



॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

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प्रस्तुत विद्यापीठाच्या सर्व संलग्नित
महाविद्यालयातील आंतर विद्याशाखेमधील
एम.एस.डब्ल्यु. या विषयाचा अभ्यासक्रम
शैक्षणिक वर्ष २०२१-२२ पासून लागू
करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक ०१ जुन २०२१ रोजीच्या अंतरविद्याशाखेच्या बैठकीतील शिफारसी प्रमाणे व दिनांक १२/०६/२०२१ रोजी संपन्न झालेल्या ५१ व्या मा. विद्या परिषद बैठकीतील विषय क्र.२९/५१-२०२१ च्या ठरावानुसार प्रस्तुत विद्यापीठातील सर्व संलग्नित महाविद्यालयातील पदव्युत्तर स्तरावरील **M.S.W.** प्रथम वर्षाचा सुधारित अभ्यासक्रम शैक्षणिक वर्ष २०२१-२२ पासून लागू करण्यात येत आहे.

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेत-स्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड - ४३१ ६०६.
जा.क्र.: शैक्षणिक-१ / पदव्युत्तर / एम.एस.डब्ल्यु. / अभ्यासक्रम /
२०२१-२२ / २७१
दिनांक : ०५.०१.२०२२.



स्वाक्षरित / -
सहा.कुलसचिव
शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. अधिष्ठाता, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
- २) मा. सहयोगी, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
- ३) मा. कुलसचिव, यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ४) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ५) मा. प्राचार्य, सर्व संलग्नित समाजकार्य महाविद्याये, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ यांना देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेत स्थळावर प्रकाशित करावे.

Swami Ramanand Teerth Marathwada University, Nanded

Integrated Syllabus



Revised Syllabus

For

M.S.W (Semester I, II)

Under the Faculty of Interdisciplinary Studies

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

(Programme code: SSS-I-MSW-PG)

All Affiliated Colleges under the Faculty of Interdisciplinary Studies

Academic Year 2021-2022

Prepared by

BOARD OF STUDIES IN SOCIAL WORK

(Interdisciplinary Studies)

Swami Ramanand Teerth Marathwada University, Nanded

Revised Syllabus for Master of Social Work

[Choice Based Credit System (CBCS) under Cumulative Grade Point Average (CGPA) pattern]

Year of implementation:

Revised Syllabus implemented from the *academic year 2021-22*.

Introduction:

Master of Social Work:

Study of higher educational 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 combination of theory and field work practice and various assignments. By the end of this course, the students are expected to be familiar with theoretical and practical aspects of society 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 choice. The result of the degree will be based on CGPA system of the University.

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 the 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.

Programme Outcome:

1. The learner will be equipped with knowledge and apt training on facilitating social issue to a comfortable solution/resolution.
2. This programme will create professional social worker to act as ambassadors of necessary social change at required places.
3. Creating awareness on social in-equality as detrimental to natural growth and harmony would be greatly carried out through the learners.
4. Constitutional provisions on several socio-economic, socio-genders, socio-cultural, socio-political and socio-environmental issues, theosophical will be understand and brought to operation/practice through the learner groups in their future engagements.

Course Description:

This Degree Course (104 credits) is spread over four semesters in two years. The first and second semester has five papers of 100 marks (4 credits). For each paper, there will be internal evaluation for 50 marks and each semester has field work of 200 marks (08 credits). Special workshops, presentations, seminars and visits will be organized as part of the course. Each student is required to complete supervised research dissertation (with viva-voce) as part of this course. Also one module of each paper carries one credit and 15 instructional hours for each module.

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.

NATURE AND DURATION OF THE PROGRAMME

The Master of Social work (M.S.W.) programme shall be regular and full time. The duration of the programme shall be four semesters for a period of two academic years. Each academic year shall be divided into two semesters.

ELIGIBILITY FOR THE PROGRAMME

Candidates who have passed 10+2+3 or equivalent examination from any discipline and must have obtained minimum aggregate 50 per cent marks (for reserved categories minimum 45 per cent marks) are eligible for admission to the programme. However, the minimum cut off score shall be decided by the admission committee. Reservation of seats for various categories shall be as per the Maharashtra State Government rules and regulations.

Distribution of the seat: Total Intake capacity of college shall follow reservation as follows

- 1) 50% of total Intake seat shall be reserved for B.S.W. students in affiliated colleges and 20 % of total Intake seat shall be reserved for B.S.W. students in SRTMU Campus and Sub-Campus.

- 2) 70% seats for shall be admitted form SRTM University.
- 3) 30% students shall be given admission from other University.

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 (Mid Term Exam)/ Term Papers/Quizzes etc.	Two (Per paper)	20 (10+10)
2	Home Assignment/ Group Magazine/Book Publication	One (Per paper) any	20
3	Seminar/Group Assignment/Poster Exhibition/Presentations/Write ups/Book Review	One (Per paper) any	10
		Internal Marks Per Course Total	50

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 (Mid Term exa.) of a course shall be given FR grade and shall have to repeat the internal tests only of 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)	72
Discipline Specific Elective –Offered by the M.S.W. (Course semester I & II , III & IV)	24
Generic Elective Course offered by the M.S.W. Course Semester I and II) Or Open electives outside the discipline	08
Total credits	104

M.S.W. Course Structure

	Semester First		
	Paper Code	Course Title	Credit
Core Course	CC-SW-101	History and Philosophy of Social Work	04
	CC-SW-102	Working with Individuals (Case work)	04
	CC-SW-103	Theoretical Perspective of Field Work Practicum	04
Practical	CC-SW-106	Social Work Practicum	08
Discipline Specific Elective (Choose any One)	DSE-SW 104 (A)	Sociology for social worker.	04
	DSE-SW-104 (B)	Working With Differently Abled Persons	
	DSE-SW-104 (C)	Dynamics of Human Behavior	
Generic Elective Course (Choose any one)	DSE-SW-105	Life Style Education	04
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	
		Total Credit	28

Semester Second			
	Paper Code	Course Title	Credit
Core Course	CC-SW-201	Working with Groups (Group Work)	04
	CC-SW-202	Community Organization and Social Action	04
	CC-SW-203	Social Work Research and Computer Application.	04
Practical	CC-SW-206	Social Work Practicum	08
Discipline Specific Elective (Choose any One)	DSE-SW-204 (A)	Academic Reading & Writing Skills	04
	DSE-SW-204 (B)	Law and Social work	
	DSE-SW-204 (C)	Project Planning Monitoring and Evaluation	
Generic Elective Course (Choose any one)	GEC-SW-205	Social Entrepreneurship	04
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	
		Total Credit	28

CC-SW-101: HISTORY AND PHILOSOPHY OF SOCIAL WORK

(CREDITS: 04)

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*

LEARNING OUTCOME:

- 1. To know the nature and development of professional social work in India and abroad.*
- 2. To learn different social service traditions, reform movements and transition from welfare to Empowerment.*
- 3. To appreciate values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.*
- 4. To explore and develop the professional self and persona of a professional social work Practitioner.*

COURSE OUTLINE

Module-I: Social Work History, Concept and Philosophy

Development of social work education and profession in U.K., U.S.A and Asia., Social reform and social reconstruction, Social service traditions, Socio-Religious Reform Movements in India
Contribution of Gandhi, Ambedkar, Phule, Vinoba and Jay Prakash Narayan and significant others to social change, Evolution of Social Work Education in India; Current issues of Social Work Education in India.

Module-II: Social Work Profession

Social work functions and roles of social workers, Competencies for social work practice
Code of ethics for social workers, social security, changing context for practice and emerging areas.

Module-III: Social Work Practice in India

Basic requirements of a profession: Present state of social work as a profession 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-IV: Fields of Social Work

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

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1. Batra, Nitin (2004); Dynamics of Social Work in India, Raj Publishing House, Jaipur.
2. Bhattacharya, Sanjay (2006); Social Work an Integrated Approach. New Delhi: Deep & Deep
3. Bradford, W. Sheafor, & other (1997); Techniques and Guidelines for Social Work, Allyn and Bacon, A Viacom Company, London.
4. Chowdhry, D. P. (2001); Introduction to Social Work. New Delhi: Atma Ram.
5. Dasgupta, Sugata (1964); Towards a Philosophy of Social Work in India, Popular Book Services, New Delhi.
6. Gilbert, Neil.et. al. (2002); An Introduction to Social Work Practice, Prentice Hall, New Jersey.
7. Mathew, Grace. (1992); An Introduction to Social Case Work, Tata Institute of Social Sciences, Bombay.
8. Ross, M G (1955); Community Organization, Harper and Row, New York.
9. Skidmore A Rx and Milton G Thackeray (1976); Introduction to Social Work, Printice, New Jersey Hall.
10. Verma, Ratna (1991); Psychiatric Social Work in India, Sage Publications, New Delhi.
11. Shaikh Azhar (2005) ; Principles and Practice of Social Work, Subline Publication, Jaipur.

CC-SW-102: WORK WITH INDIVIDUALS (CASE WORK)

(CREDITS: 04)

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*

LEARNING OUTCOME:

- 1. To develop understanding of working with individuals*
- 2. To learn different approaches, processes and interventions of case work practice*
- 3. To develop skills and techniques of working with individuals in different settings.*
- 4. To explore and develop the professional self and skills of a practitioner*

COURSE OUTLINE

Module I: Historical Development of Social Casework

Social Casework: Concept, definition, objectives, Principles, 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: Components and Process of Casework

Major components of casework: Person, Problem, Place and Process (four Ps); Casework Process: study, intake, analysis and problem identification and assessment, intervention, termination, evaluation, Limitations of the Method.

Module III: Tools and Techniques of casework

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

Module IV: Application of case work in various settings

Health, School, Correctional, Rehabilitation, Industry Settings Role social Worker in different settings. Casework in different settings: families, adoption agencies, correctional, and mental health settings (oppressed and marginalised groups)

Casework in crisis situations like Violence, abuse and rape, conflicts, disaster and other calamities

REFERENCES

1. Bhattacharya, Sanjay (2006); Social Work an Integrated Approach. New Delhi: Deep & Deep
2. Biestek, Felix P. (1987); The casework relationship, London: Unwin University Press
3. Currie, Joe (1976) The Bare foot Counselor, Bangalore: Asian Trading Corporation
4. Fuster, J. M (1984); Personal Counseling. Bombay: St. Paul Publication
5. Hollis, Florence and Mary E. Woods (1981); Case Work – Psychosocial Therapy, Random House, NewYork.
6. Mathew, Grace (1992); An introduction to Social Case Work, Tata Institute of Social Sciences, Bombay.
7. Narramore, M. Clyde (1978); The Psychology of Counseling, Zondervan Publishing House, Michigan.
8. Nelson – Jones, Richard (2008); Basic Counseling Skills, Sage Publications, London.
9. H.S. Perlman – Social Case Work Problem solving Process, Chicago University Press.
11. Shaikh Azahar (2005) ; Principles and Practice of Social Work, Subline Publication, Jaipur.

CC-SW-103: THEORETICAL PERSPECTIVE OF FIELD WORK PRACTICUM

Learner Objectives:

1. To Understand and Place the Concept Importance of Field Work Practicum in Social Work Education.
2. Develop The Capacity to integrate Knowledge and Practice Theory of Participatory in Intervention.
3. To understand the Content of Field Work Practicum in Social Work Education. .
4. To understand the Ethics in Professional Practice.

Outcome of the course:

Learner will understand importance of Field Work in Social Work Practice.

Learner will overcome difficulties faced in the field.

Learner will develop capacity to integrate theory and practice approach.

Learner will be able to Practice ethical Profession Social Work.

Learner will develop professional competencies and attributes.

Module I: Concept of Field Work Practicum and Importance

Concept of Field Work Practicum.

The Place and Importance of Field Instruction in the Curriculum of Social Work Education.

Ethics of Professional Social Work.

Code of Conduct of Professional Social Worker.

Module II: Objectives of Field Work Practicum

Meaning and Objectives of Field Work Practicum.

Meaning and Importance Methods, Objectives of Orientation.

Objectives of Field Work Practicum Method – Wise.

Module III: Content of Field Work Practicum

Orientation: Orientation Visit.

Placement: Concurrent Field Work.

Assessment: Record Book, Dairy, Field Work Seminar.

Evaluation: Internal & External.

Supervision: Meaning, Methods, Individual Conferences, Group Conferences.

Module IV: Orientation to the Field

Structured Experience laboratory/Skill Lab.

Village Study.

NGO/CSR/Industrial Study.

Skill Development Workshop.

Block Placement.

REFERENCES:-

- I.S. Subhedar, Field Work Training in Social Work.
- UGC Model Curriculum 2001.
- Dr. B.T. Lawani, Social Work Education and Field Instruction.
- Field Work Manual for Social Work: TISS.
- Sudha Datar, Ruma Bavikar, Geeta Rao. Sage Publication India 2012.
- Manechery, Jon, & Mohite, Ambadas, 2001. Whether Social Work Education in Maharashtra, The Indian Journal of Social Work, Mumbai, Vol. 62, Issue No. 01.
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- Singh, R., R., 1985. "Field Work in Social Work Education, A Perspective for Human Services Professions", Delhi, Concept Publishing Company.
- Subhedar, I., S., 2001. "Field Work Training In Social Work", Jaipur, Rawat Publications.
- Swami Ramanand Teerth Marathwada University, Nanded, 2010, Syllabus.
- Trevithick, Pamela, 2009. "Social Work Skills A Practice Handbook", Jaipur, Rawat Publications.
- Dr. Patil N.G, 2013 "Skill and Techniques of Field Work Practice In Social Work" R.P.Publication, Delhi.

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*

LEARNING OUTCOME:

- 1. Understand the basic concepts such social structure, social stratification and concerns related to social mobility, social system, norms, values culture and roles of social institution in socialization process.*
- 2. Understand the relevant sociological theories and perspective and analyze social problems and issues through appropriate theoretical frame works*
- 3. Understand the changing nature of social relationships and the complexity of various social issues.*
- 4. Understand the contemporary social issues and required social work knowledge and competencies for interventions.*

COURSE OUTLINE

Module I: Sociology, Society and Culture

Meaning, scope and significance of Sociology, Society as a system of relationship, Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and social work.

Module II: Social Control and Social Change

Meaning, Need, Purpose, Means and Functions, Social Change: Meaning, characteristics and factors inducing change with reference to India.

Module III: Social structure and Social Stratification in India

Meanings, Elements, Types of Social institutions. Social Stratification in India - Meaning, Nature, Criteria, Functions, caste and class divisions, Demerits of Caste System.

Module IV: Social Groups and Social Institutions

Meaning, Characteristics, Difference between and types: primary and secondary groups, in-groups and out-groups, reference groups. Social Institutions Types of social institutions: Marriage, family, religion, state and law.

REFERENCES

1. Cohn, B.S (1987); *An Anthropologist among Historians*, Oxford University Press, Delhi.
2. Bose, N. K (1975); *The Structure of Hindu Society*, Orient Longman, Delhi.
3. Beteille, A (1986); The Concept of Tribe with Special Reference to India, *European Journal of Sociology*. 27: 297-318.
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6. Srinivas, M.N. (1987); *The Dominant Caste and Other Essays*, Oxford University Press, Delhi.
7. Shah, A.M. (1973); *The Household Dimension of the Family in India*, Orient Longman, Delhi.
8. Articles on Kinship and Marriage. 1975. *Contributions to Indian Sociology* (N. S.), 9(2).
9. Dumont, L (1957); *Hierarchy and Marriage Alliance in South Indian Kinship*, Royal Anthropological Institute, London.
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12. Caplan, L (1987); *Class and Culture in Urban India: Fundamentalism in a Christian Community*, Clarendon Press, Oxford.
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15. Shah, Ghanshyam (2001); *Dalit Identity and Politics, Cultural Subordination and Dalit Challenge*, Sage Publication, New Delhi.

DSE-SW-104 (B): WORKING WITH DIFFERENTLY ABLED PERSONS

Learner Objectives:

1. To get the basic knowledge about different types of disabilities.
2. To understand the problems faced by the differently abled Students & their families.
3. To equipped with different rehabilitation method.
4. To equipped students with skills required for deal with different issue of differently abled.

Outcome of the course:

1. Students will be able to understand different issues of differently abled.
2. Student will be able to solve different problems of differently abled & their families.
3. Student will be able to work with medical staff.
4. The skilled Student will equip as Para Medical staff.

Module I: Understanding Differently Abled

Concept of Impairment & Disability.

Meaning, Definition, Concept of Differently Abled.

Types of Disabilities:-Physical, Intellectual, Learning, Psychological.

Demographic Profile of Differently Abled in India.

Etiological Factors of Disabilities.

Module II: Impact & Disability

Concept & Meaning of Impact of Disability.

Needs & Problems of Individual.

Coping Methods for Disabilities.

National Institution for Differently Abled In India.

Module III: Legislations for Differently Abled

Rehabilitation Council of India (R.C.I.) Act -1992.

Peoples with Disability (P.W.D.) Act – 1995.

Special Provision in Constitution of India for Differently Abled.

Programmes, Policies for Differently Abled In India.

Rights of Differently Abled.

Module IV: Prevention & Rehabilitation of Differently Abled

Prevention of Disabilities at Primary, Secondary of Tertiary Level.

Rehabilitation: - Meaning, Definition, Principles, Objective.

Approaches to Rehabilitation of Differently Abled.

Community Based Rehabilitation (Meaning, Scope, Principles).

Governmental & Non-Governmental Services for Differently Abled.

Social Work Intervention

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LEARNER OBJECTIVES

- 1 To understand human mind and behaviour.*
- 2 To gain insight in to the concept, traits and theoretical under-pinning's of personality.*
- 3 To understand the perspective of abnormality and psychological disorder.*
- 4 To develop holistic understanding of Psychotherapy and its relevance to Social Work practice.*
- 5 To acquire knowledge of processes and techniques of counselling.*

LEARNING OUTCOME:

- 1. Develop knowledge base and understanding of the role of social environment in shaping the individual –growth, development and personality*
- 2. Understand how social groups develop and maintain identity*
- 3. Develop an understanding of the basic mental processes and their role in influencing behaviour*
- 4. Develop sensitivity towards one's own biases, stereotypes and motivations in carrying out Social work practice*
- 5. Appreciate the measurement concerns of behaviour*

COURSE OUTLINE

Module I: Definition and meaning of Psychology, definition and meaning of behaviour. Changing nature of psychology. Experimental psychology, clinical psychology, industrial psychology, social psychology, developmental. Psychology, educational psychology, psychology of Health.

Module II: Methods of studying human behaviour – experimental method, observation method, correlation method, Interview, Questionnaire, case study method. Heredity and Environment: Definition, concept, mechanism of heredity, structure of cell mechanism of genes and chromosomes. Illustrations of human beings and animals on heredity and environments.

Module III: Conflicts and emotions : Approach – approach conflict, Avoidance – approach conflict, Avoidance – avoidance conflict, Multiple approach avoidance conflict, Conflict coping devices – Rationalization, projection, compensation, Regression, Repression, displacement, Reaction formation, sublimation, Identification.

Module IV: Concept and stages of human development, from conception to old age. Life span perspective, pre-natal to child birth and Infancy, motor development in infancy, Factors of faulty and good parent – child relationship characteristics of Adulthood and characteristics of aging. Role of social worker in stages of human development. Abnormal behaviour: meaning and definition of abnormality adjustment and maladjustment. Abnormality in everyday life. Illustrations on abnormal behaviour. Behaviour and social Work: Relationship between social work and behaviour, need of knowledge of psychology for social workers. Sigmund Freud's psycho-analytical perspective.

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GEC-SW-105: Life Style Education

(CREDITS: 04)

Learning Objectives.

1. *To develop adequate understanding about lifestyle and its influence on the well-being of the students in particular and general population in totality.*
2. *To develop appreciation of lifestyles as a product of social inequality and interaction.*
3. *To examine the social and economic consequences of different lifestyles for individuals and society.*
4. *To understand the proper management of consumerist lifestyle related risks. 55 Course contents*

Learning outcome

- *Effective understanding of the course so as to equip in terms of knowledge, attitude and skills required promoting lifestyle education among the students.*

• COURSE CONTENT

Module-I: Introduction of the concepts of basic of life skills. Definition – Social skills –self-awareness thought SWOT Analysis, negotiation skills. Life skills and Employability, self-presentation, personal responsibility, self-management, sustaining motivation in work, ability to deal with pressure and team work

Module-II: Environment, health& lifestyle relationship- Meaning of health, determinants of health, food habits and health, Lifestyle related diseases (stress, depression, hypertension, diabetes, obesity) and management.

Module-III: Life style &Academic study habits –Quality of students and attitudes of students, participation of students in academic programs, Leadership in student's life vision of leadership, making choices and taking decisions about course, career, marriage, family and life as a whole.

Module-IV: Life style Management – Yoga, meditation, Exercise, balanced food , ways and means of living fit, concept coping of social wellbeing, psychological, economic and market challenges and needs

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CC-SW-106: SOCIAL WORK PRACTICUM

(CREDITS: 08)

Social work Practicum of 200 Marks (08 Credits) in each semester. Field Orientation, Individual & Group Conference, Orientation visit will be organized as a part of field work practicum.

Evaluation of Social work practicum will be according to following scheme

1st SEMESTER

Activity	Credits	Marks
Orientation Visit (OV)	02	50
Concurrent Field Work (CFW)	03	75
Individual Conference (IC)	01	25
Group Conference(GC)	01	25
Oral/ Seminar	01	25
Total	08	200

In the 1st Semester according to above method distribution of the credits (Marks) shall be done. In orientation Visit, there shall be 05 OV to the well known Govt. or Social organization. Each OV shall be given 10 Marks.

The learners shall be placed for Concurrent Field Work in the different Social Organizations. In 1st semester Case Work Method shall be practice. Every week at least one individual conference shall be conducted by the Field work Supervisor. At least 2 Group conferences shall be conducted by the Class Coordinators in the semester. The Orals/Seminar shall be conducted on the overall Field Work Practicum practiced by the Learner in the Semester.

1) In the first semester, the focus of the field work would be the Agencies. The students would be placed in social welfare agencies, service organizations and government agencies working with individuals and families in those settings where they can be exposed to the Individuals and group issues.

- 2) Field work in the first Semester shall consist of orientation visits to welfare institutions, Group conferences, seminars and Institutional placement for case work practice. The field work shall be of minimum 15 hours per week.
- 3) They also would interact with the agency personnel and the Community members to understand the tension between tradition and change that the Community in the region is 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 particular situation of transport and communications in the region and the expenses involved, the field 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.
- 7) A student failing in field work at any semester shall be declared as 'Fail' and shall have to repeat the entire Semester including theory courses. **In any case, there shall be no revaluation or moderation of Field Work marks.**

Semester Second			
	Paper Code	Course Title	Credit
Core Course	CC-SW-201	Working with Groups (Group Work)	04
	CC-SW-202	Community Organization and Social Action	04
	CC-SW-203	Social Work Research and Computer application.	04
Practical	CC-SW-206	Social Work Practicum (Village Study)	08
Discipline Specific Elective (Choose any One)	DSE-SW-204 (A)	Academic Reading & Writing Skills	04
	DSE-SW-204 (B)	Law and Social work	
	DSE-SW-204 (C)	Project Planning Monitoring and Evaluation	
Generic Elective Course (Choose any one)	GEC-SW-205	Social Entrepreneurship	04
		NPTEL/SWAYAM Course/ Any Intra School Course/ Any Inter School Course	
			28

CC-SW-201: WORKING WITH GROUPS (GROUP WORK)
(CREDITS: 04)

LEARNER OBJECTIVES

- 1. To understand the place of group works in social work intervention.*
- 2. To understand group work as an instrument of change/development in individual ingroups.*
- 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.*

LEARNING OUTCOME:

- 1. Understand group as a dynamic social unit and a resource for intervention.*
- 2. Develop practical understanding of application of the group work method in various practice settings.*
- 3. An understanding of various theoretical frameworks and their applications for group work practice.*
- 4. Develop and strengthen professional skills for effective group work practice.*

COURSE OUTLINE

Module I: Concept of Group

Social Groups: Definitions, group identity, cohesion, importance and classification
Cultural context and diversity in groups, Group behaviour and social attitudes
Group dynamics and sociometry

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

Social group work as a method of social work: definition, values, principles, 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: 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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3. Button, Leslie (1976); Development Group Work with Adolescents, Hodder and Stoughton Ltd, London
4. Cooper, Cary L (1976); Theories of Group Processes, John Wiley & Sons, London.
5. Day, Peter, R (1987); Sociology in Social Work Practice, Macmillan Education, London.
6. Douglas, Tom (1976); Group Work Practice, Tavistock Publications, London.
7. Douglas, Tom (1978); Basic Group Work, Tavistock Publications, London.
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9. Finlay, Linda (1993); Group Work in Occupational Therapy, Chapman and Hll, London.
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13. Heap Hen (1985); The Practice of Social Work Groups A Systematic Approach, George Allen Unwin, London.

CC-SW- 202: COMMUNITY ORGANIZATION AND SOCIAL ACTION
(CREDITS: 04)

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.*

LEARNING OUTCOME:

- 1. Understand the diverse community contexts of practice.*
- 2. Comprehend the range of practice perspectives related to community work in the contemporary context.*
- 3. To apply theory and knowledge of social action and social movements as important to changing social realities.*
- 4. To analyze social movements in terms of their organizational structure, decision-making Processes, goals, underlying ideology, strategy and tactics.*

COURSE OUTLINE

Module-I: Community and Community Organization

Understanding Community: definition, concept and structure. Community Organization: definition, scope, philosophy, principles: generic and specific, relevance in context; Community organization and Community development.

Module-II: 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. Community health model.

Module-III: 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-IV: 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, 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.
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6. Freire, Paulo (1970); Education for the Oppressed, Seaburg Press, New York.
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CC-SW-203: SOCIAL WORK RESEARCH AND COMPUTER APPLICATION
(CREDITS: 04)

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 as well as quantitative 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 writings.*

LEARNING OUTCOME:

- 1. Develop theoretical perspectives on methods of inquiry.*
- 2. Develop competence to undertake social work research.*
- 3. Have the requisite skills and competencies to analyze, interpret and present both quantitative and qualitative data.*
- 4. Use social work research as a tool for social change.*

COURSE OUTLINE

Module-I: Introduction to Social 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 Process

Meaning of social work research, goals, inferences, nature and scope of social work research. Types of Research - Experimental research, descriptive, exploratory, diagnostic, evaluative and action research, qualitative research. Selection and formulation of a problem, formulation of hypothesis, formulation of research design, collection of data, analysis and interpretation of data, generalizations.

Module-III: 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, Content of Report and Module creation.

Module-IV: Use of Computer in social work Research, Creation of Google form, Use of Internet, Statistical Package for Social Sciences (SPSS): Define data, data entry, data transformation, Tabulation , data analysis, graphical presentation.

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.
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DSE-SW-204 (A): ACADEMIC READING & WRITING SKILLS
(CREDITS: 04)

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.*

LEARNING OUTCOME:

- 1. Student will attempt new and different approaches to reading academic texts.*
- 2. This courses helps students develop confidence in their academic reading abilities through an emphasis on the self-directed learning of reading skills.*
- 3. Use a variety of strategies to improve both reading rate and comprehension.*
- 4. Student will improve critical ability and Analytical Skills*

COURSE OUTLINE

Module-I: Skills and Strategies

Reading for detail, benefits of reading, Prediction, Inferring Reading culture, language and diversity of language

Module-II: Textual Awareness

Dealing with unknown/unfamiliar words, using word structure, modality/uncertainty, complex sentences, cohesion, text organisation, digital skills and resources in reading, Writing research paper/Research Proposal

Module-III: Writing Effectively

publishers and librarians, 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, writing answers effectively in examination; the writing process: proofreading and publishing, how to ask questions, The death of language

Module-IV: 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, listening and reading comprehension. Old age act.

REFERENCES

1. 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. 2) Elbow, Peter (1973); *Writing without Teachers*, Oxford University Press, New York.
3. 3) Elbow, Peter. (1986); *Embracing Contraries: Explorations in Learning and Teaching*, Oxford University Press, New York.
4. 4) Stephen, Bailey (2003); *Academic Writing A Handbook for International Students* Second edition, Routledge, New York.
5. 5) सतीशकाळसेकर, (2014): 'वाचणाऱ्याची रोजनिशी', लोकवाडमयगृह, मुंबई.
6. 6) माधुरीपुरंदरे () : *लिहावेनेटके* भाग-१,२,३, पुणे.
7. 7) यास्मिन शेख (2007); *मराठी शब्दलेखनकोश*, पुणे.

Online Resources

11. 1) Center for Writing Studies at the University of Illinois at Urbana-Champaign (USA):
<http://www.cws.illinois.edu/workshop/writers/>
12. 2) Online Writing Lab (OWL) at Purdue University (USA):
<http://owl.english.purdue.edu/>
13. 3) Academic writing advice – University of Toronto (Canada):
<http://www.writing.utoronto.ca/advice>
14. 4) Language and Learning Online – Monash University (Australia):
<http://www.monash.edu.au/lls/llonline/index.xml>
15. 5) Reference information about APA Style: <http://apastyle.org>
16. 6) Dr. Ganesh devy, Linguistic Survey of India
17. 7) Death of language
18. 8) Writing research paper
<https://writing.wisc.edu/handbook/assignments/planresearchpaper/>
19. 9) Dr. Ganesh Devy,
<https://indiantribalheritage.org/?s=Ganesh+Devy>
20. 21. http://news.bbc.co.uk/today/hi/today/newsid_8311000/8311069.stm

DSE-SW 204 (B): LAW AND SOCIAL WORK

(CREDITS: 04)

Learning Objectives:

1. *To orient the students about common issues and terms related to social legislations.*
2. *To acquire information about various legislations relevant to practice situations.*
3. *To develop a critical understanding of the role of a social worker in the area of social legislation.*

Learning Outcome:

1. *Students will be equipped with understanding about major existing social legislations pertaining to various clienteles such as children, women.*
2. *Students will be equipped with legislations relevant to practice situations.*
3. *Students will develop a critical understanding of recently enacted legislations.*

Module-I: Definition of Law, need of law, authority of law History of social legislations in India. Role of Social Worker in promoting social legislations. Social legislations pertaining to marriage: Hindu Marriage Act 1955 – Definition, *Saptapadi*, conditions for valid and invalid marriages, *sapinda* relationship *stridhana*, Divorce, conditions for divorce, judicial separation, Restitution of conjugal rights.

Module-II: Social laws pertaining to family and Marriage: Hindu adoption and maintenance Act 1956, essentials for valid adoption, male adopter female Adopter, maintenance of the wife, deceased Sons wife children, aged parents and dependents. Muslim personal law of marriage and divorce – civil contract, '*Nikah*' conditions for valid and invalid Muslim marriages, Talak and types of Talak, The prohibition of dowry Act 1961, Definition, important provisions regarding dowry prohibition. Dowry as a social problem.

Module-III: Social laws pertaining to women: Domestic violence Act 2005, definition of domestic violence, types of violence, physical and mental violence. The medical Termination of pregnancy act 1972. Definitions, condition for valid termination and invalid termination, state boards. Sexual harassment of women at work place

Module-IV: Right to information Act: Causes and background, procedure for application under the act, penalties for the officials not supplying information. Definition and concept of human Rights. The universal declaration of human Rights 1948. Rights of children, child abuse and child trafficking. Child Labour, eve-teas.

REFERENCES

1. Basu, D. D. (1997). *Criminal Procedure Code, 1973*. New Delhi: Prentice-Hall.
2. Diwan, P. (1985). *Modern Hindu Law*. Allahabad: Law Agency.
3. ———. (1997). *Law relating to dowry, dowry deaths, bride burning and related offences*. Delhi: Universal Publishers.
4. Gangade, K.D. (1978) *Social Legislation in India* (Vol. 1–2). Delhi: Concept Publishing House.
5. GOI. (1987). *Encyclopedia of Social Work in India* (Vol 1–4). New Delhi: Ministry of Information and Broadcasting.
6. Human Rights Watch. (2005). *Women Rights Project- 2000: The Human Rights Watch Global Report on women's Human Rights*. New York: Oxford University Press.
7. Indian Social Institute. (1992). *Legal Education Series (1–34)*. Delhi: Indian Social Institute.
8. Iyer, K. V. R. (1988). *Law and Urban Poor in India*. Delhi: B.R.Publishing Corporation.
9. Madan, G. R. (1973). *Indian Social Problems* (Vol. 1&2). Bombay: Allied Publishers.
10. Velayutham, K. S. (1998). *Social Legislation and Social Change*. Chennai: Vazhgavalmudan Publishers.

DSE-SW-204 (C): PROJECT PLANNING MONITORING AND EVALUATION
(CREDITS: 04)

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.*

LEARNING OUTCOME

- 1. Student will be understood differences between project, program and proposal.*
- 2. Student will be understood project planning and roles of human resources.*
- 3. Student will be understood Project Implementation strategy and Monitoring*
- 4. Student will be understood the concept of evaluation and Termination.*

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 and Termination

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

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.*

LEARNING OUTCOME

- 1. Understand the importance's of social enterprises.*
- 2. Appreciate the context of third sector in development.*
- 3. Understand the strategies and types of social enterprises.*
- 4. Develop appropriate skills and competencies for social enterprises.*

COURSE OUTLINE

Module-I: 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-II: 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-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, Sustainable enterprenship, 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

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.

CC-SW-206: Social Work Practicum**2nd SEMESTER**

Activity	Internal Credits
Concurrent Field Work (CFW) (Supervision) 50 Marks	05 (125 Marks)
Individual Conference (IC) 25 Marks	
Group Conference(GC) 25 Marks	
Field Work Seminar(FWS) 25 Marks	
Rural/ Tribal study by students itself or Camp	02 (50 Marks)
Viva- Voce	01 (25 Marks)
Total	08 (200 Marks)

In second semester the field work practicum shall be divided into Internal The learners shall be placed for Concurrent Field Work in the different Social Organization. In 2nd semester Group Work Method shall be practice. Every week at least one individual conference shall be conducted by the Field work Supervisor. At least 2 Group conferences shall be conducted by the Class Coordinators in the semester. In second semester Rural or Tribal camp of Seven days shall be part of Field Work Practicum. The Orals/ Seminar shall be conducted on the overall Field Work Practicum practiced by the Learner in the Semester.

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