Latur**  
School of Social Sciences

***Revised Syllabus for Master of Social Work***

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**Year of implementation:**

Revised Syllabus implemented from *academic year 2015-16*.

**School of Social Sciences:**

The School of Social Sciences of Latur Sub-Centre of S.R.T.M.U. was established in the academic year 2009-10 with one teaching curriculum of M. A. Economics. The primary objective of this school is to uncover various aspects of human life (i.e. social, political, economical and ethical development etc.) through the teaching-learning process programmed with a University degree. At the present junction of the world, it is necessary to create learned social scientists to assist the planners, administrators and strategists of the world in reducing the social imbalance and maintaining a harmonious environmental order. The School is gradually expand its teaching-learning and research activities in this direction.

**Programme Objectives:**

1. It seeks to provide the participants the knowledge, skills and information in the field of social, psychological, economic, culture and development through a participatory and an interdisciplinary approach.
2. Social work profession addresses the barriers, inequities and injustices that exist in society. Its mission is to enhance people's capacity to function in harmony with nature, fellow human beings and self to realize integration.
3. To provide education and training in social work to those desirous of making a career in social work practice.
4. Initiate and support action for social responsibility, redistribution of resources and facilitation of problem solving and conflict resolution, with a focus on sustainable development, social justice, gender justice and equity.
5. Demonstrate an understanding and appreciation for human diversity, to engage in non-discriminatory culturally sensitive practice that seeks social and economic justice for clients, without regard to age, class, caste, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.

6. Use appropriate supervision and consultation to conduct research and disseminate research findings that contribute to enhancement of students' personal and professional development.

### **Master of Social Work:**

Study of higher courses like MSW is in great demand worldwide now days. Social work grew out of humanitarian and democratic ideals, and its values are based on respect for the equality, worth, and dignity of all people. Since its beginning over a century ago, social work practice has focused on meeting human needs and developing human potential. Human rights and social justice serve as the motivation and justification for social work action.

They work with, on behalf of, or in the interests of people to enable them to deal with personal and social difficulties and obtain essential resources and services. Their work may include, but is not limited to, interpersonal practice, group work, community work, social development, social action, policy development, research, social work education and supervisory and managerial functions in these fields. The field of practice for professional Social Worker is expanding day by day.

The course will be a mixture of theory and assignments. By the end of this course, the students are expected to be familiar with theoretical and practical aspects of Economics and acquire analytical skills to address various prevalent problems of the society. The course curriculum is autonomous. The syllabus is structured in Choice Based Credit System (CBCS) to make student learn from other interested areas to his/her credit. The result of the degree will be based on CGPA system of the University.

### **Course Description:**

This Degree Course (96 credits) is spread over four semesters in two years including five papers of 100 marks each (4 credits) in each semester. For each paper, there will be internal evaluation for 50 marks. And one paper of 100 marks for field work in each semester. Special workshops, films and visits will be organized as part of the course. Each student is required to complete supervised dissertation (with viva voce) as part of this course.

**Features of the course:**

- Well designed and comprehensive coursework (Including life Skill learnings )
- Periodic evaluation of the curriculum to keep pace with the growth in the subject.
- Obligatory project work enhance research attitude in students.
- proactively engages students to put new knowledge into practice and to assess their own progress.
- Activities and assessments embedded throughout the content help to ensure that students understand concepts rather than only memorize facts.

**Eligibility for Admission:**

Bachelor's Degree in B.S.W and sociology discipline with a minimum of 35% mark. The basis of selection shall be the marks secured in the entrance examination as per University norms. Reservation of seats and other concessions will be in line with the University rules and norms.

**Medium of Instructions:**

The medium of instruction at the MSW degree course shall be entirely in English. However the student is permitted to write the examination in Marathi.

**Scheme of Examination:**

There will be University Examination of fifty (50) Marks for each Theory Paper and Internal of 50 Marks for each Paper.

**Details of Internal Work of Theory Papers (per semester):**

Sr. No.	Particulars	No. of Test/Assignment/Seminar	Marks
1	Class Test/ Term Papers/Quizzes or ect.	Two (Per paper)	20 (10+10)
2	Home Assignment/ Group Magazine/Book Publication	One (Per paper)	20
3	Seminar/Group Assignment/Poster Exhibition Presentations/Write ups/Book Review	One (Per paper)	10
		<b>Total Marks</b>	<b>50</b>

**Note:** Each course teacher has autonomy to evaluate and give credit independently in other acceptable methods too.

**Final Evaluation System:**

Evaluation system is based on cumulative Grade Point Average (CGPA) for the credit earned by the student semester wise.

- Marks for each course would be converted to grades as shown in table 1.
- A student who passes the internal test but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/se shall be disqualified for a credit and will have to opt for another credit.

**Table 1: Conversion of marks to Grade and Grades into CPI**

Conversion of Marks to Grades in Credit System				Conversion of Grade Point into CPI	
Marks Obtained	Grade	Grade point		CPI	Final Grade
90-100	A+	10		9.00 – 10.00	A+
80-89	A	9		8.00 – 8.99	A
70-79	B+	8		7.00 – 7.99	B+
60-69	B	7		6.00 – 6.99	B
55-59	C+	6		5.50 – 5.99	C+
45-54	C	5		4.50 – 5.49	C
40-44	D	4		4.00 – 4.49	D
39 & Less	FC	0-Fail		0 - 3.99	F

- A student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course.
- For the final result of a student Cumulative Performance Index (CPI) based on total earned credits vis-à-vis total earned grade points shall be calculated as mentioned in table 1.

### Credit Requirements for Fulfilment of the M.S.W Course

Credit Requirements	
Core papers (Theoretical & Practical Papers)	52
<b>Generic Elective</b> –Offered by the M.S.W. (Course semester III &IV)	24
Open <b>Elective</b> offered by the M.S.W. Course) Or / & Open electives outside the discipline	16
Dissertation (compulsory)	04
<b>Total credits</b>	<b>96</b>

**M.S.W. Course Structure:****Semester –I**

Course No.	Credits	Title Core Courses	Total Lecture/ Hours	Internal Marks	University Exam. (External Marks)	Total Marks
MSW 101	4	History and Philosophy of Social Work	48	50	50	100
MSW 102	4	Work with Individuals and Families	48	50	50	100
MSW 103	4	Social Work with Groups	48	50	50	100
MSW 106	4	Social Work Practicum	48	50	50	100
<b>Generic Elective Courses : ( Select any ONE)</b>						
MSWGE 104-A	4	Indian Society: Structure, Issues and Politics	48	50	50	100
MSWGE 104-B	4	Personality Development and Human Behavior	48	50	50	100
<b>OPEN Elective Courses : ( Select any ONE)</b>						
MSWOE 105-A	4	Academic Reading & Writing Skills	48	50	50	100
MSWOE 105-B	4	Skills for Social Work Practitioners	48	50	50	100
<b>Total Credits</b>	<b>24</b>	Total Marks				<b>600</b>

**Semester-II**

Course No.	Credits	Title Core Courses	Total Lecture/ Hours	Internal Marks	University Exam. (External Marks)	Total Marks
MSW 201	4	Social Work Research	48	50	50	100
MSW 202	4	Personal & Professional Development for Social Work Practice	48	50	50	100
MSW 203	4	Community Organization and Social Action	48	50	50	100
MSW 206	4	Social Work Practicum (PRA)	48	50	50	100
<b>Generic Elective Courses: ( Select any two)</b>						
MSWGE 204-A	4	Project Planning Monitoring and Evaluation	48	50	50	100
MSWGE 204-B	4	Social Welfare & Development Administration	48	50	50	100
<b>OPEN Elective Courses: ( Select any ONE)</b>						
MSWOE 205-A	4	Communication Skills in Social Sciences	48	50	50	100
MSWOE 205-B	4	Social Entrepreneurship	48	50	50	100
<b>Total Credits</b>	<b>24</b>	Total Marks				<b>600</b>

## Semester –III

Course No.	Credits	Title Core Courses	Total Lecture/ Hours	Internal Marks	University Exam. (External Marks)	Total Marks	
MSW 301	4	Introduction to Gender Studies	48	50	50	100	
MSW 302	4	Counselling Theory and Practices	48	50	50	100	
MSW 306	4	Social Work Practicum (Study Tour)		50	50	100	
<b>Generic Elective Courses ( Select any one Specialization from 2 &amp; 3)</b>							
<b>2. Urban and Rural Community Development</b>							
URCDGE 304	4	Development Economics	48	50	50	100	
URCDGE 305	4	Government & Voluntary Agencies for Rural & Urban Development	48	50	50	100	
<b>3. Family and Child Welfare</b>							
FCWGE 304	4	Social Work with Family and Children	48	50	50	100	
FCWGE 305	4	Child-Centered Interventions	48	50	50	100	
<b>OPEN Elective Courses: ( Select any ONE)</b>							
MSWOE 303-A	4	Research skills & Technology Proficiency	48	50	50	100	
MSWOE 303-B	4	Corporate Social Responsibility	48	50	50	100	
MSWOE 303-C	4	Social Movements and Social Legislation in India	48	50	50	100	
<b>Total Credits</b>	<b>24</b>	Total Marks					600

## Semester –IV

Course No.	Credits	Title Core Courses	Total Lecture/ Hours	Intern al Marks	University Exam. (External Marks)	Total Marks	
MSW 401	4	Social Policy and Planning	48	50	50	100	
MSW 405	4	Dissertation Work/Research Project	48 Contact Hours	50	50	100	
MSW 406	4	Social Work Practicum (Block Field work)		50	50	100	
<b>Generic Elective (Select any one Specialization from 2 &amp; 3)</b>							
<b>2. Urban and Rural Community Development</b>							
URCDGE 402	4	Urban Community Development	48	50	50	100	
URCDGE 403	4	Rural Community Development	48	50	50	100	
<b>3. Family and Child Welfare</b>							
FCWGE 402	4	Social Work Practice With Families And Children	48	50	50	100	
FCWGE 403	4	Social Work with the Elderly	48	50	50	100	
<b>OPEN Elective Courses: ( Select any ONE)</b>							
MSWOE-404-A	4	Disasters Management	48	50	50	100	
MSWOE-404-B	4	Social work With Disability	48	50	50	100	
MSWOE-404-C	4	Career Planning in the Humanities	48	50	50	100	
<b>Total Credits</b>	<b>24</b>	Total Marks					600



## Semester –I

Course No.	Credits	Title Core Courses	Total Lecture/ Hours	Internal Marks	University Exam. (External Marks)	Total Marks
MSW 101	4	History and Philosophy of Social Work	48	50	50	100
MSW 102	4	Work with Individuals and Families	48	50	50	100
MSW 103	4	Social Work with Groups	48	50	50	100
MSW 106	4	Social Work Practicum		50	50	100
<b>Generic Elective Courses : ( Select any ONE)</b>						
MSWGE 104-A	4	Indian Society: Structure, Issues and Politics	48	50	50	100
MSWGE 104-B	4	Personality Development and Human Behavior	48	50	50	100
<b>OPEN Elective Courses : ( Select any ONE)</b>						
MSWOE 105-A	4	Academic Reading & Writing Skills	48	50	50	100
MSWOE 105-B	4	Skills for Social Work Practitioners	48	50	50	100
<b>Total Credits</b>	<b>24</b>	Total Marks				<b>600</b>

## **MSW-101: HISTORY AND PHILOSOPHY OF SOCIAL WORK**

### **LEARNER OBJECTIVES**

- 1. To understand the concept, definition, objectives, functions and methods of social work*
- 2. To develop knowledge of history and development of social work in India and abroad*
- 3. To understand the current trends of social work practice in India*
- 4. To develop understanding about the fields of social work*

### **COURSE OUTLINE**

#### **Module-I: Social Work History, Concept and Philosophy**

Social work history, concept, philosophy, Principles, Related concepts: Social Service, Social Welfare, Social Reform, Social Security, Social Policy, Social Development, Empowerment, Social Work curriculum: theory, practice (field work) supervision, reporting, conference

#### **Module-II: Social Work Profession**

Social Work Profession: components, values, goals, status, code of ethics, problems, Social Work methods: primary- casework, group work, Community organization; Secondary methods: social welfare administration, social work research, social action, Social work professional organization; status and problems

#### **Module-III: Observational and exposure visits**

Observational and exposure visits: meaning, types, need, Camp, concept, purpose, types, camp for social workers, Live in experience, Community contact, base line survey monogram, resource mapping, Community need assessment, Community diagnosis

#### **Module-IV: Social Work Practice in India**

Changing philosophy and trends in social work and the role of social worker and the government in promoting social work profession in India

#### **Module-V: Fields of Social Work**

Fields of Social Work: Family and child welfare, Youth development, Industrial social work, Correctional administration, Medical and psychiatric social work and Community development

### **REFERENCES**

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10. Verma, Ratna (1991); Psychiatric Social Work in India, Sage Publications, New Delhi

## MSW-102: WORK WITH INDIVIDUALS AND FAMILIES

### LEARNER OBJECTIVES

- 1. To understand the case work method and its application in social work practice*
- 2. To equip learners with theoretical knowledge for work with individuals and families*
- 3. To develop competencies in learners to use the method in practice while working with individual clients and families*
- 4. To equip learners with values and skills necessary for working with individuals and families*

### COURSE OUTLINE

#### **Module I: Historical Development of Social Casework**

Human Behaviour and Social Environment: persons in environment (family, Community, society); Social Casework: definition, objectives, values; Basic theories and approaches of casework: Diagnostic school, Functional School, Behavior modification approach, crisis intervention approach; Historical development of social casework as a method of social work practice

#### **Module II: Major Components of Casework**

Major components of casework: Person, Problem, Place and Process; Casework Process: study, intake, analysis and problem identification and assessment, intervention, termination, evaluation

#### **Module III: Tools of Working with Individuals and Families**

Client-worker relationship: characteristics of helping relationship, nurturing, authority, professional and fostering client growth; Resistance, transference and counter-transference in case work; Principles of casework; Importance of communication in case work: verbal and non-verbal, enhancing the communication skills of the client and the social worker

#### **Module IV: Process Interviewing with Client**

Interviewing: concept, purpose, skills in interviewing, listening, observation, giving feedback; multiple interviewing, home visits, collateral contacts; recording: principles and types, structure and content, narrative, condensed, analytical, process, summary; Use of genogram and eco-map

#### **Module V: Techniques in casework**

Techniques in casework: supportive techniques, acceptance, assurance, ventilation, emotional support, ego support, action oriented support and advocacy; enhancing resources techniques: procuring material help, environment modification and enhancing information; counseling techniques: reflective discussion, advise, motivation, clarification, modeling, role-playing, reality orientation, partialisation, confrontation, and reaching out

### REFERENCES

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8. Nelson – Jones, Richard (2008); *Basic Counselling Skills*, Sage Publications, London.

## MSW-103: SOCIAL WORK WITH GROUPS

### LEARNER OBJECTIVES

1. *To understand the place of group work in social work intervention*
2. *To understand group work as an instrument of change/development in individual in groups*
3. *to understand use of programme as a tool for group development*
4. *to develop skills to work with different stages and record the process*
5. *to understand relevance of group in different set up*

### COURSE OUTLINE

#### **Module I: Concept of Group**

Definition, group identity, cohesion, characteristics, significance and types; Life as a process of adjustment with different types of groups; Group as an instrument of change

#### **Module II: Social Group Work as a Method of Social Work**

Social group work as a method of social work: definition, focus, values, principles, assumptions, ethics, characteristics and purpose of social group work; Historical evolution of social group work, Models of Group Work

#### **Module III: Group work Process and Phases**

Group work process and phases: Stages/Phases of Group formation, Pre-group, initial, treatment, and critical phase, evaluation and termination; process and factors of group formation; formulation of goals and identification of problems to work; Role of the group worker: enabler, stimulator, supporter, guide, educator, resource person, therapist and supervisor

#### **Module IV: Group Dynamics**

Group Dynamics and Group work related knowledge and skills: leadership, isolation, decision making, team work, contagion, conflict, communication, relationships and bonding; Use of sociometry and sociogram in assessing groups; Group therapy; Knowledge and Skills for the Group Worker: facilitation, programme planning, recording and documentation

#### **Module V: Social Group Work in Different Settings**

Social Group Work in Different Settings: Concept and dynamics of Self Help Groups, group work in Community settings, in institutional settings like hospitals, rehabilitation centres, children's home, old age homes, welfare settings, educational and youth development settings

### REFERENCES

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5. Day, Peter, R (1987); Sociology in Social Work Practice, Macmillan Education, London.
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12. Heap Hen (1979); *Process and Action in work with Groups*, Pergamon Press, England.
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## MSWGE 104-A: INDIAN SOCIETY: STRUCTURE, ISSUES AND POLITICS

### LEARNER OBJECTIVES

1. To understand significance of Social Sciences for social workers
2. To understand the relationship between class, caste, gender, religion and ethnicity in India
3. To get knowledge of politics and society in contemporary India
4. To know the India's Political Structure and emerging challenges in Indian society

### COURSE OUTLINE

#### **Module I: Introduction to Social Sciences: A Historical Analysis**

Introduction to Social Sciences; The significance of Social Sciences; The need to look at Society, economy and politics in a radically different way as compared to the dominant mainstream way

#### **Module II: Understanding Society, Culture and Identity**

Introducing Indian Society: A Historical Analysis; Persistence of caste, culture, identity, religion, gender and class differentiations, How to look at Society?, Individuals, family, kinship, groups, stratification, classes; Social processes and conflicts

#### **Module III: Aspects of Politics and Society in Contemporary India**

Caste in Indian Society: Evolution and Expression, Current challenges; Caste in Indian Society: Movements for equality and justice, Understanding Tribes: Culture, context and change; Profile of Tribal Communities in India, including nomadic and de-notified tribes, Tribal movements

#### **Module IV: Conflict and Emerging Challenges in Indian society**

Modern Development and Marginalisation; Natural Resource Conflict and Emerging Challenges, Understanding gender; Multi-faceted origin, expressions of, and changes in gender inequality, Understanding religion; Socioeconomics and political context and complexities; Socioeconomic Profile of Communities in India

#### **Module V: Understanding India's Political Structure**

The making of the idea of India; The birth of political nationalism; India as a nation of diversity, Federalism; The ideas of Gandhi, Nehru, Ambedkar, underlying the idea of state and nation, India and the Indian Constitution: A Brief History of the Constitution, and the Constituent, Assembly; The Constitution as a Social text, the uniqueness of India's case, and the philosophy of the Constitution examined around the larger Gandhi, Nehru and Ambedkar debates

### REFERENCES

1. Cohn, B.S (1987); *An Anthropologist among Historians*, Oxford University Press, Delhi.
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## **MSWGE 104-B: PERSONALITY DEVELOPMENT AND HUMAN BEHAVIOR**

### **LEARNER OBJECTIVES**

- 1. To understand the fundamental components of human behaviour*
- 2. To Gain insight into factors contributing to development of personality*
- 3. To understand growth and development of individual at various stages in the life span.*
- 4. To acquire knowledge on Personality Patterns of the individuals*

### **COURSE OUTLINE**

#### **Module I: Introduction to Social Psychology**

Brief introduction to growth and development, developmental stages, developmental tasks; personality: definition, theories of personality, types of personality, factors influencing personality; emotion: nature and characteristics, psychological and situational factors in emotion, learning and emotion

#### **Module II: Perception: Concept and principles**

Factors influencing perception, social perception; intelligence: concepts, levels of intelligence, influence of heredity and environment; measurement of intelligence; learning: principles and theories of heredity and environment; measurement of intelligence; learning: principles and theories of learning, learning and behavior modification

#### **Module III: Attitude and motivation**

Attitude: definition, formation of attitude, measurement of attitude; motivation: definition and concepts, theories of motivation, types of motivation

#### **Module IV: Adjustment and conflict**

Adjustment: concept of adjustment and maladjustment, defense mechanisms stress, frustration and conflict sources of frustration and conflict, types of conflicts

#### **Module V: Abnormal psychology**

Concepts of normality and abnormality, causation of mental illness, neuroses, psychoses, psychosomatic disorders, measures to promote mental health

### **REFERENCES**

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## MSWOE 105-A: SKILLS FOR SOCIAL WORK PRACTITIONERS

### LEARNER OBJECTIVES

- 1. To understand the fundamental skills for Social worker practitioners*
- 2. To gain insight into factors contributing to development life coping skills*
- 3. To acquire knowledge on human dynamics and human relationship*

### COURSE OUTLINE

#### **Module I: Self-Awareness**

SWOT analysis, self- disclosure, self-esteem, positive attitude towards others and work

#### **Module II: Life Style**

Critical thinking, developing emotional maturity, holistic health through yoga, meditation and exercises, work ethics and work culture, body language, etiquettes and manners

#### **Module III: Life Coping Skills**

Time management, stress managements, problem solving, decision making, assertive behaviour

#### **Module IV: Human Dynamics**

The need to achieve, socialize and control, motivating oneself and others, team working with colleagues, team building with subordinates.

#### **Module V: Human Relationship Skills**

Handling negative criticism, hurt feelings and anger, building relationships: personal and collegial, trust building

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## MSWOE 105-B: ACADEMIC READING & WRITING

### LEARNER OBJECTIVES

1. To understand basic reading strategies and skills
2. To develop critical reading ability and improve textual awareness
3. To acquire knowledge on academic reading and writing
4. To develop writing effectively and avoid plagiarism.

### COURSE OUTLINE

#### Module-I: Skills and Strategies

Reading for detail, Prediction, Inferring

#### Module-II: Textual Awareness

Dealing with unknown/unfamiliar words, using word structure, modality/uncertainty, complex sentences, cohesion, text organisation

#### Module-III: Critical Reading & Writing

Make notes, writing response notes, paraphrase key points, critical analyses of text, select and summarise relevant information, summarise and synthesize materials from different sources, identify and assess argument, write explanations, edit their own writing, avoid plagiarism,

#### Module-IV: Writing Effectively-I

Write in an impersonal style, understand the function of, and write effective, topic sentences, and develop a cohesive paragraph, use effective punctuation, write effective introductory and concluding paragraphs, use cohesive devices to link paragraphs/ideas throughout a piece of writing, become familiar with a range of essay structures

#### Module-V: Writing Effectively II

Use appropriate verb tense according to section type (e.g. reporting own research vs. reporting, generally accepted research/literature), writing answers effectively in examination; the writing process: proofreading and publishing

### REFERENCES

- 1) Bean, John C. (2001); *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom*, Jossey-Bass, San Francisco.
- 2) Elbow, Peter (1973); *Writing without Teachers*, Oxford University Press, New York.
- 3) Elbow, Peter. (1986); *Embracing Contraries: Explorations in Learning and Teaching*, Oxford University Press, New York.
- 4) Stephen, Bailey (2003); *Academic Writing A Handbook for International Students* Second edition, Routledge, New York.
- 5) सतीश काळसेकर, (2014): 'वाचणाऱ्याची रोजनिशी', लोकवाडमय गृह, मुंबई.
- 6) माधुरी प्रंदरे ( ): *लिहावे नेटके* भाग-१, २, ३, पुणे.
- 7) यास्मिन शेख (2007); *मराठी शब्दलेखनकोश*, पुणे.

## **Online Resources**

1) Center for Writing Studies at the University of Illinois at Urbana-Champaign (USA):

<http://www.cws.illinois.edu/workshop/writers/>

2) Online Writing Lab (OWL) at Purdue University (USA):

<http://owl.english.purdue.edu/>

3) Academic writing advice – University of Toronto (Canada):

<http://www.writing.utoronto.ca/advice>

4) Language and Learning Online – Monash University (Australia):

<http://www.monash.edu.au/lis/lionline/index.xml>

5) Reference information about APA Style: <http://apastyle.org>

## MSW-106: SOCIAL WORK PRACTICUM

The field work practice in the first semester would consist of orientation visits, lab sessions for skills training and placement.

- 1) In the first semester, the focus of the field work would be the Community . The students would be placed in commModuleies and in NGOs, service organizations and government agencies working with commModuleies, and in those settings where they can be exposed to the Community and Community issues.
- 2) The students get a close feel of the Community and the Community settings, understand the dynamics and issues in the Community and become aware of the sensitivities of people while working with them. They also get a first hand experience of the programmes and projects implemented in the commModuleies by NGOs and government agencies and the impact that these have on the Community .
- 3) They also would interact with the agency personnel and the Community members to understand the tension between tradition and change that the commModuleies in the region are likely to experience, and how it is handled.
- 4) They would, with the help of the agency and the field work supervisor, identify an issue and work on it following the principles of Community organization. The students are expected to be creative and innovative in assisting the agency and Community in whatever way possible.
- 5) Normally a student spends fifteen hours over two days per week in field work. However, keeping in mind the peculiar situation of transport and communications in the region and the expenses involved, the filed work practice may be arranged in sets of 6 consecutive days after 3 weeks of classes.
- 6) Every week/ or after each set of 6 days, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group field work conferences regularly. At the end of the semester the student submits a summary report for the semester and viva is conducted.

## Semester-II

<b>Course No.</b>	<b>Types of Courses</b>	<b>Title</b>
MSW 201	Core Courses	Social Work Research
MSW 202	Core Courses	Personal & Professional Development for Social Work Practice
MSW 203	Core Courses	Community Organization and Social Action
MSWGE 204-A	Generic Elective	Project Planning Monitoring and Evaluation
MSWGE 204-B	Generic Elective	Social Welfare & Development Administration
MSWOE 205-A	Open Elective	Communication Skills in Social Sciences
MSWOE 205-B	Open Elective	Social Entrepreneurship
MSW 206	Core Courses	Social Work Practicum (PRA)



## MSW-201: SOCIAL WORK RESEARCH

### LEARNER OBJECTIVES

1. To develop an understanding about the scientific approach to human inquiry
2. To develop an appreciation of the value and approach in social work research in addressing Problems in the field of professional practice
3. To learn the skills and techniques of doing a qualitative research study.
4. To develop skills for use of library and documentation in research work
5. To acquire the skills for data analyses and research writing

### COURSE OUTLINE

#### **Module-I: Introduction to Social Work Research:**

Meaning of research and scientific research, conceptual foundations of scientific research; scientific method: objectivity, verifiability, replication and prediction, use of scientific method in social science, possibilities and limitations of use of scientific method in social sciences

#### **Module-II: Social Research and Social Work Research**

Meaning of social research and social work research, goal of social work research; social work research process: identification of problem, need assessment, selection of social work research, pre-intervention measurement, intervention, post-intervention measurement, inferences and nature and scope of social work research

#### **Module-III: Research Process I**

Selection and formulation of a problem, formulation of hypothesis, formulation of research design, collection of data, analysis and interpretation of data, generalizations

#### **Module-IV: Introduction to Methods of Research in Social Work**

Experimental research, descriptive, exploratory, diagnostic, evaluation and action research, qualitative research

#### **Module-V: Preparing a Research Proposal**

Identification/formulation of the research problem, review of literature, identifications of objectives of the study, formulation of hypothesis, operationalisation of concepts, preparation of research design, selection of sample, selection of method and tools of data collection, collection of data, processing and analysis of data, analysis and interpretation of the data, presentation of the research report, budget estimate and time estimate

### REFERENCES

1. Ahuja, Ram (2001); *Research Methods*, Rawat Publication, Jaipur.
2. Bailey, Kenneth D (1978); *Methods of Social Research*, The Free Press, London.
3. Dasgupta, Sugata (1977); "Social Work Research" in *Encyclopaedia of Social Work*, Govt. of India, New Delhi.
4. Epstein, I & Tripodi, T (1973); *Research Techniques for Program Planning, Monitoring and Evaluation*, Columbia University Program, New York.

5. Fansel, David (1980); "Services to and by the real people", *Social Work*, 34, 195-196.
6. House, E.R (1980); *Evaluating with Validity*, Beverly Hills, Sage, California.
7. Herlekar, A (1964); *Research in Social Work*, The IJSW, July, Bombay.
8. Jacob, K.K (1965); *Methods and Fields of Social Work in India*, Asia Publishing, Jacob, Bombay.
99. K. K. (1965); *Methods & Fields of Social Work in India*, Asia Publishing, Bombay.
10. Kothari, C. R (2004) *Research Methodology: Methods & Techniques*, New Age International, New Delhi.
11. Krishnaswamy, O. R. (1993); *Methodology for Research in Social Science*, Himalaya, Bombay.
12. Khinduka, S.K (1965); *Social Work in India*, Kitab Mahal, Allahabad.
13. Lal Das, D. K (2000); *Practice of Social Research: Social Work Perspectives*, Rawat Publications, Jaipur.
14. Lal Das, D. K (2005); *Designs of Social Research*, Rawat Publications, Jaipur.

**MSW-202: PERSONAL & PROFESSIONAL DEVELOPMENT FOR SOCIAL WORK  
PRACTICE**

## LEARNER OBJECTIVES

- 1. To understanding the process of self-awareness and relevance of self-awareness for personal and professional development.*
- 2. To develop practice based skills and positive life skills for competence in personal life and professional practice.*
- 3. To understand and uphold professional values and ethics.*

## COURSE OUTLINE

### **Module-I: Self and Self Awareness**

Significance of understanding self, Meaning of self : self concept, self esteem, self image and self acceptance, Self as “being” and “becoming”, Factors affecting self : attitudes and values, Understanding one’s own emotions and self defeating behaviour, Reactions of self to various life situations :-Achievements, frustration, failures, crisis

### **Module-II: Techniques of understanding self: (Intra and interpersonal)**

Transactional analysis, SWOT analysis, Jo-Hari window, mirror reflection techniques, six thinking hats techniques

### **Module-III: Self Development**

Concept and need for self development, difference in real self and ideal self, setting goals for self development, achievement orientation and striving behaviour, use of yoga, meditation for self development, honesty, professional knowledge, lifelong learning, critical thinking, ethical decision making, self –understanding, acceptance of self and others, self control

### **Module-IV: Developing skills for effective interpersonal relationships**

Concept, definition and principles of communication, types of communication, blocks and distortions in communication, developing skills for effective interpersonal relationships: listening, observation, use of appropriate language, facilitation, responding, written communication skills: formal writing and creative writing, public speaking: planning, preparation, presentation

### **Module-V: Development of Professional Self/ Personality**

Concept of professional personality, professional values and value conflict, professional ethics and ethical dilemmas, qualities & traits, values and attitudes, creativity, habits, skills

## REFERENCES

1. Beryl, Williams (1977); Communicating Effectively, Sterling Publications, New Delhi.
2. Joyce, Lishman (1994); Communication in Social Work, Palgrave, New York.
3. Khwaja, Ali (2000 Ed.); Booklets on Counseling, Bangalore : Banjara Academy
4. Patil, Jayant (2002); Mind, Body and Soul Management Handbook, 21st Century Life style, International Institute of Management Research and Applied Techniques, Pune.
5. Philip Priestley, Jasmes McGuire (1983); Learning to Help, Tavistock Publication Ltd, London.
6. Reamer & Fredric (2005); Social Work Values and Ethics, Rawat Publication, New Delhi.

## MSW-203: COMMUNITY ORGANIZATION AND SOCIAL ACTION

### LEARNER OBJECTIVES

- 1. To be acquainted with the concept of the Community and its dynamics*
- 2. To understand Community organization as a method of social work*
- 3. To see the role of social action in social work and Community organization*

### COURSE OUTLINE

#### **Module-I: Understanding Community**

Understanding Community : definition, concept, structure and functioning; urban, rural and tribal communities; Community from a practitioner's perspective; dynamics of human rights, leadership, power and empowerment in the Community with particular reference to tribal communities

#### **Module-II: Community Organization as Practice Method**

Community Organization: definition, scope, philosophy, principles: generic and specific, relevance in context; Community organization and Community development; Community Work; Approaches of Community Organization and Community Development

#### **Module-III: Process of Community Organization**

Process or phases of Community organization, study and survey, analysis, assessment, discussion, organization, action, reflection, modification continuation. models of Community organization: locality development, social planning model, social action model, saul alinsky model; models of Community development

#### **Module-IV: Strategies and Skills in Social Action**

Social action: concept, history, principles, objective and scope; social action as a method of social work; rights-based approach and social action; strategies and tactics in social action: negotiation, conflict resolution, pressure, individual contact, conscientization, legal action, demonstrations and protests, public relations, political organization, collaborative action, peace initiatives

#### **Module-V: Skills for Community Organization**

Skills for Community organization. application of Community organization and social action in tackling developmental issues, concept of advocacy, recording- Community profiling, recording (administrative and process records; work, soap, data banks, monitoring report, evaluation reports) and documentation of the Community organization processes, documentation of the best practices, case studies

### REFERENCES

1. Bhattacharya, Sanjay (2006); Social Work an Integrated Approach, Deep & Deep, New Delhi.
2. Chowdhry, D.P (1976); Introduction to Social Work, Atma Ram, New Delhi.
3. Christopher, A.J., and Thomas William (2006); Community Organization and Social Action. Himalaya Publications, New Delhi.
4. Cox, F.M. et al. (1964); Strategies of Community Organisation, Peacock Publishers, Inc, Illinois.

5. Dunham, Arthur (1970); *The New Community Organisation*, Thomas, Y. Crowell Company, New York.
6. Freire, Paulo (1970); *Education for the Oppressed*, Seaburg Press, New York.
7. Freire, Paulo (1972); *Cultural Action for Freedom*, Penguin, Harmondo Worht
8. Gangrade, K.D (1971); *Community Organisation in India*, Popular Prakasam, Bombay.
9. Kramer, Ralph and Harry Specht (1975); *Readings in Community Organisation, Practice*. Prentice Hall International, London.
10. Kumar, Somesh. 2002. *Methods for Community Participation – a Complete Guide for Practioners*, Vistaar Publications, New Delhi.
11. Prasad, Ankit. 2005. *Social Welfare and Social Action*. New Delhi: Mittal Publications
12. Ross. M.G. (1955); *Community Organisation. Theories, Principles, and Practices*, Harper and Row, New York.
13. Siddiqui. H. Y. Ed. (1984); *Social Work and Social Action*, Harnam Publications, New Delhi.
14. Siddqui, H.Y (1997); *Working with CommModuleies*, Hira Publication, New Delhi.

## **MSW- MSWGE 204-A: PROJECT PLANNING MONITORING AND EVALUATION**

### **LEARNER OBJECTIVES**

- 1. To understand different between project and program, purpose and benefits of planning, Monitoring and evaluation*
- 2. To understand process and components of project Planning and Implementation*
- 3. To develop application skills for effective organisational Monitoring and Evaluation*

### **COURSE OUTLINE**

#### **Module-I: Projects and Programs**

Projects in development organizations, the project cycle, difference between project and program, purpose and benefits of planning, monitoring and evaluation

#### **Module-II: Project Planning**

Problem identification and stakeholder analysis, making strategic intervention choices- operational strategy, use of logical framework approach for project planning; project plan document: planning the resources, budget, materials, human resources; roles and responsibilities

#### **Module-III: Project Implementation and Monitoring:**

Sequencing and scheduling project activities, MIS: creating data-collection tools for indicators performance measurement, reporting & feedback, key skills of effective project manager/ leader

#### **Module-IV: Project Evaluation**

Understanding concept of evaluation, monitoring and evaluation; types of evaluations: internal, external, mid- term, post evaluation, participatory evaluation process and techniques

#### **Module-V: Project termination**

Planning termination / withdrawal, the varieties of project termination/ withdrawal, project audit, post-evaluation and post project follow-up, project outcome documentation and information dissemination

### **REFERENCES**

1. The World Bank (2006); *Managing the Implementation of Development Projects*, World Bank Institute, Washington.
2. Berkun, Scott (2005); *The Art of Project Management*, O'Reilly Media: Cambridge, MA
3. Nail, B. M. (1985); *Project Management – Scheduling and Monitoring By PERT/CPM*, VANI Educational Books, New Delhi.
4. Marsden, David, Oaklay, Peer (Ed) (1990); *Evaluating Social Development Project*, Oxfam, Oxford, UK.
5. Mukharjee, Amitava (2004); *Participatory Rural Appraisal- Methods and Applications in Rural Planning*, Concept Publishing Company, New Delhi.

6. Feuerstein, Marie (1986); *Partners in Evaluation, Evaluating Development and Community Programmes with Partners*, Macmillan Publishers.
7. Kendrick, Tom (2004); *The Project Management Toolkit: 100 Tips and Techniques for Getting the Job Done Right*, AMACOM Books: Boston, MA.
8. Lewis, James (2006); *Fundamentals of Project Management*, 3rd ed., AMACOM Books: Boston, MA.

## **MSWGE 204-B: SOCIAL WELFARE & DEVELOPMENT ADMINISTRATION**

### **LEARNER OBJECTIVES**

- 1. To acquire knowledge of the basic process of administration*
- 2. To understand the procedures and policies involved in establishing and maintaining social welfare organizations*
- 3. To develop understanding the application of administrative & managing skills*

### **COURSE OUTLINE**

#### **Module-I: Social Welfare Administration**

Definition, principles and scope, democratic nature of social welfare administration. delegation, decentralization and participation, management by objectives as applied to social welfare administration

#### **Module-II: Basic Administration Processes**

Planning, organizing, staffing, decision-making, coordination, communication, monitoring, evaluation, public relations and networking

#### **Module-III: Financial and Office Administration**

Budgeting, accounting, auditing, fundraising, office procedure and record maintenance

#### **Module-IV: Social Welfare Organization**

Social welfare organization; registration of societies and trusts; societies registration act xxi of 1860, Indian trust act 1882; foreign contribution and regulation act – 1976; laws related to income tax exemptions, receiving donations and grants; functions and responsibilities of governing board, committees and office bearers. legal compliance. organizational structure, functions, programme of central social welfare board and state social welfare board

#### **Module-V: Personnel Administration**

Man power planning, induction, training, supervision, staff welfare, service condition and staff morale, problems faced by social work organization, laws related to personnel management

### **REFERENCES**

1. Banerjee, Shyamal (1981); Principles and Practice of Management, Oxford & IBH Publishing Co. Pvt.Ltd, New Delhi.
2. Bhattacharya, Sanjay (2006); Social Work Administration and Development, Rawat Publications, Jaipur.
3. Chowdhry, D.Paul. (1992); Social Welfare Administration, Atmaram and Sons, Encyclopaedia of Social Work. Vol I & III, New Delhi.
5. French, Wendell L., Cecil H. Bell, Jr. & Veena Vohra. (2006); Organization Development (6<sup>th</sup> Edn.) Dorling Kindersley (India) Pvt. Ltd., New Delhi.
6. Goel. S. L & R. K. Jain (1998); Social Welfare Administration. Vol. I & II, Deep & Deep Publications, New Delhi.
7. Lalitha N. V (1981); Financial Assistance to Voluntary Organisations for Development. NIPCCD, New Delhi.
8. Sarita Sharma, Basotia G.R.Popalia A.K. (1997); Management, Function, Financial Planning and Policy, Kanishka Publishers, New Delhi.



9. Shankaran R & Rodrigues: A handbook to the Management of Voluntary Organisations.  
Madras: Alpha Publishers.
10. Skidmore, Rex and Milton G. Thackeray (1976); Introduction to Social Work,  
Prentice-Hall International, London.

## MSWOE 205-A: COMMUTATION SKILLS IN SOCIAL SCIENCES

### LEARNER OBJECTIVES

1. *To acquire Knowledge of foundation tools of communication*
2. *To create ability an open environment for communication*
3. *To develop skill for communicate clearly*
4. *To understand importance of emotional intelligence to deal with difficult situations*
5. *To develop techniques to facilitate effective team and meeting communications*

### COURSE OUTLINE

#### **Module-I: Foundation Tools of Communication**

Set clear communication objectives, Establish clear understanding of roles, clarify the requirements and process that is most effective to achieve communication outcomes, Identify and utilize common ground for successful interactions, Team Exercise

#### **Module-II: The Communication Process**

Stages of Communication, Prepare the message, Match the message, deliver the message, Barriers to communication, Communication Exercise-Case Studies

#### **Module-III: Communication Skills**

Choice and control, emotional intelligence, four key components, developing trust, gaining rapport, outcome thinking, listening skills for understanding, expressing without provoking, questioning for specifics, summarizing

#### **Module-IV: Challenging Situations Understanding and Managing Conflict**

Communicating non-defensively, communicating exercise-real plays, facilitating team communications, dealing with dreaded behaviors, team exercise-difficult situations

#### **Module-IV: Public Speaking and Presentation Skills**

Effective public presentation skills, audience analysis, effective argumentation skills, interview skills, self-introductions

### REFERENCES

- 1) Abidi S.A.H (1991); Communication Information and Development, Kenya Masaki Publishers, Nairobi.
- 2) Bovee C. and Thill J. V. (1997); Business Communication Today 5<sup>th</sup> ed., Prentice Hall, New Jersey.
- 3) DiSouza, J.R and Leggie N.J. (2000); Business and Professional Communication 2<sup>nd</sup> ed. Kenywyn: Juta +Co.
- 4) Hatch, L.G (2003); Arguing in CommModuleies: Reading and Writing Arguments in Context 3<sup>rd</sup>.Boston: McGraw-Hill, Kenywyn.
- 5) Fielding, M. (1997); Effective Communication in Organisations 2<sup>nd</sup> ed. Juta +Co
- 6) Jandt, F.E. (2004); An Introduction to Intercultural Communication: Identities in a Globa Community 4<sup>th</sup> ed. Sage Publications, London.
- 7) Lucas, S.E. (2004); The Art of Public Speaking 8<sup>th</sup> ed. McGraw Hill
- 8) McQuail, A and Windahl, S. (1993); Communication Models for the study of

- Communication, Longman, London.
- 9) Zimmerman D. E and Clark D.G (1987); Guide to Technical and Scientific Communication, Random House Inc.
  - 10) Specialised web based Encyclopaedias on Communication related areas.

## MSWOE 205-B: SOCIAL ENTREPRENEURSHIP

### LEARNER OBJECTIVES

1. To develop understanding about social entrepreneurship
2. To get exposure to the social enterprises
3. To strengthen the competence in social entrepreneurship

### COURSE OUTLINE

#### **Module-I: Need and importance of Third Sector in development**

Typologies of third sector: Voluntary, NGO, NPO, CBO, CSO, Growth of third sector in India, Performance and environment of third sector; Third sector relationship to state and civil society

#### **Module-II: Importance of social enterprises:**

Concept, Definition, Importance of social entrepreneurship; Social entrepreneurship Vs business entrepreneurship: social entrepreneurs and social change: qualities and traits of social entrepreneurs; Select case studies of Indian Magsasay Award winners as social entrepreneurs: Ela Bhatt, M.S. Swaminathan, Varghease Kurien, Jockin Arputham, Aruna Roy, Rajender Singh and Santha Sinha

#### **Module-III: Types of social enterprises**

Similarities and differences between social enterprises and non profits: types of social enterprises, concept of Triple Bottom Line, Bottom of the Pyramid, Sustain opreneurship, Corporate Social Responsibility, Select case studies of Indian Social Enterprises

#### **Module-IV: Global & National environment and social entrepreneurship**

Global and National environment to promote social enterprises and social entrepreneurship. Financial Management of social enterprises, venture capital for social enterprises, Corporate, Community and government support for social enterprises

#### **Module-V: Marketing Principles In Welfare And Development Field**

Application of marketing principles in welfare and development field, social marketing; Marketing of Social Services; Case studies related to Social and service marketing in the field of Health, Education, Environment protection, Energy consumption and Human rights

### REFERENCES

1. Alex Nicholls, (2006); *Social Entrepreneurship: New Models of Sustainable Social Change*, Oxford University Press, New York
2. David Bornstein, (2007); *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Oxford University Press, New York.
3. Fred Setterberg, Kary Schulman (1985); *Beyond Profit: Complete Guide to Managing the Non Profit Organizations*, Harper & Row, New York.
4. Gregory Dees, Jed Emerson, Peter Economy (2002); *Enterprising Non Profits – A Toolkit for Social Entrepreneurs*, John Wiley and Sons, New York.
5. Peter Drucker (1990); *Managing the Non Profits Organizations, Practices and Principles*, HarperCollins, New York.

### **MSW-206: Social Work Practicum (PRA)**

The first year students during the second semester go for practice based social work for two days in a week and expected to spend a minimum of 15 hours per week in the field. The first year students are placed in villages or hospitals or schools or NGOs or government offices or counseling centers or welfare organizations or service organization for a semester.

During the placement they have to practice all the primary methods of social work. One has to complete 5 cases in casework, one group following all the stages of group work practice with at least 10 sessions and in the Community conduct common programmes or solve an issue of the Community following the principles of Community organization and social action.

Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference regularly. At the end of the semester Viva- Voce is conducted by two examiners, one being an external examiner and the other would be the supervisor. (50 marks for viva voce and 50 marks for IA)

### Semester –III

Course No.	Types of Courses	Title
MSW 301	Core	Introduction to Gender Studies
MSW 302	Core	Counselling Theory and Practices
MSWOE 303-A	OPEN Elective	Research skills & Technology Proficiency
MSWOE 303-B	OPEN Elective	Corporate Social Responsibility
MSWOE 303-C	OPEN Elective	Social Movements and Social Legislation in India
URCDGE 304	Generic Elective	Development Economics
URCDGE 305	Generic Elective	Government & Voluntary Agencies for Rural & Urban Development
FCWGE 304	Generic Elective	Social Work with Family and Children
FCWGE 305	Generic Elective	Child-Centered Interventions
MSW 306	Core	Social Work Practicum (Study Tour)

## MSW 301: INTRODUCTION TO GENDER STUDIES

### LEARNER OBJECTIVES

1. To introduce basic concepts relating to gender and to provide logical understanding of gender roles
2. To present various perspective of body and discourse on power relationship
3. To conceintise the students on cultural construction of masculinity and femininity
4. To trace the states of women's in India

### COURSE OUTLINE

#### Module-I: Introduction

Sex and gender, types of gender, gender roles and gender division of labour, gender stereotyping and gender discrimination, the other and objectification, male gaze and objectivity

#### Module-II: Gender Perspectives of Body

Biological, phenomenological and socio-cultural perspectives of body, body as a site and articulation of power relations, cultural meaning of female body and women's lived experiences, gender and sexual culture, richard freiherr von krafft-ebing , henry havelock ellis and sigmund freud

#### Module-III: Social Construction of Masculinity and Femininity

Definition and Understanding of Masculinities, Social Organization of Masculinity and Privileged Position of Masculinity, Politics of Masculinity and Power, Media and Masculine Identities, Social Construction of Femininity- Sports, Arts, Entertainment and Fashion Industry

#### Module-IV: Status of Women

Status of women in family and religion, educational, political, economic, caste, class, legal and health states in India.

#### Module-V: Social Dynamics of Gender

Patriarchy and gender-power, capitalism and gender, caste, class and gender sexuality and gender discrimination: lesbian, gay, bisexual and transgender

### REFERENCES

1. Govt. of India (1974); *Towards equality – A Report of the Committee on Status of Women in India*, Delhi: Author.
2. Uma Shankar Jha and Premalatha Pujari (1996); *Indian Women Today*, Vol.I & II, Kanishaka Publications, New Delhi.
3. Seth, Mira (2001); *Women and Development The Indian Experience*, Sage Publication, New Delhi.
4. Boserup, E. (1970); *Women's Role in Economic Development*, George Allan and Unwin, London.

5. Longwe, S. (1991); *Gender Awareness: The Missing Element in the Third World Development Project. In Changing Perceptions: Writings on Gender and Development. Edited By Wallace, T., and March, C. Oxford: Oxfam.*
6. Parker, R. (1993); *Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers*, UNIFEM, New York.
7. Gonsalves, Lina (2001); *Women & Human Rights*, A P H Publication, New Delhi.
8. Women's Rights (1995); *Human Rights: International Feminist Perspective, Edited by Julie Peters and andrea Wolper*, Routledge, London.
9. BEACH, F.A, (ed) (1976); *Human Sexuality in Four Perspectives*, Johns Hopkins University Press, Baltimore:



## MSW 302: COUNSELLING THEORY AND PRACTICES

### LEARNER OBJECTIVES

1. To gain knowledge on foundations of Counselling
2. To understand the process of Counselling
3. To acquire knowledge on theoretical approaches of Counselling

### COURSE OUTLINE

#### **Module-I: Counselling: Definitions, Elements and Characteristics**

Counselling: definitions, elements, characteristics & goals, evolution of counselling, foundations of counselling: philosophical foundations; dignity of the human person sociological foundations; influence of social system; psychological foundations, concept of self, goal directed behaviour, learning principles, developmental needs at different stages, counselling skills

#### **Module-II: Theoretical Foundations of Counselling**

Theoretical foundations of counselling: psychoanalysis, adlerian, client centered, transactional, existential counselling, gestalt counselling, rational emotive therapy, behavioural counselling, reality therapy, counselling relationship, regard and respect, authenticity, empathy

#### **Module-III: Counselling Process**

Counselling process, initiating counselling, attending skills, nonverbal, interacting with clients, termination, counselling techniques, listening, responding, goal setting, exploration, action, counselling in special situations, family, alcoholism, drug, sex, career, crisis

#### **Module-IV: Theoretical Approaches to Counselling**

Theoretical approaches to counselling, client centered, cognitive approach, eclectic approach, family therapy, behaviour therapy

#### **Module-V: Counselling as a Profession:**

Counselling as a profession: counsellor as a professional, nature of the profession, ethical standards, research, personal growth and efficiency of the counsellor, concerns of self, attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self actualization, the portrait of the helper, the portrait of a trainee

### REFERENCES

1. Asch.M., (2000); Principles of Guidance and Counselling, Sarup & Sons, New Delhi.
2. Charles, Trauk, B, Carkhuff R. Robert, Towards Effective Counselling, Aldine Pub.Co., Chicago.
3. Bark, B.C. and Mukhopadhyay (1989); Guidance and Counselling: A Manual, New Sterling Publishers Pvt. Ltd, New Delhi.
4. Bhatnagar, Asha and Gupta, Nirmala (1999); Guidance and Counselling: A Theoretical perspectives Vol. I, Vikas, New Delhi.
5. Hough and Margaret (2006); Counselling Skills and Theory, Hodder Arnold Publishers, U.K.

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## MSWOE 303-A: RESEARCH SKILLS & TECHNOLOGY PROFICIENCY

### LEARNER OBJECTIVES

1. To gain knowledge on research skills
2. To understand the process of building arguments and engaging with diverse sources
3. To acquire knowledge on learning through web sources and technical communication

### COURSE OUTLINE

#### **Module-I: Introduction to Research Skills**

Research importance's in human life, reading-classical-contemporary text, making notes, writing a response note, grasping a concept-developing a glossary, own reading list and bibliography from different sources; review, importance of using reports as a resource

#### **Module-II: Building Arguments and Engaging with Diverse Sources**

Delineating arguments, building arguments, comparing arguments and raising questions for further exploration, understanding and engaging with diverse sources of information, writing a referenced essay

#### **Module-III: Using Library Resources**

Library use, a dictionary, a thesaurus, encyclopaedias, almanacs, and atlases

#### **Module-IV: Learning through Web Sources**

Introduction to computer (hardware), internet search engines, internet news sources, internet magazines, blogs, and images, journals, papers, and more, bibliographies, archives, searching meaning of concepts, information about scholars, commissions or reports

#### **Module-V: Technical Communication**

Presenting technical information, tables, graphs, charts, visuals and pictorials, technical reports and proposals, overcoming technical communication challenges, computer-mediated communication (mobile, videoconferencing, intranet, e-mail, skype, groupware, etc), understanding films

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## MSWOE 303-B: CORPORATE SOCIAL RESPONSIBILITY

### LEARNER OBJECTIVES

1. To understand the scope and complexity of corporate social responsibility (CSR)
2. To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues
3. To acquire skills to frame CSR policies and practices appropriate to the Indian workplace

### COURSE CONTENT

#### Module-I: Meaning, definition and scope of CSR

Social responsibility, corporate social responsibility, meaning, definition and scope of CSR, evolution of CSR, a moral argument for CSR, a rational argument for CSR, an economic argument for CSR, strategic context of CSR, carroll's model of CSR (Pyramid of CSR), globalization and CSR

#### Module-II: Stakeholders and perspectives

Interest groups related to CSR, tools of CSR, business benefits of CSR

#### Module-III: Designing a CSR Policy

Factors influencing CSR policy, managing CSR in an organization, Role of HR professionals in CSR, global recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - Codes formulated by UN Global Compact, UNDP, global reporting Initiative

#### Module-IV: Implementing CSR

CSR in the marketplace, CSR in the workplace, CSR in the Community, CSR in the ecological environment, case studies: lifebuoy soaps' *Swasthya Chetna*, ITC's *e-Choupal* venture, titan industries limited, Tata power

#### Module-V: CSR in India: Legal provisions and specifications on CSR

TCCI (Tata Council for Community Initiatives), Tata Model on CSR, National CSR HUB, TISS Mumbai, Success and failure with CSR initiatives – CSR Awards in India – role of social workers in CSR

### REFERENCES

1. Benn & Bolton, (2011); *Key concepts in corporate social responsibility*, Sage Publications Ltd., Australia.
2. Bradshaw, T. and D. Vogel. (1981); *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. McGraw Hill Book Company, New York.
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## MSWOE 303-C: SOCIAL MOVEMENTS AND SOCIAL LEGISLATION IN INDIA

### LEARNER OBJECTIVES

1. To understand the Social movements for social change in India
2. To understand historical review of social movements in India
3. To gain knowledge on social justice, social legislation for social workers

### COURSE CONTENT

#### Module-I: Social Change & Social Movements

Concept of social change, social movements for social change, precipitating conditions of movements: social distress and strain theory, influence of ideologies, political conditions, resources and conflicts, types of social movements

#### Module-II: Historical Review of Social Movements in India

Religious reform movements, Dalit movements, land rights and peasant movements, labour movements, contemporary social movement: women's movement, RTI & political reforms, tribal movements, anti-corruption movement

#### Module-III: Social Justice, Social Legislation and Social Workers

Understanding concepts of law, social justice and social legislation, legislation as an instrument of social justice and control, Indian constitution and process of forming legislation

#### Module-IV: Important Social Legislations Related Child & Women

Legislations for children: child marriage prevention and prohibition act, prohibition of child labour, free and compulsory education act 2009, juvenile justice act, legislations for women: prevention of immoral traffic, dowry prohibition act, domestic violence act, medical termination of pregnancy, prohibition against prenatal, diagnostic tests (for sex determination)

#### Module-V: Important Social Legislations

Weaker Sections: The SC & ST (Prevention of Atrocities) ACT, 1989, reservation system, equal opportunity rights of persons with disability, other progressive legislations: 50 p.c. reservation for women in PRIs etc

### REFERENCES

1. Rao, M.S.A (1979); *Social Movements in India* VOL I & II, Manohar, New Delhi.
2. Rao, M.S.A (1979); *Social Movements and Social Transformation*, Macmillan, New Delhi.
3. Banks, J.A. (1992); *The Sociology of Social Movements*, Macmillan, London.
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8. Raj, S. L. & A. R. Choudhury (1998); *Contemporary Social Movements in India: Achievements and Hurdles*, Indian Social Institute, New Delhi.
9. Gangarde, Y.D. (1978); *Social Legislation in India* Vol I and II, Concept, New Delhi.

## URCDGE 304: DEVELOPMENT ECONOMICS

### LEARNER OBJECTIVES

1. To understand different theories of development
2. To understand economics of Urban and Rural areas from a Human Development perspective
3. To understand Urban and Rural economic problems in the context of globalization
4. To understand the relevance and problems of cooperatives in the current context

### COURSE CONTENT

**Module- I:** Rural & Urban Economy in the context of land, labour, capital, technology and organization

#### **Module- II: Concept and meaning of Development**

Basic elements and dimensions with urban and rural focus, theories of development, evolutionary theory, modernization theory, dependency theory, Gandhian model of rural development, human capital model of development

#### **Module- III: Economic Development in the Rural Context**

agrarian economy, importance, problems, measures of land reforms, commoditization of land and alienation from land, growth of infrastructure, green revolution, white revolution, agrarian policies, rural credit policy, agricultural price policy, subsistence to commercialization of agriculture, other sectors of rural employment: forestry, fisheries, rural industries, globalization & agriculture, WTO, TRIPS, patent and intellectual property rights, impacts, emerging issues and challenges, farmers' organizations, associations and movements

#### **Module- IV: Economic Development in Urban Context**

Industrialization and employment generation, different service sectors, infrastructure facilities :road, energy, finance, MIDC, kind of industries and its present situation, economic logic behind it, development cities, its production, distribution and present shift; economics of local government: in revenue and tax collection and distribution for, development

#### **Module-V: Measurement of Human Development**

Measurement of human development, economic development and social opporModuleies, economic inequality and poverty, diversities and social exclusion, types of cooperatives, Area wise, sector wise, Role of cooperatives in empowering the poor and marginalized, contemporary challenges facing cooperatives

### REFERENCES

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## **URCDGE 305: GOVERNMENT & VOLUNTARY AGENCIES FOR RURAL, URBAN & TRIBAL DEVELOPMENT**

### **LEARNER OBJECTIVES**

- 1. To understand Government efforts for tribal, urban and rural Community development.*
- 2. To understand voluntary efforts and their approaches for urban, rural and tribal development*
- 3. To develop perspectives for critical understanding of government and voluntary efforts in different sectors for Community development government efforts*

### **COURSE CONTENT**

#### **Module- I: A Brief overview of the Issues in Urban and Rural Development**

#### **Module- II: Historical Overview of Rural Community Development in India:**

Health, education, livelihood, habitat environment, water & sanitation, infrastructure, pioneer experiments in rural reconstruction, pre-launching pilot projects (Firka, Nilokheri and Etawah), official Community development programme – its phases of development balwantrai mehta committee report, people's participation in programme, planning

#### **Module- III: Government Administrative Structure**

Government administrative structure and agencies for tribal, rural and urban development: National, state, district and local level agencies. Special voluntary programmes in development: state and national level, land development, joint forest management, water management, health and sanitation, education and social development, employment, housing

#### **Module- IV: Government Programmes for Rural, Urban and Tribal Development**

Past & present- integrated rural development programme, development of women & children in rural areas, training of rural youth for self employment, rural drinking water and sanitation programme- suvarna jayanti grameen rojgar yojana, maharashtra employment guarantee scheme, national rural employment guarantee act, wasteland development programme and watershed development programme, urban Community development programme under municipal corporation, jawaharlal nehru urban renewal mission, suvarna jayanti shahari rojgar yojana, integrated tribal development programme

#### **Module-V: Critical Review**

Government efforts and voluntary efforts in rural, urban and tribal development

### **REFERENCES**

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## FCWGE 304: SOCIAL WORK WITH FAMILY AND CHILDREN

### LEARNER OBJECTIVES

1. To understand the family structures and family dynamics
2. To develop a theoretical understanding of families and children
3. To apply the skills of theory in practice with families and children

### COURSE CONTENT

#### Module I: Defining Families

Common characteristics, family rituals, family traditions, family routines, family functions, family structures and family dynamics, family conflicts, family violence; diversity of families: nuclear family, joint family, extended family, working parents, single parents, younger parents, foster families

#### Module II: Theories of Family

Premise and origins of psychosocial theories, role theory, structural theories, social exchange theories, communication theories, family systems theory, family development theory and the life course perspective

#### Module III: Definition, Types of Marriage

Working parents, division of labor in families, factors that influence family dynamics, marital dynamics, socialization of children, feminist and gender perspective on families, impact of urbanization / modernization on marriage stability and parenting

#### Module IV: Concept and Meaning; Psychoanalytic Child Development Theories

Sigmund Freud, Erik Erikson; cognitive child development theories: Piaget; behavioural child development theories: John B. Watson, Ivan Pavlov and B. F. Skinner; social development theories: attachment theory: John Bowlby, social learning theory - Albert Bandura, sociocultural theory - Lev Vygotsky, ecological systems theory, dynamics systems perspectives, stages and dimensions of child development stages: physical, motor, cognitive, language and social and emotional development; child's identity

#### Module V: Parent Child Relationship

Family stress, sibling rivalry, child rearing practices, issues and concerns of children and families in rural and urban areas, children in families experiencing domestic violence

### REFERENCES

1. Barik, S. (2011); Domestic Violence in India, Adhyayan Publishers & Distributors, Delhi.
2. Gomango, S. P. (2005); Consequences of Child Maltreatment, Authors Press, New Delhi
3. Iman, R. Pittin & Omelet, H. (1985); Women and the Family, Codersia Book Series, Nigeria.
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## FCWGE 305: CHILD-CENTERED INTERVENTIONS

### LEARNER OBJECTIVES

- 1. To develop an understanding of the changing contexts of Children*
- 2. To apply the skills in practice with children in various settings*
- 3. To develop knowledge about the institutions working for Children*

### COURSE CONTENT

#### **Module I: Changing Context of Children**

Changing Context of Children: Bio-psychosocial needs of children- Child Development, Stages of Development: Pre-natal Period, Infancy, Toddler, Early Childhood, Middle Childhood, Late Childhood, Early Adolescent; Demographic characteristics, Status of Children some Facts

#### **Module II: Children in Difficult Circumstances, Vulnerable Children**

Children in difficult circumstances, vulnerable children, children in conflict with laws and contact with laws. children in need of care and protection: infanticide; female feticide; street child; destitute; abandoned; orphaned; sexually abused; neglected; violence; armed conflict; refugee; child marriage; child labour; socially excluded; delinquent; child trafficking; missing children; natural calamity affected children; HIV-AIDS affected and infected children; tribal children; beggary; child prostitution; pornography; gender discrimination; war victims; migrant; alcoholism; drug abuse; adolescent pregnancy; run way children; others

#### **Module III: Well-Being of Children**

Well-being of children: physical: health, nutrition and exercise, social inclusion, environment, security and protection, shelter, water and sanitation, planning spaces and identifying materials for play and joyful learning; mental: leisure and recreation, love, care and affection, parenting, family and neighbourhood, peer group, social networking, sleep and rest, relaxation, outings

#### **Module IV: Social Work Interventions with Children**

Social work interventions with children: children as clients; counselling children, art therapy, play therapy, behavioural interventions, cognitive interventions, social interventions, Community based interventions. Institutional Intervention: Child Line, ICDS, ICPS, Child Welfare committee, juvenile justice board, special juvenile police Modules, state commissions on the protection of child rights, NGOs – CRY, Butterflies, Smile Foundation, HAQ, Asha for Education and INGO's – plan, save the children, Action Aid, UNICEF, UNDP

#### **Module V: Awareness and Advocacy on Services for Children**

Awareness and advocacy on services for children: statutory and non-statutory services: central adoption resource agency reproductive and child health programme, operation blackboard; supportive services: nutrition programme for adolescent girls (NPAG); developmental services (for example, non-formal education); remedial services (for example, residential care, child guidance clinic); monitoring and evaluation of children's programmes, skills in advocacy and campaigning for children

### REFERENCES

1. Anderson, Per Pistrup (1997); Child Growth and Nutrition and Developing Countries, Oxford University Press, Mumbai.

2. Bajpai, Asha (2006); Child Rights in India, Law, Policy, Practice, Oxford University Press, Delhi.
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## Semester –IV

<b>Course No.</b>	<b>Types of Courses</b>	<b>Title</b>
MSW 401	Core	Social Policy and Planning
URCDGE 402	Generic Elective	Urban Community Development
URCDGE 403	Generic Elective	Rural Community Development
FCWGE 402	Generic Elective	Social Work Practice With Families And Children
FCWGE 403	Generic Elective	Social Work with the Elderly
MSWOE-404-A	Open Elective	Social work and Disasters Management
MSWOE-404-B	Open Elective	Social work With Disability
MSWOE-404-C	Open Elective	Career Planning in the Humanities
MSW 405	Core	Dissertation Work/Research Project
MSW 406	Core	Social Work Practicum (Block Field work)

## MSW 401: SOCIAL POLICY AND PLANNING

### LEARNER OBJECTIVES

1. To understand the issues in social development
2. To gain knowledge of policies in India and planning process in India
3. To develop understanding of social policy in the perspective of National goals as stated in the Constitution and well as human rights and Development Goals
4. To gain knowledge about the policy formulation process and acquire skills in critical analysis of the policies

### COURSE CONTENT

#### Module I: Social Policy in India: Concepts, Processes and Actors

Sources of policy: Indian constitution- directive principles of state policy; ideology and consensus, ratification of international conventions, overview of the basic structure of Indian political system-legislature, judiciary and executive, policy formulation process, role of various actors in policy formulation:- state, international organizations (UN, WTO, World Bank), pressure groups, lobbies, advocacy networks, academic and research organizations, industry and market forces; role of social work profession vis-à-vis social policy, policy changes in post reform period, policy advocacy: analysis and budget analysis as tool of policy advocacy

#### Module II: Concept of Development Planning and Planning Process in India

Concept of planning for development and social planning in India; planning machinery and planning process in India (economic considerations in planning, centre-state coordination); perspective plans, five years plans and annual plans, monitoring, midterm review and evaluation of the five years' plans; democratic decentralization and micro-level planning

#### Module III: Overview of the Social Development Policies and Programmes

Rural development, urban development, health, education, population and family welfare, environment and ecology, poverty alleviation

#### Module IV: Overview of the Policies and Programmes for the Segments of Population

Children, differently abled women youth, scheduled castes and scheduled tribe

#### Module V: Overview of the Policies and Programmes for the Segments of Population

Children, differently abled women youth, scheduled castes and scheduled tribe

### REFERENCES

1. Ahmad Shamshad and Nafees Ansari (2005); "Planning commission : Fifty Five Years of Planned Development and Social Sector", *Indian Journal of Public Administration*, Vol LL 03, July-Sept 2005.
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## URCDGE 402: URBAN COMMUNITY DEVELOPMENT

### LEARNER OBJECTIVES

- 1. To understand urban Community development principles, process and role of the social worker*
- 2. To learn the significance of Non-Governmental Organizations in Urban Community Development*
- 3. To gain knowledge and experience about the Structure, Process and Programmes of Governmental mechanisms*

### COURSE CONTENT

#### **Module I: Understanding the Urban Life**

Characteristics of urban life, urban services and deficiencies, theories of urbanization; Industrialization and urbanization and its impact on the urban society; ecological pattern of cities, characteristics of town, city and metropolis, suburbs, satellite town, city- hinterland relationship

#### **Module II: Major Problems of Urban Communities in India**

Economic problems, problem of housing, lack of training, problem of unemployment, special problems: women, youth, children and aged

#### **Module III: Concept of Urban and town Planning**

Concept of urban and town planning, urban development and urban Community development: urban Community development, meaning, need and scope, urban development policy and laws related to urban development – urban land ceilings act and land acquisition act; origin of urban Community development in India, model urban Community development projects: welfare extension projects of central social welfare board

#### **Module IV: Slum: meaning, Theories, causes, characteristics**

Slum: meaning, theories, causes, characteristics and problems, slums in Indian cities, slum clearance boards, Community development projects in slums

#### **Module V: Administrative set-up of local self-government in Indian cities and towns**

Administrative set-up of local self-government in Indian cities and towns: forms of Municipal Government, structure, functions, personnel and finances

### REFERENCES

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**URCDGE 403: RURAL COMMUNITY DEVELOPMENT**

## LEARNER OBJECTIVES

1. To gain knowledge about rural realities and problems in rural commModuleies
2. To gain knowledge about theories and approaches of Community development and experiments about rural Community development
4. To learn about Community development programmes in India and polices
5. To acquire skills of social work intervention with rural commModuleies

## COURSE CONTENT

### **Module I: Rural Community Meaning, Characteristics: Types of Villages**

Rural Community meaning, characteristics, types of villages: scope of studying the rural Community and its relation to social work, rural Community problems: poverty, illiteracy, financial exclusions, unemployment, problems related to agriculture, health and problems related to energy and water

### **Module II: Community Development Concepts and Theories**

Community development concepts, definition, objectives, principles, theories of Community development: system theory, micro-macro Community development theory: methods and approaches of Community development, role of Community development worker, application of social work methods in rural development, early experiments of rural development-sriniketan, morthandam, gurgaon, rural reconstruction, firka development, nilokheri and etawoh pilot project and ghandhian approaches to rural development

### **Module III: Community development programmes across various sector in India**

Community development programmes across various sector in India: ICDS, MGNREGS, Accelerated Rural Water Supply Programme (ARWSP) National Livelihood Mission, IRDP, Pradhan Mantri Gramodaya Yojana, PMGSY, NSAP, DIKSHA, NRHM, Indra Awas Yojana (IAY) and PURA - Role of Voluntary agencies in Rural Development and others

### **Module IV: Rural Community Administration**

Rural Community administration administrative structure and functions for rural development – central and state level, planning commission, rural development in five year plans and other welfare ministries and departments. rural local bodies and power structure - administrative pattern of Community development and panchayat raj system at local, block and district level, functions of panchayat raj: civic amenities, social welfare activities and development work; national and state level agencies supporting rural development: council for advancement of peoples action and rural technology (CAPART), national institute for rural development (NIRD), national bank for agriculture and rural development (NABARD) regional rural bank (RRB), rural co-operatives

### **Module V: Contemporary Approaches/Strategies in Community development**

Livelihood Approach: Indigenous Community development approach, Bottom-up approach and grassroots approach, Community participation and Stakeholder analysis, Gender and Vulnerable groups, power analysis - participation Matrix

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## **FCWGE 402: SOCIAL WORK PRACTICE WITH FAMILIES AND CHILDREN**

## LEARNER OBJECTIVES

1. To strengthen the professional competence of Social work Practice with families and children
2. To gain understanding of type of practice settings working with families and children
3. To understand the role of the profession and the stakeholders in the welfare of families and children

## COURSE CONTENT

### **Module I: Social Work with Families and Children**

Social work with families and children: working effectively with children and families, values and ethics in social work with children and families, family as a client system, strengthening family structure and communication

### **Module II: Process of Intervention: Social Worker-client relationship**

Process of intervention: social worker-client relationship, social study, assessment, goal setting, contracting, intervention; development of practice skills: conceptual skills, interviewing skills, informational interview, diagnostic/assessment interview, therapeutic interview, recording skills, evaluation

### **Module III: Social Work Practice in different settings**

Social work practice in different settings: social work interventions for children in different settings: school settings, correctional settings, institutionalized children, Community based interventions, children in care and protection, adoption centres, street children, children abusing substances, children in clinical settings, social work interventions for families in different settings: family counselling centres, short stay, respite care, destitute homes, clinical settings

### **Module IV: Role of the Social Worker while working with children and families**

Role of the social worker while working with children and families: case worker, group facilitator, Community organizer, case manager, enabler, reformer, project manager, researcher, activist, advocacy and lobbying, sensitisation, campaigning, social audits, trainer, monitoring and evaluation, documentation, fund raising, resource mobilisation, policy planning, catalyst, change maker, role model, Community organiser, coordinator, enabler, reformer, facilitator, volunteer

### **Module V: Stakeholder's Participation**

stakeholder's participation: state, global Community, ngo's, institutions of national importance, judiciary, bureaucrats, policy makers, social activist, educational institutions, pri's, self help groups, Community leaders, religious institutions, gram panchayats, police, health workers, grassroot level workers, anganwadi workers, Asha's, donors, volunteers, youth, civil society organisation, Community based organisations

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## **FCWGE 403: SOCIAL WORK WITH THE ELDERLY**

### **LEARNER OBJECTIVES**

- 1. To look at the world of the elderly from a holistic perspective*

2. *To learn the various aspects of care that social worker can bring for the elderly from their own environment and families and social groups*
3. *To understand roles, power and status of elderly*

## **COURSE CONTENT**

### **Module I: Roles, Power and Status of Elderly**

Historical norms in different cultural, urban/rural, economic contexts; age and gender contexts, emerging trends and issues in the context of the liberalized political economy, historical norms of practices related to death and bereavement and emerging trends

### **Module II: Health of the Elderly**

Health of the elderly, longevity and physical health, mental and emotional health, ill health, disabilities and care giving; sexuality in old age, spirituality in old age

### **Module III: Review of Health Policies of the Elderly**

Review of health policies of the elderly. Policies for the disabled and their implementation with references to elderly. Health intervention: periodical check up, information and awareness about prevention of problems, recreation and creative art programmes, spiritual discourses, counseling, physical aids and access to geriatric treatment

### **Module IV: Elderly and Livelihood**

Elderly and livelihood. Work participation of elderly in the organized and unorganized sectors. Economic situation of the elderly. Age related policies and laws for education. Employment, Retirement, social security and pensions. Intervention needs: retirement planning, promoting savings, investments and making a will, training and opportModuleies for income generation, employment exchange and sponsorship programmes

### **Module V: Elderly and Family**

Elderly and family, interventions of elderly with parents, spouse, children, children; Children-in-Laws, grandchildren and others; care giving roles between elderly and the family; issues of division of property, housing and social security; issues of neglect, abuse, violence and abandonment. review of laws for inheritance and protection from abuse, intervention needs: raising family awareness; bereavement counseling

## **REFERENCES**

1. Chowdhry, Paul. D (1992); *Aging and the Aged. A Source Book*, Inter India Publications, New Delhi.
2. Cox, Enid O and J Parson Ruth (1994); *Empowerment Oriented Social Work Practice with the Elderly*. California: Brooks Cole Publishing Company.
3. Dandekar, K (1996); *The Elderly in India*, Sage Publications, New Delhi.
4. Desai, M and Siva Raju (2000); *The Elderly in India*, Sage publications, New Delhi.
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6. Kakula S, B (1978); *Basic Readings in Medical Sociology*, Tavistok Publishers, London.
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## **MSWOE-404-A: SOCIAL WORK AND DISASTER MANAGEMENT**

### **LEARNER OBJECTIVES**

*1. To develop an understanding of Disasters and Disaster Management*

2. To gain knowledge of various disaster management strategies
3. To learn the international and national policies, institutional mechanisms in disaster services
4. To study the role of Social Work practice in Disaster management

## **COURSE CONTENT**

### **Module I: Disaster: Meaning – Concept**

Disaster: meaning, concept of hazard, risk, vulnerability and disaster, impact of disasters: physical, economic, political, psychosocial, ecological, and others; developmental aspects of disasters, types and classification of disasters, nature induced disasters and human induced disasters

### **Module II: Disaster Management Cycle**

Disaster management cycle: mitigation and prevention, preparedness, prediction and early warning, rescue and relief, impact assessment, response, recovery, reconstruction; disaster risk reduction; Community based disaster management (CBDRM); gate keeping, advocacy and networking; levels of intervention, individual, Community and societal, national disaster profile

### **Module III: Global Issues and Initiatives**

Global issues and initiatives, world conference on disaster reduction (2005), HYOGO framework for action (2005-15), sphere standards – 2012, disaster management act 2005; national disaster management policy 2009; standard operating procedures (sop's); national disaster management framework 2005; administrative and institutional structures for disaster management

### **Module IV: Role of the Governments and Non-Governmental Organizations**

UNFCC, IPCC, UNDP, UNISDR, SAARC, ADPC, WORLD BANK, UNICEF, Role of the central and the state governments, local bodies, Community, media, international and national non-governmental organisations, charitable trusts, educational institutions, voluntary organisations, Community based organisations, youth groups, others

### **Module V: Impact on the individual, family and society**

Impact on the individual, family and society; Mental health consequences of disaster; Principles and techniques of psychosocial care in post disaster situations; Specific psychosocial needs of vulnerable groups like children, women, older persons, persons with disability, transgender, destitute and orphans; Post trauma care and counseling including grief counseling with survivors, Integrated Disaster Management Approach, Institutional and Non-Institutional care for the survivors

## **REFERENCES**

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13. Sahni, Pardeep et.al. (eds.) (2002); *Disaster Mitigation Experiences and Reflections*, Prentice Hall of India, New Delhi.

## **MSWOE-404-B: SOCIAL WORK WITH DISABILITY**

### **LEARNER OBJECTIVES**

1. *To gain knowledge about the concept of and different types of disabilities*

- 2. To understand the theoretical underpinnings of models and approaches to understanding disability*
- 3. To develop an attitude of respect and dignity towards persons with disability*
- 4. To become skilled at undertaking social work interventions with and through all stakeholders in the field of disability*

## **COURSE CONTENT**

### **Module I: Concept of disability and impairment**

ICIDH & WHO, definitions, causes, types and magnitude of various disabilities and their impact on persons with disability and their families; discourses and models of disability; anti-oppressive and exclusion/inclusion lens to understanding disability

### **Module II: Types of disability**

Types of disability, physical, sensory, intellectual, multiple disabilities, learning developmental disabilities, psychosocial disability, causes, types and care for persons with disabilities (medical and other interventions including aids and appliances); process of rehabilitation early identification, education, vocational rehabilitation and social inclusion and empowerment within the family and Community ; Understanding the experience of disability, limitations, strengths and potentials of persons with disabilities

### **Module III: Impact of disability on individuals and their families**

Impact of disability on individuals and their families: reactions of parents/family members and ways of coping; Needs and problems of persons with disability and their families across the life span and at critical stages in their lives and social work intervention at each stage

### **Module IV: Disability counseling skills and Intervention strategies**

Disability counseling skills and Intervention strategies at individual, group, and family levels, self help/support groups, assertiveness training, life skills enrichment; family level - family crisis intervention, family centered intervention, parent guidance, parent training, Role of social worker in different settings such as hospital and treatment centres, home, educational institutions, vocational rehabilitation centres, the Community ; multidisciplinary rehabilitation team and their roles

### **Module V: Disability intervention strategies at Community and policy**

Disability intervention strategies at Community and policy levels; awareness, Community education, Community based rehabilitation, advocacy and lobbying, formation of advocacy groups, using international instruments (Salamanca Declaration, Standard Rules, UNCRPD) and legislations governing disability (Persons with Disability Act, 1995, RPD Bill, MHC Bill, RCI Act, National Trust Act, 1999) for advocacy; State's role in implementation of legislations

## **REFERENCES**

1. Albrecht G.L, Katherine D Seelman. & Michael Bury (2001); Hand Book of Disability Studies, Sage, London.
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9. WHO (2010); Community -based rehabilitation: CBR guidelines, WHO Press, Geneva.

## **MSWOE-404-C: CAREER PLANNING IN THE HUMANITIES**

### **LEARNER OBJECTIVES**

*1. To understand key factors in career decision-making*

2. *To know how to evaluate career routes within and outside of academia*
3. *To understand the skills you have and how to market them to employers*
4. *To understanding the important it is to assess and continually re-evaluate your skills and interests*
5. *To understand how interests, abilities, personality style, and work values link to careers*
6. *To evaluate education and career alternatives and set goals*

## **COURSE CONTENT**

### **Module I: Assess Yourself**

Interests, Personality, Abilities, Strengths, Work Values

### **Module II: Generate Possibilities**

Brainstorming Ground Rules, Brainstorming Work Options, National Career website, Managing Your Possibilities List

### **Module III: Research Options**

Narrow Possibilities, Using Search Engines, Career options, internships, and summer jobs, Preparing a research portfolio (including a CV), and creating a personal website

### **Module IV: Evaluate Alternatives, Set Goals**

Evaluate personal, financial and professional goal statements that apply to further education and/or technical training

## **REFERENCES:**

1. Herr, E.L., & Cramer, S. H. (1996); *Career guidance and counselling through the lifespan: Systematic approaches*, Harper Collins, New York.
2. Niles, S. G. & Harris-Bowlsbey, J (2002); *Career Development Interventions in the 21st Century*, OH: Merrill Prentice Hall, Columbus.
3. Pope, M. (2009); Jesse Buttrick Davis (1871-1955): Pioneer of vocational guidance in the schools, *Career Development Quarterly*, 57, 278-288.
4. National Career Development Association  
[http://www.ncda.org/aws/NCDA/pt/sp/home\\_page](http://www.ncda.org/aws/NCDA/pt/sp/home_page)
5. <http://www.careerguidanceindia.com/>
6. **List of public sector undertakings in India:**  
[http://en.wikipedia.org/wiki/List\\_of\\_public\\_sector\\_undertakings\\_in\\_India](http://en.wikipedia.org/wiki/List_of_public_sector_undertakings_in_India)  
[http://en.wikipedia.org/wiki/Category:Government-owned\\_companies\\_of\\_India](http://en.wikipedia.org/wiki/Category:Government-owned_companies_of_India)
7. **List of Indian IT Companies:**  
[http://en.wikipedia.org/wiki/List\\_of\\_Indian\\_IT\\_companies](http://en.wikipedia.org/wiki/List_of_Indian_IT_companies)

**8. Career Guidance Websites:**

<http://afterbtech.com/>

[http://employmentnews.gov.in/Current\\_Prospects\\_Social\\_Work\\_India.asp](http://employmentnews.gov.in/Current_Prospects_Social_Work_India.asp)

**9. JOB DESCRIPTIONS:**

<http://gradireland.com/careers-advice/job-descriptions>

**10. JOB HUNTING – JOB Hunting Portals:**

[www.naukri.com](http://www.naukri.com)

<http://engineering.monsterindia.com/>

<http://www.timesjobs.com>

<http://www.employmentnews.gov.in/Engineering.asp>

<http://www.govtjobs.co.in/> (Government Jobs)

*Careers in Social Work*

For information about accredited **schools of social work**, contact the Council on Social Work Education at [www.cswe.org](http://www.cswe.org)

For information about **state licensing of social work**, contact the Association of Social Work Boards at [www.aswb.org](http://www.aswb.org)

**MSW-405: DISSERTATION WORK/RESEARCH PROJECT**

The students are placed under a supervisor for the research project work. The students start the project work in the third semester itself. Each student identifies a research problem defines the problem, does review of literature, formulates objectives, prepare a proposal, formulates the research problem; constructs a tool for data collection. After the completion of the third semester and before starting the fourth semester, the students should collect the data. In the fourth semester the students complete the data processing and complete the writing part of research study and submit the final copy for evaluation. At the end of the semester IV , Viva- Voce is conducted by two examiners, one being an external examiner and the other would be the Research Supervisor.

## **MSW406: SOCIAL WORK PRACTICUM**

### **FIELD INSTRUCTION IN SOCIAL WORK**

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the two years of study through various programmes such as orientation programme, observation visits, concurrent field work, block placement training, study tour and mini research.

### **General Objectives of fieldwork:**

1. To gain an understanding of social realities and problems as they play out in society and the civil society's response to it.
2. To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.
3. To acquire skills of systematic observation, critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions
5. To develop skills of recording
6. To imbue values and ethics of social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
  - a) Relevant and factual information about the client system and the problem/concern
  - b) The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
  - c) The role of the social worker and the relevance of social work intervention for the client, needs and the problem.
  - d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention
  - e) To integrate theory and practice while recording
  - f) To develop 'self' as an agent effecting change and transformation in the society.

### **Field work comprises of the following:**

- Social Work skill labs/ workshop
- Observation visits
- Concurrent field work
- Block fieldwork
- Rural camp/study tour

Students are to be involved in intervention during emergency situations like riots, cyclone and earthquake and specific time-bound, issue-based campaigns

### **Semester I**

Fieldwork in Semester I shall comprise of:

Orientation Programme

2. Observation visits
3. Skill labs/workshops for fieldwork supportive
4. Rural Camp

### **Mandatory Field Orientation**

MSW I students will be oriented to the social work profession soon after their admission. Duration of the programme shall be of ten days. Attendance in the orientation programme is compulsory. This programme shall comprise of speakers drawn from practitioners, professional social workers from the field and from academia. A student who has missed this orientation programme is not eligible for admission/continuing this course.

The MSW programme includes concurrent and block fieldwork, rural camp, study tour, extension work as part of the curriculum which is compulsory for all the students. The students have to bear the expenses of the above mentioned field activities.

### **Observation Visits**

Six observation visits for the MSW-I students is mandatory. For the M. S.W. I (semester I) agency visits related to all the fields of social work will be conducted.

Soon after the completion of orientation/observation visits, a student workshop on “Orientation to fields of social work” will be conducted to share the orientation visit experiences and learning.

Students should submit observation visit report to the concerned faculty supervisor.

### **Orientation to Social Work theory:**

- Theoretical code, norms, ethics and expectations of this teaching-learning opportunity.
- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of curriculum.
- Requirements of working like days, hours, agency timings and other such details of practice learning.
- Nature and tasks of initial phase and involvement of learner and instructor.
- Learner’s responsibility towards setting agency and the institution of learning.
- Details regarding records and their submission should be maintained.
- Practice learning instruction: individual conferences—one hour per week, group conferences once a fortnight.

### **Orientation to social work setting/agency of placement on:**

- Nature of setting/agency—its objectives, services, programmes, structure, and general environment.
- Contact person in the setting/agency, management, staff and ongoing activities.
- General introduction setting/agency its programmes and beneficiaries. Information of other similar services.



- Policies supporting the service agency both local, national.
- Learners may make a local directory to include emergency numbers of hospitals/ primary health centres, police, ward of panchayat office, and network agencies, along with reference to other developmental and welfare services in the location.

### **Skill Labs/Workshops**

The Department faculty members shall decide on appropriate, need based skill labs/workshops for the students. The theme, duration, external experts and budget shall be decided by the faculty members in the Department meeting and executed accordingly.

### **Rural Camp**

In the beginning of the semester students should attend 10 days rural camp. Expected learning during rural camp should be with the following aspects:

- Rural camp for 8 to 10 days is compulsory for the I M.S.W. in a village or tribal area
- Micro-planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp.
- Students should prepare a social work camp report and submit it to their respective faculty supervisor.

### **Objectives of the Rural Camp:**

- a) Understand the social system with the dynamics within.
- b) Analysis of the regional social system, the approaches, and the strategies of intervention used by the government and non-government organisations.
- c) Understand the nature of government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.
- d) Develop the capacity to critique the interventions of both the voluntary organisations and the government agencies in relation to the specific group.
- e) Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and taking on responsibility.
- f) Acquire skills in planning, organising, implementing through the camp for example: conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
- g) Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
- h) The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.
- i) Learners should integrate classroom learning with their interventions in the rural camp.

### **Preliminary Pre-Camp Visit**

For finalizing the rural campsite, a preliminary visit shall be undertaken to villages or other suitable rural areas in and around Latur etc. The team visiting shall consist of at least two

faculty members and two student representatives of I MSW. The team shall undertake at least one such visit to (i) understand the learning objectives (ii) find out the feasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support systems, resources (people and material resources) and scope for effective social work intervention. A convenient vehicle can be hired for this purpose and incidental expenses shall be reimbursed.

## SEMESTER II

Fieldwork curriculum in Semester II shall consist of:

1. Concurrent fieldwork placement of two days a week
2. Skill labs/workshops as fieldwork supportive

The Placement of students during Semester II should be purely in Community setting. The guidelines for fieldwork practice are as follows:

OBJECTIVES	TASKS
<p>To understand the agency, its philosophy and goals. To analyze the agency's structure, functioning and its networking strategies at the international and national level.</p>	<p>To prepare a complete document on the agency, covering specific details on</p> <ul style="list-style-type: none"> <li>- The agency profile</li> <li>- Its objectives</li> <li>- Area of work</li> <li>- Administrative hierarchy</li> <li>- Staffing pattern</li> <li>- Funding pattern</li> <li>- National / International networking pattern</li> <li>- Activities implementation strategy</li> <li>- Monitoring / Evaluation pattern</li> </ul>
<p>To identify the agency's geographical areas of intervention. To draw up a Community profile To analyse the problems of commModuleies through "Need Based Assessment Strategies"</p>	<p>To develop a Community profile with specific details on</p> <ul style="list-style-type: none"> <li>- Socio-Demographic characteristics</li> <li>- Power structure</li> <li>- Community Resources</li> <li>- Leadership pattern</li> </ul>

	<ul style="list-style-type: none"> <li>- Groups in existence (Women's Group, Children's Group etc.)</li> <li>- Health status</li> <li>- Problems of CommModuleies etc.</li> </ul>
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To study the families and their problems.	- Family study report needs to be submitted. - Visiting ten families and identifying at least two families for detailed family analysis
To study the groups in existence and initiate steps to identify and form one or two groups.	To form at least one group (Youth Group, Women Group, Children Group, Men Group etc.)
To understand and apply different models of working with individuals in different settings and develop an eclectic approach to working with individuals. To integrate theory into practice.	To handle Social Work Practice with at least five clients.
To understand the significance of the group on individuals. To understand the integration of Group Work with other methods of Social Work	To work with two Treatment and Task groups using adequate Group Intervention strategies
To develop necessary skills to apply Group Work as a method of intervention. To gain knowledge and understand of the scope of this method in various settings.	Nature of Groups: - Educational Group - Growth Group - Remedial Group - Socialisation Group - Committees  Focus Group - Women, Youth, Adolescent Girls, Children, Men, Potential Leaders, Youth Leaders etc.
To expose students to problem situations and to enable them to identify solutions. To equip the students skills in problem identification. To enable them network with and mobilize Community resources. To implement change processes with the Community 's participation.	Identifying a Community problem / problems. Identifying resources and methods to solve the problems. Consciously implementing professional approaches and skills in Community problem solving. Identifying major diseases and health needs in the Community .

### SEMESTER III

The second year MSW field work is related to the chosen fields of specialization of the students. The field work will fulfill the following objectives:

1. To be exposed to social realities related to the fields of specialization
2. To develop a critical understanding of the needs of people and their concerns in their field work setting

3. To understand and critique structural and systemic factors that influence service users
4. To undertake social work interventions in the field of specialization
5. To imbue ethics and values of the Social Work profession in their fields of specialization

**The guidelines for fieldwork practice, specialization wise, are as follows:**

## **FIELD WORK GUIDELINES ACCORDING TO SPECIALIZATIONS**

### **SPECIALIZATION I – COMMUNITY DEVELOPMENT**

1. History and administrative set up of the organization
2. Project area visit
3. Project activities
4. Discuss interests, goals, and potential fieldwork placements
5. Practicing the Community organization method
6. Project formulation
7. Project Execution, monitoring and evaluation
8. Rapport with the target group
9. HR practices in human service organization
10. Resource mobilization
11. Social auditing
12. PRA
13. Networking and advocacy
14. Designing and implementing Community interventions
15. Social action, lobbying and awareness generation
16. Designing and implementing income generation or livelihood programs
17. Revitalizing and conserving local traditions
18. Manpower planning, Recruitment and Selection Process, Induction &Orientation.
19. In service Training and Development programmes of the organization
20. Role of Community Social Workers

### **SPECIALIZATION II – FAMILY AND CHILD WELFARE**

1. To develop an understanding of the structure, functions, living conditions and the problems of families catered to the agency setting.
2. To have learning opportunities to develop capacities for working with children and their families in a variety of structures including: family subsystems, individuals within the family system, planned small groups, and families in agency and Community contexts.
3. To learn to apply classroom learning to client and family situation in the field
4. Coordinate care and services for families and children
5. To be able to integrate theory and practice
6. To be able to help the families in problem solving
7. Working through conflicts and managing crises
8. Learn to identify gaps in social policies affecting service to families and children
9. Leading support groups for family caregivers
10. Creating awareness on family and child related issues in Community settings
11. Counseling to help families cope with the stresses of caregiving, burnout
12. To develop skills in assessment and diagnosis of client
13. To learn skills in collaboration, assessment, child and family therapy, and multi-system interventions
14. To develop knowledge and skills to work with different family types
15. To strengthen skills to help clients towards crisis intervention
16. To learn to document case studies, reports and resources
17. To be able to practice methods of social work
18. To develop knowledge and skills by creating sensitivity to issues related to caste, class, culture and sexual orientation
19. To learn to practice ethics and values of Social Work in field settings
20. To develop skills in liaising with other stakeholders and seek their participation towards family and child well-being

#### **SEMESTER IV:**

Activities need to be carried out during semester IV, should be in accordance with semester III. The students' professional development has to be sharpened during this semester.

## **STUDY TOUR**

Study tour need to be arranged during the third / fourth semester. The purpose of study tour is to expose the students to a wide range of organizations across specializations in different parts of the country. This enable those to acquire information about new strategies and trends practiced in various organizations in relation to different issues. Study tour also aims at providing information about employment opportunities and conditions in various places. A theme will be identified by students and faculty and relevant organizations and location will be chosen by the faculty and students. It is arranged and planned by the students with support from the faculty members. The tour can be completed within/outside the state. Students should prepare educational tour report and submit to the faculty supervisor within a week of return from the tour. The presentation and study tour viva-voce are conducted for the assessment of students.

The following are important aspects of the study tour:

- Duration is 8 to 10 days and is compulsory for the M.S.W. (semester III/IV)
- The study tour shall be planned in urban/rural areas
- Visits to organizations appropriate to specializations offered by the Department in the academic year

## **EVALUATION:**

External examiners (both from the academia as well as practitioners from the field) should be the members of the viva-voce board along with the internal examiners. Agency supervisor's suggestions need to be used for fieldwork evaluation process.

Self evaluation is compulsory before final fieldwork evaluation. Students are expected to make their own assessment and their expected percentage of marks. In the second step of evaluation supervisor shall make detail assessment and award marks/grades. Field work viva-voce should be conducted at the end of semester in presence of external expert academician / practitioner of the respective specialization. Given below are the criteria for fieldwork evaluation:

### **CRITERIA FOR FIELD WORK EVALUATION**

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks</b>
	<b>Internal</b>	

<b>1</b>	Plan of action*	<b>05</b>
<b>2</b>	Report submission	<b>05</b>
<b>3</b>	IC attendance	<b>10</b>
<b>4</b>	Report writing	<b>10</b>
<b>5</b>	Field knowledge and skills	<b>10</b>
<b>6</b>	Agency feedback	10
	<b>Total</b>	<b>50</b>
	<b>External</b>	
<b>8</b>	Viva - voce & evaluation	<b>50</b>
	<b>Total</b>	<b>100</b>

\*Plan of action shall be presented by the fieldwork student on completion of five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

# Each student shall take up a mini project or organize a programme or prepare a concept paper based on his fieldwork placement and interest

## **FIELDWORK RULES AND REGULATIONS**

Concurrent Fieldwork is the core curricular activity of the M.S.W. course. Hence, 100% attendance of the student is mandatory. In case of absenteeism on any count, additional fieldwork needs to be planned and scheduled. Work hours should be completed.

Working days: A student has to work on two days a week for concurrent fieldwork. The students shall be in their respective agencies every Wednesday and Thursday for 7.5 hours per fieldwork day. Every week 15 hours of concurrent fieldwork (7.5 hours + 7.5 hours) on the said two days is mandatory. **Compensation of fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the members of the faculty in a department meeting.**

Work Hours: Total work hours of concurrent fieldwork  $15 \times 15 = 225$  hours in a semester. These work hours should be completed in about 28 to 32 visits. Work hours of 225 are mandatory for the assessment. In calculating the fieldwork hours the time spent by students in writing the fieldwork reports may also be taken into consideration. However time spent on travelling will not be included in the total time spent in the field. The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency is working on a holiday declared by the University, the students shall follow the

agency schedule. The list of holidays, working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

During I M.S.W. (Semester II) 100% work hours should be completed in the Community setting (rural & urban). In case agency work is in Community setting 100% work hours may be completed in the agency itself. Ultimately institutional/agency and Community setting experiences are mandatory for students.

**Fieldwork records:** Students should document their fieldwork recording in fieldwork diary and fieldwork journal separately. Time, tasks and work hours should be maintained in the diary. Detailed work record should be given in journal. Separate special reports based on fieldwork experiences and activities of students may be generated.

**Fieldwork conference:** Fieldwork conference should be the part of time-table. Faculty needs to conduct fieldwork conference every week for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain fieldwork conference report and concurrent fieldwork attendance report of each trainee student separately.

**Code of Conduct:**

A student should be regular and punctual in fieldwork, attendance in fieldwork is compulsory.

No student should use alcohol, drugs, tobacco etc. in the fieldwork agency.

Students should behave in the agency in a way that will bring honour, dignity and credit to the Department.

The students should wear formal dresses in the agency.

No courtesy visits to other agencies are permitted.

Students should be punctual in submitting their fieldwork journal to their respective fieldwork supervisor.

Students shall be punctual and regular for individual and group fieldwork conferences.

**Rules, Regulations and syllabi of Fieldwork curriculum for all specializations:**

Three orientation visits to be arranged according to the specializations offered to the students.

Group of students should not exceed two, maximum three per agency. Care should be taken that students are placed in an agency throughout the semester and the placement considers interest of the students.

Students shall make a thorough study on issue which they are dealing in the field. All the documents related to issue should be compiled and documented.



Students are expected to learn primary social work intervention method, during the placement, irrespective of their specialization.