

**KRANTIGURU SHYAMJI KRISHNA VERMA  
KACHCHH UNIVERSITY  
BHUJ**

**SYLLABUS**

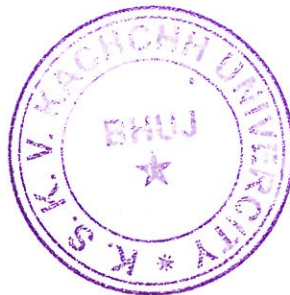
**Two year fulltime**

**MASTER OF SOCIAL WORK**

**[Choice Based Credit System]**

**FROM JUNE 2016**

  
**Chairmen**



  
**Dean**

**Krantiguru Shyamji Krishna Verma  
Kachchh University  
Block-B, KSKV Kachchh University,  
Mundra Road, Bhuj-Kachchh  
Pin 370001  
Phone/fax No. (02832) 252222,290245  
Master of Social work**

## New Syllabus as per CBCS 2016

Total Semester: Four Semesters

Total Credit: 108 Credits

Total Marks: 2700 marks

Core courses: 3 per semester

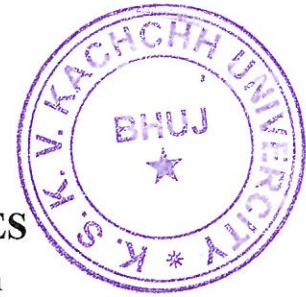
Elective Courses: One Course for I<sup>st</sup> & II<sup>nd</sup> Semester and 2 Courses for III<sup>rd</sup> & IV<sup>th</sup> Semester

Interdisciplinary Courses: one Course during I<sup>st</sup> & II<sup>nd</sup> Semester

Foundation course: as per BAOU Notification

Course/ Subject	External Marks	Internal Marks	Total Marks	Credit
<b>SEMESTER-I</b>				
CCSW101 Introduction to Social Sciences	70	30	100	4
CCSW102 Philosophy of Social Work	70	30	100	4
CCSW103 Social Case Work	70	30	100	4
Elective-any one ECSW101A Human Growth and Behavior Or ECSW101B Youth And Women Empowerment	70	30	100	4
Interdisciplinary- IDSW101 Principles and Practice of Management	70	30	100	4
FWSW101 Field work Practice	50	50	100	4
<b>Total</b>	<b>400</b>	<b>200</b>	<b>600</b>	<b>24</b>
<b>SEMESTER-II</b>				
CCSW204 Social Group Work	70	30	100	4
CCSW205 Community Intervention	70	30	100	4
CCSW206 Social work Research	70	30	100	4
Elective-any one ECSW202A Gerontological social work Or ECSW202B Family Dynamics and family Social work	70	30	100	4
Interdisciplinary- IDSW202 Disaster Management	70	30	100	4
FWSW202 Field Work Practice	50	50	100	4
<b>Total</b>	<b>400</b>	<b>200</b>	<b>600</b>	<b>24</b>
<b>SEMESTER-III</b>				

CCSW307 Labor Welfare and Industrial Relation	70	30	100	4
CCSW308 Human Resource Development	70	30	100	4
CCSW309 Medical Social Work	70	30	100	4
<b>Elective any one Group</b>				
<b>Group :A</b>				
ECSW303A Social Development	70	30	100	4
ECSW304A Correctional social work	70	30	100	4
<b>Or</b>				
<b>Group-B</b>				
ECSW303B Integrated Social Work	70	30	100	4
ECSW304B Population and Environment	70	30	100	4
FWSW303- Field Work Practice	50	50	100	4
SISW301 Summer Internship	50	50	100	4
<b>Total</b>	<b>450</b>	<b>250</b>	<b>700</b>	<b>28</b>
<b>SEMESTER-IV</b>				
CCSW410 Social Welfare Administration & Social Policy	70	30	100	4
CCSW411 Social Change, Justice & Social Legislation	70	30	100	4
CCSW412 Management of Welfare Services	70	30	100	4
<b>Elective any one Group</b>				
<b>Group-A</b>	70	30	100	4
ECSW405A Organizational Behavior				
ECSW406A Psychiatric Social Work	70	30	100	4
<b>Or</b>				
<b>Group-B</b>				
ECSW405B Counseling Theory and Practice	70	30	100	4
ELSW406B Legal System In India	70	30	100	4
FWSW404 Field Work Practice	50	50	100	4
DSSW401 Dissertation	100	100	200	8
<b>Total</b>	<b>500</b>	<b>300</b>	<b>800</b>	<b>32</b>
<b>Total (Sem I+II+III+IV)</b>	<b>1750</b>	<b>950</b>	<b>2700</b>	



## SEMESTER-1

### CCSW101

## INTRODUCTION TO SOCIAL SCIENCES

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

### GENERAL OBJECTIVES

- To introduce students to the important aspects of different discipline of social science relevant to social work profession.
- To import understanding of social, economic and political system of India
- To develop the ability to relate learned theoretical concepts to the field level and analyze situations before social work intervention.

**Social system - 20%**

#### Unit-1

##### Content

- Relevance of understanding of society for social workers.
- Society, types of society, theories of society, modernity and modernization. Culture, norms, values, social control
- Social roles, construction of gender role.

**Unit-2 - 20%**

#### Content

- Social inequality, social inequality worldwide in general and specific reference in India. Social mobility, social stratification- Class, cast and gender stratification. Socialization- Concept, Process and theories, Social process co-operation and conflict, conformity and deviation.

**Indian economic system 20%**

#### Unit-3

##### Content

- Concept of Economic Development, underdevelopment-concept, characteristics and cause of underdevelopment. Relationship between economic and social work. Cooperative movement, Gandhian economic thought.

**Unit-4 20%**

#### Content

- Feature of the traditional Indian economic system, poverty its concept, types and causes. Unemployment its concept type's and cause's, .problems of



urbanization and industrialization, globalization its concept and its social impact.

- Planning in India importance of social sectors in planning. Human development index.

## **Indian political system - 20%**

### **Unit-5**

#### **Content**

- Relevance of understanding of the politics for social workers.
- State, government, its origin, functions. Parliamentary democracy. Political parties and interest groups. Panchaytiraj and municipal Administration, its structure and functions.

#### **Reference Books**

- Broom, Leonard, Charles M. Bonjean, Dorothy, H. Broom. 1990  
Sociology, Wadsworth Publication Co. Belmont.
- Deshpande, Srinivasan Narain. 1973  
Society Economy of Polity in India, Mumbai: University of Mumbai.
  - Haralambos, Micheael. 1980  
Sociology, Delhi: Oxford University Press.
  - Narang, B.S., Dhawan, R.C. 1983  
Introduction to social sciences, Delhi: C.B.S. Publication.
  - Panday Rajendra. 1986  
The Caste System in India- Myth and Reality, New Delhi: Criterion Publication.
  - Sharma, R.K. 1985  
Indian society- institution and change, New Delhi Atlantic Publishers.
  - Srinivas, M.N. 1996  
Village, Caste, Gender and Method (Essay in Indian social Anthropology)  
Delhi: Oxford University Press.
  - Varghese, K. 1992  
General sociology, Delhi: Macmillan Co.
  - K P M Sundram & Rudradutt- Indian Economy S. Cand & Sons
  - Agrawal A,N. Lal Kundan 1989  
Economic and Development and Planning, New Delhi: ViKas Publishing House Private Limited.
  - Augustine, John S. (ed) 1989  
Strategies for Third World Development, New Delhi: Sage Publications.
  - Elsenhans, Hartmut. 1991  
Development and Under development: Type History economic and Politics of North South relations, New Delhi: sage Publication.
  - Rao, D.V. 1994  
World Summit for Social Development, New Delhi: Discovery Publications.





- Seltz, S.L. (ed.) 1990  
The Political Development, Bombay: Popular Prakshan.
- Tandon, B.B., K. K. tendon. 1997  
Indian Economy, New Delhi: Tata McGraw Hill Publishing Company Limited.

## Paper Style

**Total Number of Questions: Four**

**Total Marks: 70**

**Time: 2:15**

**Hours**

- Q 1 (A)** Write short (compulsory seven) questions (two to five sentences) 14 marks
- (B)** Define any four out of six -3 marks for each question 12 marks  
(As per defined by author or legal provision)
- Q 2** Write short note any three out of six -6 marks for each short note 18 marks  
(200 to 250 words)
- Q 3** One out of two essay type general question 13 marks  
(500 to 600 words)
- Q 4** One out of two essay type general question 13 marks  
(500 to 600 words)



## SEMESTER I

CCSW102

### PHILOSOPHY OF SOCIAL WORK

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

#### General Objectives

- To understand important milestones in the history of social work perspective.
- To understand the concepts “Professional Social Work”- body of knowledge, skills, values and attitudes.
- To understand social work values and functions.
- To understand social work scope in modern society.

#### Unit-1 20%

##### Content

- Social work Concept, Definition, Approaches, Historical background of social welfare and Social work in U.S.A., U.K. and India Religious, social and political refiners
- Social welfare programs and voluntary and professional social work in contemporary India.
- Field of social work
- National and international bodies of social work profession.

#### Unit-2 20%

##### Content:

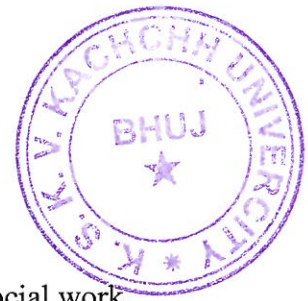
- Concept, Definition and characteristics of profession, social work as a profession. Emergence of social work as a profession,
- Professional Value, Functions and ethics of social work.
- Knowledge, Skill and tools of social work

#### Unit-3 20%

##### Content

- Concept of need and difference between the concern and need.
- Some understanding of the following concepts and how they developed: assessment person in the situation, relationship, process and intervention.
- Introduction of social work as a process of Diagnosis, preventive, developmental and remedial





#### **Unit-4 20%**

##### **Content:**

- Knowledge of the nature of the problem-solving process.
- Understanding of how the problem-solving process is used in social work.
- Understanding of the contributions of the strength perspective to the helping process.

#### **Unit-5 20%**

##### **Content**

- Understanding of the concept of the intervention.
- Understanding of the nature of human transactions.
- Understanding of the concept of influence.
- Understanding of the nature of the change sought by the social worker.

#### **Reference Books**

- Agarwal, M.M. 1998  
Ethics and spirituality, Shimla: Institute of Advanced study.
- Chatterjee, P. 1996  
Approaches to the welfare state, Washington, D.C.: National Association of Social Workers.
- Desai, M. 2000  
Curriculum Development on history of ideologies for social change and social work, Mumbai: Social work education and practice cess.
- Dewakar, V.D. (Ed.) 1991  
Social reform movements in India : A Historical Perspective, Bombay: Popular Prakashan.
- Fibleman, J.K. 1986  
Understanding philosophy: A popular history of ideas, New York: Souvenir Press.
- Garg, B.N. 1973  
Gandhi's social philosophy, Delhi: Vikas Publishing house.
- Gore, M.S. 1994  
The social context of ideology: Ambedkar's social and political thought, New Delhi: Sage.
- Kappe, S. 1994  
Tradition modernity counterculture: An Asian perspective Bangalore: Visthar.
- Panikkar, K.N. 1995
- Banks, S. 1995

Ethics and Values in social work: Practical Social work Series, Landon: Macmillan Press Ltd.

- Congress, E.P.1998  
Social work Values and Ethics, Chicago: Nelson-Hall Publishers.
- Tata Institute of Social Sciences, Social work educator's forum (TISSWEF) 1997  
Declaration of Ethics for professional social workers, the Indian journal of social work, 58 (2), 335-341.
- Cultural, ideology hegemony: Intellectual and social consciousness in colonial india, New Delhi: Tulika
- Singhal, D.P. 1983  
A History of the Indian people, London: Methuen.
- University Grants commission 1980,1990  
Review of social work education in india: Retrospect and prospect, New Delhi: UGC Curriculum development centers report: New Delhi, Univercity Grants Commission.
- Woodrofe, K. 1962  
From charity to social work, London: routledge and kegan Paul.
- Borgatta, E.F.  
Encyclopedia of sociology, New Youk : Macmillan.
- The Cultural Heritage...  
The cultural heritage of india (vols. 1-6), Culcutta the remakrishna mission.
- Encyclopedia of social work 1987  
Encyclopedia of social work, silver spring, Maryland: National association of social workers.
- Encyclopedia of social work 1987  
Encyclopedia of social work in india, new delhi: Ministry of welfare.





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**Hours**



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(200 to 250 words)
- Q 3** One out of two essay type general question 13 marks  
(500 to 600 words)
- Q 4** One out of two essay type general question 13 marks  
(500 to 600 words)

**SEMESTER I**  
**CCSW103**  
**SOCIAL CASE WORK**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General Objectives**

- To help students to understand important social science concepts which are essential for understanding human behavior in the context of social case work
- To expose students to basic components of social case work i.e. Clint, agency, resources, tools, techniques and process

**Unit-1** **20%**

**Content**

- Concept and definition of Casework
- Historical developments of social case work in India and other countries.
- Place of social case work in social work.
- Basic Principals of social case work.
- Case work relationship between Clint and case worker: characteristics and principals

**Unit-2** **20%**

**Content**

- Values and attitudes for social case work,
- Practice a method of helping individual and in relation to other methods of social work practice.
- Models of intervention: clinical model, problem solving model ecological system model. Tools of Social case work.

**Unit-3** **20%**

**Content**

- Stress: psychological functioning and role to avoid stress.
- Clint: understanding of a person with a problem in reference to his/her psychosocial functioning as a person in situation
- Crisis intervention: Definition, goals
- Counseling: Definition, types, process, role of counselor.



**Unit-4** **20%**

**Content**

- Agency: Primary and secondary settings. Importance of practice through an agency. Effects of agency related factors in treatment.
- Resources: Material and human: At personal, family and community level.
- Skills of interviewing and recording

**Unit-5** **20%**

**Content**

- Social casework as helping process: nature, steps and phases of helping process
- Professional qualities and roles of a caseworker.

**Reference books**

- Banerjee.G.R. 1967  
“Concept of Being and Becoming in the Practice of Social Work”. Indian Journal of Social work, Mimbai: Tata Institute of Social Sciences.
- Banernee.G.R.1971  
“Some Thoughts on Professional self in Social Work”. Indian Journal Of Social Work, Mumbai: Tata Institute of Social Sciences.
- Barba, J.G. 1991  
Beyond Case Work, Landon: Macmillan.
- Barry cournoyel, 1996  
The Social Work Skills Workbook,(second ed.) Barry cournoyel books cole publishing Co.
- Hollis, Florence.1964  
Case work – Psychosocial Therapy, New York: Random House.
- Jeel fisher.1978  
Effective Case Work Practice – An eclectic approach, New Youk:Macgraw Hill.
- Nursten, Jean. 1974  
Process of Case Wrok,G.B.:Pitman Publishing
- Parlmen, H.H. 1957  
Social Case Work: a Problem solving Process, Chicago: The University of Chicago Press.
- Pippins. J.A.1980  
Developing Case Work Skills, California: Sage Publications.
- Richmond. M.E. 1922

What is social Case Work? An Introductory Description, New York: Sage Foundation.

- Sainsb, Eric.1970  
Social Diagnosis in Case Work, Landon: Routledge and Kegan Paul.
- Timms, N. 1964  
Social Case work : Principal and Practice, Landon: Routledge and Kegan Paul.
- Association of Psychological and education Counselors of Asia (APECA) 1982  
Counseling in Asia: Perspectives and Practice, Fourth Biennial conference Workshop, Philippines.
- Grace Mathews (1992) An introduction to Social Case work. TISS

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(500 to 600 words)





**SEMESTER I  
ELECTIVE COURSES**

**Elective one**

**ECSW101A**

**HUMAN GROWTH AND BEHAVIOUR**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General objectives**

- To enable student seek new insight into human behavior and dynamics of human relation for social work practice.
- It acquaints them with the basic vocabulary, concepts, facts and theories in development psychology.
- It enables them to help others in achieving better adjustment and also their own adjustment.

**Unit-1 20%**

**Content:**

- Nature, concept, organization, dynamics and development of human behavior
- Concept of growth and development and interplay of heredity and environment
- Theories of human development.
- Development of an individual from conception to birth and from birth to death. Development tasks in various stages of development.

**Unit-2 20%**

**Content**

- Dynamics of human behavior, Basic human needs. Concepts and theories of motivation. Concept of emotions and role play by them in human behavior and development. Identification and assessment of human emotions. Moral development.

**Unit-3 20%**

**Content:**

- Inner strengths of an individual
- Adaptive and Defensive behavior. Concept of frustration, conflict, anxiety and stress.





#### **Unit-4 20%**

##### **Content**

- Concept and theories of personality its types, and assessment.
- Concept of intelligence: its measurement and classification. Concept of I.Q., E.Q., and S.Q.

#### **Unit-5 20%**

##### **Content**

- Nature and scope of social psychology. Group psychology, prejudice, attitude and attitude formulation.

##### **Reference Books:**

- Baltes, P.B. (ed) 1978  
Life span Development and Behavior, New York: Academic Press, Inc.
- Gore, M.S. 1992  
Aging and the future of the Human Being. The Indian journal of social work, 53(2), 210-219.
- Kail, R.V. and Cavanagh, J.C. 1996  
Human Development, Pacific Grove, CA : Brooks/Core Publishing Company.
- Kakar, S. 1982  
Identity and adulthood, Delhi: Oxford University Press.
- Kapur, M. 1955  
Mental Health of Indian Children, Delhi: Sage Publications.
- Le Francois, G.R. 1990  
The Life Span, Third Edition. University of Alberta.
- Misra. G. (ed.) 1990  
Social Psychology in India, New Delhi: sage Publications. (for the topic "Deprivation and Development")
- Rogers. D. 1977  
Child Psychology, Monterey, C.A. Brooks/ Cole Publishing Company. (For environmental effects, systems perspective personality development, emotional development and cultural influences). See chapters 2,4,7,9,11,13,14.
- Schiamberg, L.B. 1985  
Human Development, N.Y.: L Macmillan Publishing.



## Paper Style

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**Total Marks:** 70

**Hours**

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**SEMESTER I  
ELECTIVE COURSES  
ELECTIVE ONE  
ECSW101B**



**YOUTH AND WOMEN EMPOWERMENT**

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General objectives**

1. To develop an understanding for the need for youth development and women development.
2. Acquaint students with the status of youth and women in society and programs for their development.
3. Acquire an ability and skill in organizing work with youth and women.

**Unit-1**

**Content**

- Definition and characteristics of Indian youth. Changing requirements of the three stages of youth development viz. pre adolescent, adolescent and youth.

**Unit-2**

**Content**

- Vocational guidance, training program and leadership training program for youths.
- Women programs in India.

**Unit-3**

**Content**

- Youth's responsibility in marriage and parenthood.
- Status of women in ancient and modern times. Position of women in minority communities, widows and distressed women.

**Unit-4**

**Content**

- Legislation pertaining to marriage, divorce, succession and inheritance.

**Unit-5**

**Content**

- Policies and programs for youth and women empowerment. Strategies for women empowerment.
- Approaches, from welfare to empowerment of youth and women.



### Reference Books:

- Garg, P. and Parikh, I. 1970.  
Indian youth at the cross roads: Profiles in identity
- Gore, M. S. 1978  
Changes in the family and the process of socialization in India in Anthony, E. J. Colette, C. (Eds.) The child in his Family, Wiley, 365-374
- sharma, N. 1999  
Adolescent Girl in India, News Bulletin of Indian Council of Child welfare.
- Sheehy, G. 1976  
Passages: Predictable Crisis of adult Life, New york: Bantam Books.
- Smolack, L. 1993  
Adult development, New jersey: Prentice Hall.

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**Total Marks: 70**

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**SEMESTER I  
INTERDISCIPLINARY  
IDSW101**



**PRINCIPLES AND PRACTICES OF MANAGEMENT**

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**1. Course Objectives:**

This course presents a thorough and systematic coverage of management theory and practice. It focuses on the basic roles, skills and function of management, with special attention to managerial responsibility for effective and efficient achievement of goals. The objective is to help the students understand the fundamental concepts and principles of management, the basic roles, skills and function of management, theoretical aspects and practice application of managerial process.

**2. Course Duration.**

The course duration is of 50 sessions of 60 minutes each.

**3. Course Contents:**

**Unit-1      20%**

- Definition of management, science or art, management and administration, development of management, thought contribution of Taylor and Fayol, Functions of Management, Types of Business organization, Business ethics and social responsibility: Concept, shift to ethics, tools of ethics.

**Unit-2      20%**

**Planning**

- Nature and purpose , stapes involved in planning, objectives, setting objectives, process of managing by objectives, strategies, policies and planning premises, forecasting, decision-making.

**Unit-3      20%**

**Organizing**

- Nature and purpose, formal and informal organization, organization chart, structure and process, Departmentation by difference strategies, line and staff authority- benefits and limitations- de-centralization and delegation of authority- staffing – selection process – techniques- HRD- Managerial effectiveness.





**Unit-4 20%**

**Directing**

- Scope, Human Factors, creativity and innovation, harmonizing objectives, leadership, types of leadership motivation, Hierarchy of needs, motivation theories, motivational techniques, job enrichment, communication, process of communication, barriers and breakdown, effective communication, electronic media in communication.

**Unit-5 20%**

**Controlling**

- System and process of controlling, requirements for effective control, the budget as control technique, information technology in controlling, productivity, problems and management, control of overall performance, direct and preventive control, reporting, the global environment management and global theory of management.

**Basic text Books:**

- T1: weihrich Heinz and Koontz- Management: A Global and Entrepreneurial perspective (Mc Graw hill, 12th edition)
- T2: Stoner, Freeman& Gilbert jr- Management (Prentice Hall of India, 6<sup>th</sup> Edition or later edition)
- T3: Stephen P. Robbins, Organization theory –structure, design and applications. (Prentice hall of India Latest edition)

**REFERENCE BOOK:**

- 1 Bateman, Management (SIE) Tata Mc Graw hill publishing company, New Delhi
- 2 Decenzo David, robin stehen A, “Personnel and Human Reasons Management”. Prentice hall of India, 1996.
- 3 Fraidoon Mazda, “Engineering Management”, Addison Wesley,-2000.
- 4 Hiller federick s. and hiller Mark S.- Introduction to Management Science: A Modeling and Case Studies Approach with Spreadsheets ( Tata Mc Graw Hill, 2<sup>nd</sup> Edition 2008)
5. JAF Stomer, freeman R.E. and Daniel R Gilbert Management, Person Education, sixth edition 2004.
6. Koontz- Principals of Management (Tata Mc Graw Hill, 1<sup>st</sup> Edition 2008).
7. Massie, Josheph L., Essentaias of Management, Person education,
8. Robbins & Coulter- Management (Prentice Hall of India, 8<sup>th</sup> edition).

9. Robbins S.P. and Decenzo David A.- Fundamentals of Management: Essential Concepts and Applications (Person education, 5<sup>th</sup> edition)
10. Tripathy PC and reddy PN, "Principals of Management". Tata Mc Graw- Hill,.

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## SEMESTER-I

### FWSW 101 Field Work

#### Objectives:

The objectives are meeting by providing a variety of experiences to learners to:

1.
  - I. Develop the ability to observe and analyze social realities.
  - ii. Understand the characteristics of social systems and their dynamics.
  - ii. Appreciate society's response to people's needs problems and social issues.
  - iv. Develop critical understanding of the application of legislation legal process and social policy.
2.
  - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
  - ii. Develop the ability to recognize the need for never programs initiate and participate in them.
  - iii. Use human rights tools understanding of gender justice and need for equity in all intervention.
  - iv. Develop an understanding of organizational structures resource management and day to day administration for human service programmes developmental and welfare.
  - v. Develop the capacity to integrate knowledge and practice theory by participating in intervention.
3.
  - I. Clarity and imbibe values which sustain positive attitudes and professional ethics.
  - ii. Develop the capacity for self direction growth and change through self awareness.
4.
  - I. Enhance writing skills to document practice appropriately. Recording to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. About four sets of opportunities are suggested.

**1 Orientation:** The important places of practicum in the educational programme. provides information regarding- Purpose, functions and ethics in professional practice. Two types of orientation activities are organized, one is orientation to social work practice learning and it place in curriculum. While the other is orientation to the setting agency the learner is placed in for the social work practice learning. This orientation is carried out at the agency in the first two weeks.

**2 Visits:** provides an exposure to and understanding of the services provided in response to peoples need.

Minimum of four visits may be made which are listed below

1. Health Setting
2. Community Service
3. Service for Special Groups
4. Civic administration



**3 Concurrent practice learning:** this is **compulsory** part of study (every semester) it is an ongoing learning of practice to develop intervention skills in reality situation. It is mandatory for all the students of M.S.W. to do at least 180 hrs/30 day field work during semester I. Field work includes visit and concurrent field work. Students are placed in rural settings to understand and analysis the socio-economic and political realities and institutes/Agencies and programme for rural development. No more than three student will placed in same Village.

**4 Structured experience laboratory and Skill development workshops:** is a classroom activity, to provide in the games/ activities, from the involvement of self in various practice skills like relationship development, Observation, listening, verbal (including PPT) and nonverbal communication, Public speaking self awareness and professional roles. This helps learners acquire specific skills for situation encountered during practices and acquire skills for intervention. Students are requires to prepare daily reports of Visits and Concurrent fieldwork and produce duly signed reports before examination committee at the time of Viva examination.

#### **Field Work Evaluation:**

Field work will be 4 credits of 100 marks. Students are required to attend minimum 180 Hrs. of field work during the semester. No more than three students will placed in same Village.

There will be 50% internal evaluation and 50% external evaluation for field work  
External evaluation will be conducted by one external evaluator and two internal evaluators.  
External evaluator will be any faculty member of social work department and post-graduate MSW collages of other university.





**SEMESTER II**  
**CCSW204**  
**SOCIAL GROUP WORK**

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General Objective:**

- Develop the understanding of group work as a method of social work.
- Learn the skill of using group work for social work intervention
- Understand the importance of democratic approach in group life.

**Unit-1                    20%**

**Content**

- The concept of a social group. Its structure and functions. Type of Groups, inter relationship among individual group.
- Concept and theories of group dynamics.
- 

**Unit-2                    20%**

**Content**

- Concept and definition of social group work.
- The History, philosophy and aim of social Group work as a common base for different methods. Social group work as one of the methods of social work.
- Basic principles of group work practice.

**Unit-3                    20%**

**Content**

- Agency: goal and structure
- Techniques of group work, Skills of a worker in dealing with the different situation.
- Need of democracy in social group work.

**Unit-4                    20%**

**Content**

- Process of Group work.
- Problem solving process and developmental goals in social group work method
- Functions of a social group worker as an enabler in direct services to the group.



**Unit-5      20%**

**Content**

- Evaluation and recording in social group work.
- Direct and indirect services to groups
- Self help group.



**Reference Books**

- Perspectives on social group work practice: A book of readings, New youk: the free Press.
- Group work skills and strategies for effective interventions, New youk: the Haworth press.
- Group work reaching out: people, place and power, New York: the Haworth press.
- Tracker, Harlegigh B. 1990  
Social group work: Principals and Practice, New York: Association Press.
- Toselane, R.W. 1984  
An Introduction to Group Work Practice, New York: Macmillan Publication Co.
- Wilson, G. 1949  
Social Group Work Practice, Boston: Houghton Mifflin, Co.

**Paper Style**

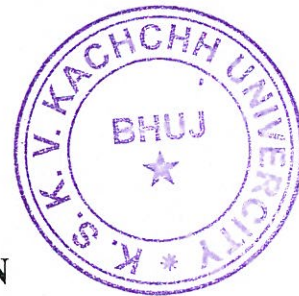
**Total Number of Questions: Four**

**Total Marks: 70**

**Time: 2:15**

**Hours**

- |   |          |
|---|----------|
| <b>Q 1 (A)</b> Write short (compulsory seven) questions (two to five sentences)                                   | 14 marks |
| <b>(B)</b> Define any four out of six -3 marks for each question<br>(As per defined by author or legal provision) | 12 marks |
| <b>Q 2</b> Write short note any three out of six -6 marks for each short note<br>(200 to 250 words)               | 18 marks |
| <b>Q 3</b> One out of two assay type general question<br>(500 to 600 words)                                       | 13 marks |
| <b>Q 4</b> One out of two assay type general question<br>(500 to 600 words)                                       | 13 marks |



**SEMESTER II**  
**CCSW205**  
**COMMUNITY INTERVENTION**

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General objectives**

- To orient students about community organization practice
- To impart knowledge principles and skills of working with community

**Unit-1 20%**

**Content**

- Concept, definition, types of community, characteristics, structure and functions of community, community organization its definitions, philosophy and objectives. Development of community organization in USA, UK, INDIA and other countries of Europe, Asia etc.

**Unit-2 20%**

**Content**

- Stapes of practice of community organization, assumption of community organisation. Power: Concept dimensions and relevance
- Types of community organizations activities, scope of community organizations practices, concepts of social development.

**Unit: 3**

**Content:**

- Analysis and assessment of community problems of various target groups like poor, illiterate, weaker sections etc. PRA - Participatory rural appraisal its principle, methods, participatory mapping seasonal analysis, ranking of wealth, Group walks Venn diagram,

**Unit-4 20%**

**Content**

- Principles of community organization. Techniques and skills of community organization, methods of community organization.
- Models of community organization like-Community organisation and locality development, community organisation and social planning, community organisation and social action and models proposed by Rose Murray, Jack Rothman and siddiqui



## Unit-5 20%

### Content

- Recording in community organization, need, importance principles and types of recording.
- Committee in community organization, its principles, types and functions.
- Community organization and resource mobilization – human, finance and materials.
- Concept of community participation.

### Reference Books

- Brager, G. and specht, H. 1969  
Community organization, New Youk: Columbia University press.
- Batten, T.R. 1962  
The Non-directive approach in group and community work, Landon: Oxford University Press.
- Gangrade K.D. 1971  
Community organization in India, Bombay: Popular Prakashan.
- Mayo H., Jones D. 1974  
Community work, Landon: Routledge and kegan Paul.
- Pelson and sanderson. 1979  
Rural community organization, New youk: john wiley and sons.
- Ramchandra Raj, G. 1974  
Functions and dysfunctions of social conflict, Bombay: Popular Prakashan
- Ross Murray G. 1955  
Community organization: Theory, principles and Practice, New York: Harper and Row.
- Siddiqui, H.Y. 1997  
Working with communities: an introduction to community work, New Delhi: Hira Publications.
- Twelvetress, A. 1982  
Community work, Londn: Macmillan Press Ltd:
- Weil, M (ED.) 1996  
Community practice : conceptual models, New York: the Haworth press. Inc.
- Zaltman, G. and Duncan, R. 1977  
Strategies for planned change, New York: Association press.

## Paper Style



**Total Number of Questions: Four**

**Total Marks: 70**

**Hours**

**Time: 2:15**

- Q 1 (A)** Write short (compulsory seven) questions (two to five sentences) 14 marks
- (B)** Define any four out of six -3 marks for each question 12 marks  
(As per defined by author or legal provision)
- Q 2** Write short note any three out of six -6 marks for each short note 18 marks  
(200 to 250 words)
- Q 3** One out of two essay type general question 13 marks  
(500 to 600 words)
- Q 4** One out of two essay type general question 13 marks  
(500 to 600 words)



**SEMESTER II**  
**CCSW206**  
**SOCIAL WORK RESEARCH**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General Objective**

- Teach the basic concepts and procedure of quantitative, qualitative and participatory research methods for understanding social work research.
- Inculcate understanding of the significance of using basic concepts and procedures of social work research for the improvement of social work practice.
- Develop student's ability to conceptualize and conduct simple research projects.

**Unit-1 20%**

**Content**

- Scientific inquiry, Definition and scope of social work research, importance of research work in social work.
- Structural parts of knowledge: facts, laws, concepts, variables, hypothesis its types, functions, characteristics, empirical generalization and theory hypothesis.
- Problem formulation: criteria for selection of a topic conceptualizing a specific researchable problem, Operationalisation, relevance, specificity, observability and feasibility of a research topic..

**Unit-2 20%**

**Content**

- Types of Research designs: exploratory and explanatory, surveys, experimental (natural or post facto, panel study, salmon four, field/laboratory) case studies, monitoring and evaluation.
- Introduction to qualitative research: concept and emergence of qualitative research, relevance and importance of qualitative methods in social work research, comparison between quantitative and qualitative methods.
- Over view of qualitative research methods : general characteristics, unstructured/ semi-structured interviews, focus group discussions, social mapping/ body mapping, free lists, pile sort, direct observations, narratives, scenarios, drawing and dialogue, limitations of qualitative methods.



### **Unit-3 20%**

#### **Content**

- Methods of data collection: tool construction observation, interview, questionnaires, secondary source of data.
- Sampling: some basic concepts and definitions, purpose of sampling, major types, steps in sampling process.

### **Unit-4 20%**

#### **Content:**

- Data analysis: editing and coding, data classification, univariate and multivariate presentation and interpretation, tabulation, graphical presentation, bar- charts, pie-charts, histogram.
- Statistics: mean, median, mode, standard deviation, measures of variability range, advantage and disadvantage of range, association and correlation

### **Unit-5 20%**

#### **Content:**

- Research proposal, steps in conducting a research study
- Research report, its essential contents, findings and bibliography
- Evaluation of research. Application and utilization of research findings in social work practice and intervention.

### **Reference Books**

- Ackoff, R.I. 1962  
Scientific Method: Optimising applied Research Designs, New York: John wiley and Sons.
- Anderson, J. et al. 1970  
Thesis and Assignment Writing, New Delhi: Wiley Eastern Limited
- Bailey, Kenneth, D. 1987  
Methods of social research, New York: the free press.
- Crabtree, B.F. and Miller, W.L. (eds.) 2000  
Doing qualitative research, New Delhi: Sage Publications.
- Cranstein, A. and Phillips, W.R. 1978  
Understanding social research an introduction, Boston: allwyn and bacon.
- Denzin, Norman, K and Lincoln,  
Handbook of Qualitative Research (2<sup>nd</sup> ed.), New Delhi: Sage Publications.
- Galtung, J. 1967  
Theory and Methods of Social Research, Landon: George Allen and Unwin.
- Goode. W.J and Hatt P.K. 1952.



- Methods in social Research, Tokyo: McGraw Hill. Kogakusha.
- May, Tim. 1997  
Social Research: Issues, Methods and Process, Buckingham: Open University Press.
  - Padgeet, Deborah, K. 1988  
Qualitative methods in Social Work Research, New Delhi: Sage Publication.
  - Reid, William J. and Smith, Andrey D. 1981  
Research in Social Work, New York: Columbia University Press.
  - Rosenberg, M. 1968  
The Logic of survey Analysis, New York: Basic Books.
  - Rubin, A. and Babbie, K. 1993  
Research Methods for social Work, California: Brooks Cole Publishing Co.
  - Shaw, LAN and Lishman, Joyce. (Eds.) 1999  
Evaluation and Social work Practice, New Delhi: Sage Publication
  - Silverman, David (Eds.) 1997  
Qualitative Research, New Delhi: Sage Publications.
  - Society for participatory Research in Asia. 1995.  
Participatory Research: An Introduction, Participatory Research Network Series, And No.3 New Delhi: PRIA.
  - Yin, Robert, K 1994  
Case Study Research: Design and Methods, New Delhi: Sage Publications

## Paper Style

**Total Number of Questions:** Four

**Total Marks:** 70

**Time:** 2:15

**Hours**

- |   |          |
|---|----------|
| <b>Q 1 (A)</b> Write short (compulsory seven) questions (two to five sentences)                                   | 14 marks |
| <b>(B)</b> Define any four out of six -3 marks for each question<br>(As per defined by author or legal provision) | 12 marks |
| <b>Q 2</b> Write short note any three out of six -6 marks for each short note<br>(200 to 250 words)               | 18 marks |
| <b>Q 3</b> One out of two essay type general question<br>(500 to 600 words)                                       | 13 marks |
| <b>Q 4</b> One out of two essay type general question<br>(500 to 600 words)                                       | 13 marks |



**ELECTIVE COURSES**  
**ELECTIVE ONE**  
**ECSW202A**  
**GERONTOLOGICAL SOCIAL WORK**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

#### Introduction

The course aims at providing knowledge of theories, concepts and perspectives in gerontology information of changing demography of order persons, vulnerability for abuse in old age and guiding principles of work with other persons. It also provides understanding of psychodynamic ecological and advocacy approaches in Gerontological social work

#### Objectives

- a. Understanding the theories , concepts and perspectives in gerontology and Gerontological social work.
- b. Examine the historical norms of roles, Power and status of older persons and emerging trends and issues in the context of liberalized political economy and changing demography.
- c. Study the physical, mental, sexual, emotional, economic, social and spiritual aspects of ageing and emerging needs.
- d. Understand and analyze the the policies, laws and programmes affecting older persons and develop skill for development of programme for aging and working with health and livelihood professional who are working for older,
- e. Examine own attitude to ageing and positive perception of older persons

#### Unit- 1

- Historical norms in different culture, urban / rural, tribal, economic, age and gender context.
- Emerging trends and issues in the context of the liberalized political economy.
- Historical norms of practice related to death and bereavement and emerging trends.

#### Unit- 2

- Longevity and physical health
- Mental and emotional health
- Ill health, disabilities and care giving.
- Sexuality in old age



- Spirituality in old age
- Review of health policies and policies for the disabled and their implementation with references to older persons
- 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

#### Unit- 3

- Work participation of older persons in the organized and unorganized sectors
- Economic situation of older persons
- 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 opportunities for income generation, employment exchange and sponsorship programmes

#### Unit- 4

- Intervention of older persons with parents, spouse, children, children-in-laws, grandchildren and others
- Care giving roles between older persons 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 and family and bereavement counseling

#### Unit - 5

- National policy for older persons, 1999
- Scheme for the Welfare of the Aged, Institutional care, day care and mobile Medicare units Laws affecting older persons Policy and plans for older persons
- Developmental programmes for ageing: Development programmes for preparations for understanding death and bereavement, and raising family and community awareness about ageing and death.
- Non-institutional services/ community services: Continuing educations, mutual/ self-help groups, second career, training of older persons as volunteers, counseling and legal aid to older persons, multiservice / day care centers, home/family based service, telephone helplines, information and referral services and death with dignity. Minimizing the need for and humanizing the existing institutional services. Training of paraprofessionals and volunteers for care of the elderly.





## Reference:

- 1; Dandekar K 1996- The elderly in India, Sage publications
- 2: Desai M. & Silva Raju,2000- Gerontological social work in India: Some issues and perspectives, B.R Publications Delhi.
- 3: Khan M.Z. 1997- Elderly in metropol, India publications New-delhi.

## Paper Style

**Total Number of Questions:** Four

**Total Marks:** 70

**Time:** 2:15

**Hours**

- |   |          |
|---|----------|
| <b>Q 1 (A)</b> Write short (compulsory seven) questions (two to five sentences)                                   | 14 marks |
| <b>(B)</b> Define any four out of six -3 marks for each question<br>(As per defined by author or legal provision) | 12 marks |
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| <b>Q 3</b> One out of two assay type general question<br>(500 to 600 words)                                       | 13 marks |
| <b>Q 4</b> One out of two assay type general question<br>(500 to 600 words)                                       | 13 marks |



## ELECTIVE COURSES

ECSW202B

### FAMILY DYNAMICS AND FAMILY SOCIAL WORK

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

#### General objectives

1. To understand family as a social group its functioning and role in development of individual.
2. To acquaint with the various welfare programmes for members of the family.
3. Develop an understanding of issues and problems at family level and acquire skills in handling them.

#### Unit wise objectives

##### Unit-1 20%

##### Content

- Family as an institution and social group, factors affecting family functioning
- Types of families: nuclear and joint, ideology of family as individualism. Single Parent family.
- Family ecology, Role Theories.

##### Unit-2 20%

##### Content

- Marriage, Concept, history of marriage,
- Tasks in getting married, marital conflict and marital counseling.
- Family planning programme and policies as a means of family welfare and family life education programme.

##### Unit-3 20%

##### Content

- Old age, welfare programmes for the aged.
- Family with disabled. Foster care and adoption services for the society disabled children.

##### Unit-4 20%

##### Content

- .Family with Substance abused, Intervention and rehabilitation
- Violence in Family against Child, woman and old





## Unit – 5 20%

### Content

- History of child welfare works in India and other countries.
- The socio-economically disadvantaged child in urban areas and the problems of child labor.
- Effect of Migration on Family

### Reference Books

- Desai, M. (ed.) 1994  
Family and Intervention: A Course compendium, Bombay: Tata Institute of Social Science
- Engles, F. 1944  
Origin of the Family, Private Property and the State, Bombay: Peoples publishing house.
- Hartman, A. and Laird. J. 1983  
Family Centered Social Work Practive, New York: The Free Press.
- Khasgiwala, A. 1993  
Family Dynamics: Social Work Prespective, New Delhi: Anmol.
- Tata Institute of Social Science, 1993  
Special Issue of The Indian Journal of social Work on “Family Development”, 54 (1)., Mumbai: Tata Institute Of Social Sciences.
- Tata Institute of Social Science. 1995  
Special Issue of the Indian journal of social worker on “the Family”, 56(2).  
Mumbai: Tata Institute of social sciences.
- Uberoi, P. 2000  
The Family India: Beyond the Nuclear Verius joint debate occasional paper in sociology, Delhi: Institute of Economic growth.
- Unit for Family Studies, 1994
- Enhancing the Role of the Family as an Agency for Social and Economic Development, Bombay: Tata Institute of Social Science.





## Paper Style

**Total Number of Questions:** Four

**Total Marks:** 70

**Hours**

**Time:** 2:15

- Q 1 (A)** Write short (compulsory seven) questions (two to five sentences) 14 marks
- (B)** Define any four out of six -3 marks for each question 12 marks  
(As per defined by author or legal provision)
- Q 2** Write short note any three out of six -6 marks for each short note 18 marks  
(200 to 250 words)
- Q 3** One out of two essay type general question 13 marks  
(500 to 600 words)
- Q 4** One out of two essay type general question 13 marks  
(500 to 600 words)

**SEMESTER II**  
**INTERDISCIPLINARY**  
**IDSW202**  
**DISASTER MANAGEMENT**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**Objectives**

- a. Understanding ecosystem equilibrium and disequilibrium.
- b. Develop Skills to analyze Factors Contributing to disaster.
- c. Develop an understanding of the process of disaster management.
- d. Develop skills to participate in disaster management.
- e. Develop an understanding of the social worker's role in the team for disaster management

**Unit wise objectives**

**Unit-1 25%**

**Content**

- Concept and Definition, disaster and level of development, vulnerability and disaster preparedness, disaster education and awareness. Rehabilitation as part of development.

**Unit-2 20%**

**Content**

- Disaster- risk, hazard,
- Natural - famine, drought, floods/storms, cyclones, earthquakes.
- Manmade Riots, bio-logical warfare. Industrial hazards, militancy insurgency, eviction.

**Unit-3 20%**

**Content**

- Policy Issues, politics of aid
- Impact of disaster - Physical, economical, spatial psycho- social.

**Unit-4 25%**

**Content**

- Pre-disaster Prevention, preparation, education, preparedness.
- Development of physical and economic infrastructure.

- Actual Disaster, short term plan, long term plan, stress and trauma, search, relief, recovery, restoration, resource mobilization.
- Post Disaster, Rehabilitation, and mitigation of negative effects

### Unit-5 10%

#### Content

- Agencies for Disaster response like Central Disaster management authority, GSDMA, Asian Development Bank. UN, Rehabilitation council of India Etc. and voluntary organization, local groups, community participation, volunteers, social workers,

#### Reference books:

- Birnabaum, F., Coplon, J.,  
Crisis Intervention After Natural Disaster," social case work, Vol. 54, No. 9, 545, 551
- Chetan, L. 1973  
Disaster in Bangladesh: Health crisis in a developing nation, New York: Oxford University press.
- Gangrade. K. D. and Dhadde, S. 1973  
Challenges and Response, Delhi: Rachna Publication.
- Hoff, A. 1978  
"People in crisis," Understanding and Helping, California: Addison Wesley publishing company.
- Joint Association Centre. 1980  
Natural Disaster, New Delhi: Adhyatma Sadhana Kendra.

### Paper Style

**Total Number of Questions:** Four

**Total Marks:** 70

**Time:** 2:15

#### Hours

- |   |          |
|---|----------|
| <b>Q 1 (A)</b> Write short (compulsory seven) questions (two to five sentences)                                   | 14 marks |
| <b>(B)</b> Define any four out of six -3 marks for each question<br>(As per defined by author or legal provision) | 12 marks |
| <b>Q 2</b> Write short note any three out of six -6 marks for each short note<br>(200 to 250 words)               | 18 marks |
| <b>Q 3</b> One out of two essay type general question<br>(500 to 600 words)                                       | 13 marks |
| <b>Q 4</b> One out of two essay type general question   | 13 marks |





(500 to 600 words)



## SEMESTER-II

### FWSW202 Field Work

#### Objectives:

The objectives are meeting by providing a variety of experiences to learners to:

1.
  - I. Develop the ability to observe and analyze social realities.
  - ii. Understand the characteristics of social systems and their dynamics.
  - ii. Appreciate society's response to people's needs problems and social issues.
  - iv. Develop critical understanding of the application of legislation legal process and social policy.
2.
  - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
  - ii. Develop the ability to recognize the need for never programs initiate and participate in them.
  - iii. Use human rights tools understanding of gender justice and need for equity in all intervention.
  - iv. Develop an understanding of organizational structures resource management and day to day administration for human service programmes developmental and welfare.
  - v. Develop the capacity to integrate knowledge and practice theory by participating in intervention.
3.
  - I. Clarity and imbibe values which sustain positive attitudes and professional ethics.
  - ii. Develop the capacity for self direction growth and change through self awareness.
4.
  - I. Enhance writing skills to document practice appropriately. Recording to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. About two sets of opportunities are suggested.

**1 Tribal camps:** this is **compulsory** part of the study. It provides opportunities to experience tribal life analyze and observe the living conditions, Social, Economic, political life of tribal community, Health and Education Condition, functioning of local self government and voluntary organisation in Tribal areas.

**2 Concurrent practice learning:** this is **compulsory** part of study it is an ongoing learning of practice to develop intervention skills in reality situation. It is mandatory for all the students of M.S.W. to do at least 180 hrs/30 day field work during semester II. Field work includes visit and concurrent field work. Students are placed in Agency Setting to understand and analyze- nature and type of agency, its client group, administrative procedure, service delivery system and learning of



planning organising directing and controlling system of specific programme/Project and agency. No more than three student will placed in same Agency.

Students are requires to prepare daily reports of Tribal Camp and Concurrent fieldwork and produce duly signed reports before examination committee at the time of Viva examination.

**Field Work Evaluation:**

Field work will be 4 credits of 100 marks. Students are required to attend minimum 180 Hrs. of field work during the semester. No more than three students will placed in same organisation.

There will be 50% internal evaluation and 50% external evaluation for field work and tribal Camp.

External evaluation will be conducted by one external evaluator and two internal evaluators. External evaluator will be any faculty member of social work department and post-graduate MSW collages of other university.





**SEMESTER III**  
**CCSW307**  
**LABOUR WELFARE AND INDUSTRIAL RELATION**

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General objectives**

- To enable an understanding of the concept of labor welfare, LW theories, features administration of welfare, approaches, scope and study of relevant welfare amenities under the labor enactment.
- To equip with knowledge for an in-depth perspective through the study of industrial relations. Concept, approaches and organization, evolution of IR, anatomy of industrial conflict, industrial unrest, TU scenario and role of trade unions in the Indian context.
- To develop an understanding in context of industrial disputes and preventive measures through study of the institution of labor welfare, labor welfare work tripartite of dipartite bodies, settlement machinery and legislation regarding industrial relation, IR models and intervention strategies.
- The purpose of this unit is to give an insight into the complexity of regulatory framework of labor legislation for labor welfare and industrial relation and to create an insight for learning more about the subject.

**Unit-1 20%**

**Content**

- Historical background of industrial development and emergence of industrial working class in India.
- Characteristics of Indian labor, organized and unorganized labor, problems of unorganized labor, schemes and various measures undertaken for their welfare. National labor policy.

**Unit-2 20%**

**Content**

- Concept, definition, principles and approaches to labor welfare. Importance and need of labor welfare, Administration of labor welfare services like- housing, transportation, canteen, education and health etc. duties of labor welfare officer

### **Unit-3 & 4 40%**

#### **Content**

##### **Legislative measure relating to labor welfare and industrial relations**

1. Factory act 1948
2. Bombay industrial relations act1947
3. Industrial dispute act 1947
- 4 Trade union act1926
5. Workman's compensation act1923
6. Model standing orders (Gujarat state) and industrial employment (standing orders) act1946
7. Apprentice act 1961
8. Payment of wages act 1948
9. Contract labor (abolition and regulation) act1970
10. Employee's provident funds and miscellaneous provision act 1952
11. Payment of bonus act 1965
12. Minimum wages act 1948
13. Payment of gratuity act 1972
14. Maternity benefit act 1961
15. Child labor (regulation and abolition) act1986
16. Bombay labor welfare fund act 1953
17. Employment exchange (notification of vacancies) ACT 1959



### **Unit- 5 20%**

#### **Content**

- Trade union its concept, definition, functions, factors affecting the trade union movement.
- Industrial relation its concept, definition and functions, collective bargaining, disputes handling machinery. Factors leading to strikes, lock out, closure, lay off etc. and rules relating to them
- National commission on labor and ILO,

#### **References:**

C.B.Mamoriya-

Dynamics of personnel management and industrial relations Himalya Publishing co.

Moorthy-

Aspects of labor welfare - Himalya Publishing co

N.D.Kapoor-

Labor laws- Jain book publications



P.S.Patel

Majoor kaydani saral samjuti ( Gujarati) Meet public. Ahmedabad  
Batiya, S. K. 2008

Emerging human Resource Management, Deep & Deep Publications Pvt. Ltd. New  
Delhi.

## Paper Style

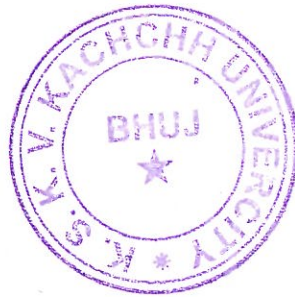
**Total Number of Questions:** Four

**Total Marks:** 70

**Time:** 2:15

**Hours**

- Q 1 (A)** Write short (compulsory seven) questions (two to five sentences) 14 marks
- (B)** Define any four out of six -3 marks for each question 12 marks  
(As per defined by author or legal provision)
- Q 2** Write short note any three out of six -6 marks for each short note 18 marks  
(200 to 250 words)
- Q 3** One out of two essay type general question 13 marks  
(500 to 600 words)
- Q 4** One out of two essay type general question 13 marks  
(500 to 600 words)



**SEMESTER III**  
**CCSW308**  
**HUMAN RESOURCE DEVELOPMENT**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General objectives**

1. To enable an understanding of the H.R.D. functions and personnel management functions in detail through understanding and insight into the factory as a social system the impact of external and internal environment on the organization.
2. To gain an understanding of H.R.D., P.M. and I.R. concept and approaches through study of various functions and need to understand the concept of integrated H.R.D. systems so that they appreciate the need for human resource development.
3. To study the organizational behavior. H.R.D. personnel functions to understand the dynamics of H.R. systems in an organization and areas and scope of social work intervention techniques.

**Unit wise objectives**

**Unit-1 20%**

- HRM-definition, concept, scope, functions and characteristics, emergence of HRM. HRM as a joint responsibility of line and staff management.
- Concept definition and approaches of HRD. Function and skills of HR Manager. Inter relation ship between HRM, HRD, IR and Labor welfare

**Unit-2 20%**

**Content**

- HRM functions: Man power planning job analysis, job description job evaluation, job specification, role analysis.
- Recruitment- its types, sources, methods of selections, placement, induction process, promotion, demotion transfer, wage and salary administration.

**Unit-3 20%**

**Content**

- Promotion, demotion transfer
- Grievance redressal and employee discipline.
- Training and development - its concept, definition, need, types, methods and process of training, evaluation of training,



#### **Unit -4 20%**

##### **Content:**

- Performance appraisal- concept, definition, importance, methods of performance appraisal,
- Potential appraisal concept, need and use of potential appraisal, feedback and counseling. , concept and process of career planning, concept of Kaizan and MBO

#### **Unit-5 20%**

##### **Content:**

- HRM and HRD Audit- concept, need, importance and scope
- Future challenge of HRM, Immerging issues and future of HRM

##### **References:**

C.B.Gupta-

Human resource management- Sultan chand and sons

C. G. Basotiya.

Human Recourse Management, Shree Niwas Publication, Jaipur.

K. Aswathapa-

Human resource management - McGraw Hill Publicing co.

A.B.Flippo-

Human resource management - McGraw Hill Publicing co.

T.V.Rao

Reading in Human resource development- Oxford & IBH PUBLI.

Udai Pareek and T.V.Rao-

Designing and managing human resource system Oxford & IBH PUBLI.

Batiya, S. K. 2008

Emerging human Resource Management, Deep & Deep Publications Pvt. Ltd. New Delhi.



## Paper Style



**Total Number of Questions: Four**

**Total Marks: 70**

**Hours**

**Time: 2:15**

- Q 1 (A)** Write short (compulsory seven) questions (two to five sentences) 14 marks
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(500 to 600 words)

**SEMESTER III**  
**CCSW309**  
**MEDICAL SOCIAL WORK**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General objective**

1. To develop knowledge base of the students to work as a professional social worker in the field of health.
2. To equip students with skills and methods of social work interventions to work in the field of health.
3. To develop scientific thinking and attitude to work for the problems of health.

**Unit – 1      10%**

**Content**

- Changing concepts of health and health care. Overview of social work practice in the field of health.

**Unit – 2      25%**

**Content**

- Various health methods: - Institutional, Non-Institutional, Government and Non-Government services for health.
- Organization and administration of health care services at state, national and international levels.
- Various approaches, policies and health related legislation.

**Unit – 3      20%**

**Content**

- Physiology and anatomy: various systems.
- Epidemiology of various diseases approaches for treatment, prevention, rehabilitation and management of various health problems.

**Unit – 4      20%**

**Content**

- Maternal and child health, family welfare programs, reproductive health, population dynamics and population policy.
- Health social work in hospital: working with individuals, groups, families. Importance of team work.



**Unit – 5     25%**

**Content**

- Health social work in communities: identifying health problems and services.
- Approaches to work in community.
- Occupational health, school health, nutritional problems.
- Health education: identifying needs and approaches. Developing indigenous material.

**Reference**

Tejaskar Pandey and Ojaskar pandey,2006

Social work, Bharat book Centre, Lacknow.

Jerry L.

Casebook: Medical Social Work (Allyn & Bacon Casebook Series)

Joan Beder

Hospital Social Work: The Interface of Medicine and Caring

Kearney, N and Skehill, C (2005).

Social work in Ireland: historical perspectives. Institute of Public Administration. Beder, J. (2006).

Hospital Social Work: The interface of medicine and caring. Routledge: New York

Arya, Subhash (1990)

Infant & Child Care, New Delhi : Vikas Publishing House Pvt, Ltd.

Fait Hollis F. (1961)

Health & Fitness for modern Living, Boston : Allyn and Bacon, Inc.

Parthasarthy C. (1998)

Mother & Child Care, HARAMAND, B. Swarajyalaxmi New Delhi :Har-Anand Publication Pvt. Ltd.McKenzie, J., Neiger, B., Thackeray, R. (2009).

World Health Organization. (1998).

List of Basic Terms. *Health Promotion Glossary*. (pp. 4). Retrieved May 1, 2009 from



## Paper Style



**Total Number of Questions: Four**

**Total Marks: 70**

**Hours**

**Time: 2:15**

- Q 1 (A)** Write short (compulsory seven) questions (two to five sentences) 14 marks
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- Q 4** One out of two essay type general question 13 marks  
(500 to 600 words)

**SEMESTER III**  
**ELECTIVE COURSES**  
**ELECTIVE ONE GROUP**  
**GROUP A**  
**ECSW303A**  
**SOCIAL DEVELOPMENT**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General Objectives**

1. Understand the social system; analyze social realities to identify factors for development.
2. Acquire an attitude for social change.
3. Develop skills to promote social, economic and political justice.

**Unit-1 20%**

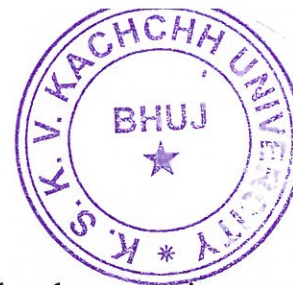
**Content**

- Introduction to the concept of social problems, contemporary situations and problems arising out of the social disorganization.
- Causes of Social problem from the five perspectives: social pathology, social disorganization, value conflict, deviation behavior and labeling.
- Genesis of contemporary social problems: poverty, illiteracy, unemployment, overpopulation problems of weaker section, scheduled casts and scheduled tribes' denotified communities, problems of vulnerable groups physically and mentally handicapped.

**Unit-2 20%**

**Content**

- Multidimensional approach to the analyzes of the social problem- (1) non-scientific approach: literary, journalistic, religious and legal, (2) scientific approach: social problem approach psychological and psychiatric approach, community approach, situation approach, "Gandhian and sarcoddaya" approach through change. The role of economics, politics sociology, psychology etc.
- Modern methods for removal of social problems like-social policy, social legislation, social action, social reform.



### **Unit-3 20%**

#### **Content**

- Concept of social development as an approach to development, its parameters, empowerment.
- Development of the mal-development-concept. Sociology of development problems of social development: health, housing, sanitation etc.
- Mechanism of evaluation and monitoring for development.
- Co-operative effort in social development.

### **Unit-4 20%**

#### **Content**

- Social action, its concept: definition strategies, techniques, understanding various system etc. social actions in relation to major social problems. Process of Social action. Scope of social action, models of social action and pre-requisites for social action, social action for social change, Sarvodaya movement, gramdan and Bhoodan movement, Gandhian models of social action.

### **Unit-5 20%**

#### **Content**

- Nature of prevailing leadership, origin, definition of leadership, types of leadership, characteristics and functions of leadership in community.
- Use of social work methods; with individuals/groups for social development.

#### **Reference book:**

- Bagchi, A.K. 1982  
Political Economy of Underdevelopment, Cambridge: Cambridge University Press.
- Desai, V. 1988  
Rural Development (Vol.1) Mumbai: Himalaya Publishing House.
- Jacob, K.K. 1992  
Social Development Perspectives.
- Roychaudhury T. 1982  
The Cambridge Economic History of India, Vol. I and II. New Delhi: Cambridge University.
- UNDP  
Human Development Reports, Oxford University Press.



## Paper Style

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**Hours**



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**SEMESTER III**  
**ELECTIVE COURSES**  
**GROUP A**  
**ECSW304A**  
**CORRECTIONAL SOCIAL WORK**



Evaluation: 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

General objectives

1. To enable the students with advanced theoretical information in the field of correctional social work. It will give analytical insight to understand the causes of crime.
2. The course will equip the students with knowledge to understand the criminals and to reform and rehabilitate the criminal back to the society.

Unit – 1 20%

Content

- Deviant behavior – aspects and perspectives of deviance, new values and social control of deviant behavior.
- Criminology as a science. History of criminology, Perspectives of Criminology
- Concept, definition, types and classification of crime and criminals.
- Causes of criminals behaviour, theories of crime.

Unit – 2 20%

Content

- Juvenile Delinquencies. Juvenile Justice System,
- correctional Social Work, Concept, History and field of correctional social work
- Probation, Payroll, furlough and bail as correctional services

Unit – 3 20%

Content

- Prison : Structure, Management and Reform
- Restructuring Prison
- Success stories of best practices in Indian Jail.
- Penology: Meaning and scope; Development of penological thought; theories of punishment

Units – 4 20%

Content

- Social Defense, Concept, Philosophy, objectives Characteristics and function. Social Defense Programmes

Unit-5 20%

Content

- Criminal Justice System: Police, Prosecution, Courts and Prisons, Police and Policing in India, Problems of Prison Administration and Problems of Judicial Administration.

## Reference

Ahuja, R.

Criminology, Rawat publication, Jaipur.

Anju Bajpai And Pk Bajpai

Female Criminality in India, Rawat publication, Jaipur.

Kornhauser, R. (1978).

Social Sources of Delinquency. University of Chicago Press.

Ramakant, P. 2006

Handbook of Criminology, dominant Publishers and distributors, New Delhi.

Ronald L. Akers and Christine S. Sellers

Criminological theories: introduction, evaluation, and application, Rawat publication, Jaipur.

Goyal, Sunil and Sangita Goyal.2007

Criminology, RBSA Publishers, Jaipur

Mahajan, S. 2004

Criminology and Penology, Arjun Publishing house, New Delhi.

Sinh. R. A. P. 2009

Criminology, Panchshil Prakashan, Jaipur.

Bhattacharya, S.K. (1981),

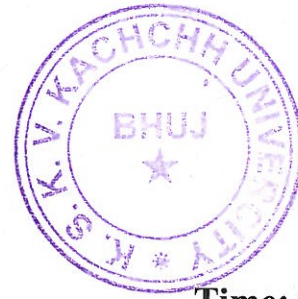
“The Concept and Areas of Social Defence”, in Readings in Social Defence edited by N.C. Joshi and V.B. Bhatia, Wheeler Publishing, Allahabad.

Srivastava, S.P., April (2000),

“Explaining the Concept of Social Defence”, Social Defence, Vol. 49, No. 144.







## Paper Style

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**Hours**

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**SEMESTER III**  
**ELECTIVE COURSES**  
**ELECTIVE ONE GROUP**  
**GROUP B**  
**ECSW303B**  
**INTEGRATED SOCIAL WORK**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**Introduction**

This course provides a conceptual framework to assist the learner in integrating various methods for practice. It helps the learner view the situation, holistically plan a process for change and carry out intervention.

**Objective**

1. Develop holistic understanding of social work practice as a unitary process.
2. Develop critical understanding application of approaches suggesting holistic conceptual framework for social work practice.
3. Understand characteristics, systematic relationships and dynamics of unit of work/individual/ family group, communities and organizations. And to draw implication social work intervention.
4. Understand the enacting of different roles for engaging in change for social work practice.
5. develop the ability formulate a framework and apply skill for problem identification, Nature of work, location of task, skills for change, and outline mode of evaluation for an integrated approach to practice.
6. Enhance capacity to identity the goals of the profession, related strategies to these goal and develop awareness of one's role as a change agent or that of a team member of the system.

**Unit 1      20%**

**Content**

- Concept of Social systems,
- Characteristics of social systems.
- Units of social intervention and dynamics therein (individual, Family, Groups, Communities and organizations)



**Unit 2      20%**

**Content**

- The systems approach, Environmental approach.
- Understanding the life of sustaining elements and their inter-relationships, to view it as holistic framework for an approach to integration.

**Unit 3      20%**

**Content**

- Roles, role theories- theoretical insights
- Role tasks, Skills and techniques, outcomes.
- The client system, the problem, process and phases.
- The change agent and action.

**Unit -4      20%**

**Content**

- initiating contact, collecting data, assessment, negotiation of contract,
- Problem solving, termination and evaluation, for integrated practice.

**Unit 5      20%**

**Content**

- Social work professional as a single change actor as one in team.
- Integrated social work practice, place in social work practice.
- Philosophy of social work.

**Reference**

Barborka, G. A. 1972

The divine plan, adyar, Chennai, India: The theosophical publication House (third ed.) Pg. 43- 47, 83, 158-200,

Bartlett, harriett. 1970

The common base of social work practice, National association of social workers, 2 park avenue, New York, N. R.

Connaway Ronda S. and gentry Martha E. 1998

Social work practice, New Jersey: practice Hall,

Goldstein, Howard. 1973

Social work practice: A unitary Approach, Columbia university of south Carolina Press.



## Paper Style

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**Total Marks:** 70

**Hours**



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## ELECTIVE COURSES

### GROUP B

### ECSW304B

### POPULATION AND ENVIRONMENT

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

#### Objective

- a. Understand Characteristics, determinants of population growth.
- b. Examine population policy, Plan and initiatives.
- c. Understand inter-relatedness of human life. Living organisms, environment.
- d. Understanding nature and impact of initiatives.
- e. Examine utilization and management of resources.
- f. Develop skills to participate in activities related to the two areas.

#### Unit 1 20%

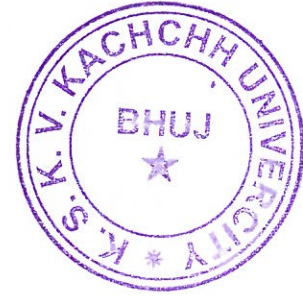
##### Content

- Population, determinants of growth, Global Concerns.
- Characteristics of Indian population, family size, planning, methods, programmes.
- Policy, World action plan, implementation. Initiatives. Government and NGO

#### Unit 2 20%

##### Content

- Inter relatedness of human life, living organisms, environment and natural resource.
- environment, lifestyle, degradation, environment management maintaining, improving, enhancing,
- Current issues of environment,
- Role of government, NGO peoples initiatives, individual initiatives international treaties and agreements legislation in India.



### **Unit 3 20%**

#### **Content**

Utilization and management

- Forest, land water, air, energy source.
- Pollution source, treatment, prevention.
- Soil water, air, noise,
- Waste matter- disposal, recycling, renewal , problems, issue.

### **Unit 4 20%**

#### **Content**

- Acts related to : Environment protection
- Forest conversation.
- Water pollution.
- Standards and tolerance level.
- Unplanned urbanization.

### **Unit 5 20%**

#### **Content**

- work with interdisciplinary team for environment protect and preservation
- social cultural and institutional issues
- environmental movements in India
- social work initiative and level, agency level, community levels

#### **Reference:**

Cassen, R. H. 1978

Indian population, Economy and Society, London: McMillan.

Fisher, W. F. 1997

Today's sustainable development (Struggling over India's Narmada River)  
New Delhi awat publications.

Oxford. 1987

Out common future, Delhi, Oxford university press.

Prasad, R. K.

Population Planning, policy and programmes, New Delhi, deep and Deep  
publication.

Reddy Laxmi, M. V. 1994

Population Education, New Delhi, Asish Publication

Ryding. S. O. 1992

Environmental Management handbook in India, Vol 2





## Paper Style

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**Hours**

**Time:** 2:15

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**SEMESTER-III**  
**SISW101 Summer Internship**



**Objectives:**

1. Experience direct practice and management operations.
2. Enhance and integrate practice of Social Work Method and strategies.
3. Experience self in the role of Professional Social Worker

**1. Summer Internship:** This is **compulsory** part of MSW education. MSW colleges are required to complete this programme during semester break between second and third semester. The programme comprises of Eight week full time practice work which provides an opportunity to experience day to day work in an organisation. No more than three students will be placed in same Agency.

Students are required to prepare daily reports of summer internship and produce duly signed reports before examination committee at the time of Viva examination.

**Summer internship Evaluation:**

Summer internship will be 4 credits of 100 marks. Students are required to attend minimum Eight week of summer internship. No more than three students will be placed in same organisation.

There will be 50% internal evaluation and 50% external evaluation for field work and summer internship.

External evaluation will be conducted by one external evaluator and two internal evaluators. External evaluator will be any faculty member of social work department and post-graduate MSW colleges of other university.

## SEMESTER-III

### FWSW303 Field Work



#### Objectives:

The objectives are meeting by providing a variety of experiences to learners to:

1.
  - I. Develop the ability to observe and analyze social realities.
  - ii. Understand the characteristics of social systems and their dynamics.
  - ii. Appreciate society's response to people's needs problems and social issues.
  - iv. Develop critical understanding of the application of legislation legal process and social policy.
2.
  - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
  - ii. Develop the ability to recognize the need for never programs initiate and participate in them.
  - iii. Use human rights tools understanding of gender justice and need for equity in all intervention.
  - iv. Develop an understanding of organizational structures resource management and day to day administration for human service programmes developmental and welfare.
  - v. Develop the capacity to integrate knowledge and practice theory by participating in intervention.
3.
  - I. Clarity and imbibe values which sustain positive attitudes and professional ethics.
  - ii. Develop the capacity for self direction growth and change through self awareness.
4.
  - I. Enhance writing skills to document practice appropriately. Recording to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. About two sets of opportunities are suggested.

**1 Concurrent practice learning:** this is **compulsory** part of study it is an ongoing learning of practice to develop intervention skills in reality situation. It is mandatory for all the students of M.S.W. to do at least 180 hrs/30 day field work during semester III. Field work includes visit and concurrent field work. Students are placed in Agency Setting to understand and analyze- nature and type of agency, its client group, administrative procedure, service delivery system and learning of planning organising directing and controlling system of specific programme/Project and agency. No more than three student will placed in same Agency.

**2 Study tours:** this is **compulsory** part of the study (during the third semester) it provides an experience to study and appreciate innovative efforts by individuals, groups and institutions towards peoples core needs and initiate development.



Minimum two Social Work relevant departments and four social work agencies outside Gujarat state will be visited.

Students are requires to prepare daily reports of Study tour and Concurrent fieldwork and produce duly signed reports before examination committee at the time of Viva examination.

**Field Work Evaluation:**

Field work will be 4 credits of 100 marks. Students are required to attend minimum 180 Hrs. of field work during the semester. No more than three students will placed in same organisation.

There will be 50% internal evaluation and 50% external evaluation for field work and Study Tour

External evaluation will be conducted by one external evaluator and two internal evaluators. External evaluator will be any faculty member of social work department and post-graduate MSW collages of other university.







**SEMESTER IV**  
**CCSW410**  
**SOCIAL WELFARE ADMINISTRATION AND POLICY**

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General objectives**

- To enable student to develop an insight in the broad subject of social welfare administration and social policy as one of the method of social work profession.
- To help student understand social welfare and social policy as a practice –field areas of social work profession.
- To help student understand link between theory and practice

**Unit-1 20%**

**Content**

Basic understanding of the following concepts-

(1) Social service (2) social welfare service and social welfare (3) social welfare administration (4) social security services.

**Unit-2 20%**

**Content**

Concept, definition, characteristics and scope of social policy and social planning.

Policy formulation and analysis.

**Unit-3 20%**

**Content**

Social policy as reflected in constitution of India.

Social problems that social planning should address.

Social security programmes in India.

Poverty eradication programmes in India.

Social welfare programmes in India.

**Unit-4 20%**

**Content**

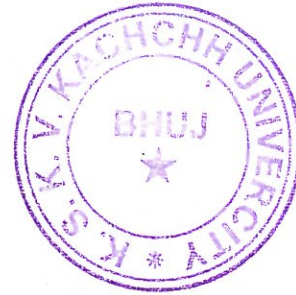
- Planning structure and process.
- Infrastructure necessary for social planning.
- Utility of infrastructure and its maintenance at micro, mazo and macro level.

## Unit-5 20%

### Content

Case studies of specific aspects of social policy and social planning such as:

- Education
- Health services.
- Housing.
- Urban development and improvement of slums.
- Planning for employment.
- Child development and welfare.
- Women's development
- Monitoring of social welfare services under planning development.
- Assessment and evaluation of the welfare services under the plan.
- Role of social work in formulation of social policy, planning and welfare administration.



### REFERENCES:

Bhanti, R. 1993

Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.

Bulmer, M. etl.1989

The Goals of Social Policy, London: UnwinHyman.

Dimitto, D.M. 1991

Social Welfare: Politics and Publics policy, New Jersey, Prentice Hall.

Ganapathy, R.s. and Others 1985

Public Policy and Policy Analysis in India, Delhi: Sage Publications.

Huttman, E.D. 1981

Introduction to Social Policy, New York: McGraw Hill.

Kulkarni, P.D.1979

social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.

Lindblom C.E.1980

The Policy-making Process, New Jersey: Prentice Hall.

.Mishra, R. 1977

Society and Social Policy, London: Macmillan Ltd.

Rao, V.

"Social Policy: The Means and Ends Question" Indian Journal of Public Administration, Vol. L. No.1. Jan.-March 1994.

Rastogi, P.N. 1992

Policy Analysis and Problem-solving for Social Systems.New Delhi: Sage Publications.

Weimer, D.L. and Vining, A.R. 1994

Policy Analysis: Concepts and Practice, New Jersey: Prentice Hall  
Chakraborty, S. 1987

Development Planning - Indian Experience, Oxford: Clarendon Press.  
Mukherjee, N. 1993

Participatory Rural Appraisal: Methodology Methodology and Applications, New  
Delhi: Concept Publishers.



## Paper Style

**Total Number of Questions: Four**

**Total Marks: 70**

**Time: 2:15**

**Hours**

- |   |          |
|---|----------|
| <b>Q 1 (A)</b> Write short (compulsory seven) questions (two to five sentences)                                   | 14 marks |
| <b>(B)</b> Define any four out of six -3 marks for each question<br>(As per defined by author or legal provision) | 12 marks |
| <b>Q 2</b> Write short note any three out of six -6 marks for each short note<br>(200 to 250 words)               | 18 marks |
| <b>Q 3</b> One out of two essay type general question<br>(500 to 600 words)                                       | 13 marks |
| <b>Q 4</b> One out of two essay type general question<br>(500 to 600 words)                                       | 13 marks |





**SEMESTER IV**  
**CCSW411**  
**SOCIAL CHANGE JUSTICE AND LEGISLATION**

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**General objectives**

- To teach the concepts of social change, social justice and its processes.
- To teach important social legislation relevant for seeking social justice.
- To develop the ability to effectively use social legislation as a means to bring about social change.

**Unit wise objectives**

**Unit-1 20%**

**Concept**

- Social change-concept, theories of social changes, sources and types of social change, social movements, factors hindering social change.

**Unit-2 20%**

**Concept**

- Role of law in democracy, social legislation and its importance, social legislation as a means for social change and social justice.
- Social legislation and its relevance to social problem, needs and significance for social work students to study social legislation.

**Unit-3 20%**

**Content**

- Concepts of natural rights, fundamental rights and human rights.
- Constitution of India-brief overview of the ideological base of the Indian state preamble
- Social significance of directive principle of state policy, dichotomy between fundamental rights and directive principle.

**Unit-4 20%**

**Content**

- Understanding of contemporary social legislation for the protection of children, women and SC/ST. National and state level commissions for women, children's SC/ST and minority.
- Consumer rights and protection, environment laws.





## Unit-5 20%

### Content

- Machinery for making and to implement legislation. F.I.R. Investigation by police, citizen's rights and duties, public awareness for implementation of legislation.
- Enforcement of legislation-judiciary set up, organization of courts, relationship and dynamics operating between the state, society and judiciary.
- Legal aid scheme, public interest litigations, lok adaalats, legal literacy programs. Innovative experiments and alternatives.

### REFERENES:

D.D.Basu;

Constitution of India

Eisenstadt, SN (1973).

Tradition, Change, and Modernity. Krieger Publishing Company

Harper, CL (1993).

Exploring social change. Engelwood Cliffs: New Jersey.

Indian Institute of Technology, 1993

Strategies for Social Justice, Commonwealth Publishers, New delhi.

Karia, A. N. 2006

Famiy Law 1 & 2, C. jamanadasni Company, Ahmedabad

Karia, A. N. 2006

The Criminal Procedure Code, C. jamanadasni Company, Ahmedabad

M. Razia Parvin. 2005

Empowerment of women, Dominant Publishers and distributors, New Delhi

Rubinstein David 1968

The Concept of justice in Sociology, theory and Society,

Shah, A. G. and Dave, J. K. 2003/04

Social Welfare & Social legislation, Anada Book depot, Ahmedabad.

## Paper Style



**Total Number of Questions: Four**

**Total Marks: 70**

**Time: 2:15**

**Hours**

- Q 1 (A)** Write short (compulsory seven) questions (two to five sentences) 14 marks
- (B)** Define any four out of six -3 marks for each question 12 marks  
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- Q 2** Write short note any three out of six -6 marks for each short note 18 marks  
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- Q 4** One out of two essay type general question 13 marks  
(500 to 600 words)



**SEMESTER IV**  
**CCSW412**  
**MANAGEMENT OF WELFARE SERVICES**

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**Introduction**

The course aims at helping the learner understand management process and develop administrative skills.

**Objective**

- Acquire knowledge of basic processes of managing and administrating developmental and welfare services in the context of social work profession.
- Acquire skills to participate in managerial and administrative process and programme delivery.
- Develop the ability see relationship between policy and programmes. Analyze the progress as applied in specific settings, and in specific programmes,
- Understand the need for, and develop accountability to the public and the profession.

**Unit 1 20%**

**Content**

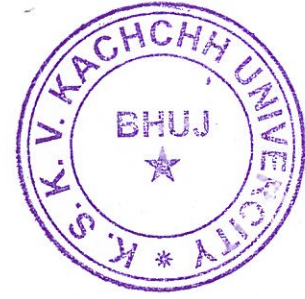
- Need for welfare and developmental organizations.
- Registration of non government organizations under Societies act, Public trust act, Cooperative societies act and Company act.
- constitution and policy of non government organisation
- Organizational design and structure in its environmental context.
- Type of services
- Programme delivery : eligibility criteria
- Management of programme and evaluation
- Proposal for small programme

**Unit 2 20%**

**Content**

- Creating a work oriented climate
- Understanding authority, relationship and interpersonal relationships.
- Working with boards, committees, and other staff.





- Working in professional teams.

### **Unit 3 20%**

#### **Content**

- Policies and practices for personnel in organizations:
- Volunteers, professionals, Para-professionals,
- CSR : Concept, Need, Importance, CSR Provisions under Company act 2013, CSR Planning strategy, Global Principals and Guideline, ISO26000 Etc.

### **Unit 4 20%**

#### **Content**

- Unit of work, time allotment, workload, responsibilities, coordination
- Staff-client relation
- Teamwork, supervision, directing, monitoring, evaluation
- Conflict resolution

### **Unit 5 20%**

#### **Content**

- Programme management, maintenance of record
- Documentation of Organisation like programme, Public and Legel- FCRA, 80G, Bank Account.
- Basic accountancy
- Public relations, Social impact analysis-qualitative and quantitative.

### **Reference**

Schmale, M. 1993.

The Role of Local Organizations in third world development, England, Avebury.

Lewis, D. and Ravichandra, N. 2008

NGOs and Social Welfare, Rawat Publication, Jaipur.

Popple, Philip R. and Leslie Leighninger (2008).

The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers (4th ed.). Boston, MA: Pearson/Allyn and Bacon

Thopson Paul & Mchuge, D.

Work Organization, Palgrave Publication.

Redding, W. Charles. 1985.

"Stumbling Toward Identity: The Emergence of Organizational Communication as a Field of Study" in McPhee and Tompkins, Organizational Communication: Traditional Themes and New Directions

Kerzner, Harold (2003).

Project Management: A Systems Approach to Planning, Scheduling, and Controlling (8th Ed. ed.). Wiley

### Paper Style



**Total Number of Questions:** Four

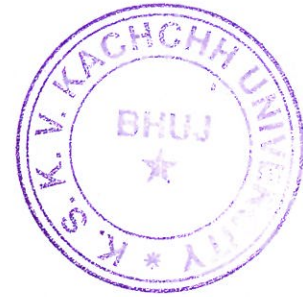
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**SEMESTER IV**  
**ELECTIVE COURSES**  
**ELECTIVE ONE GROUP**  
**GROUP A**  
**ECSW405A**  
**ORGANISATIONAL BEHAVIOUR**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**Course Objective:**

1. Help the student understand how the 'people' side of the organizations affects effectiveness through concepts.
2. Develop the student's ability to observe, understand and analyse the behaviour within the organizational context
3. Help the student develop basic skills to deal with the ongoing behavioral dynamics and contribute to organizational effectiveness.

**Unit 1      20%**

**Content**

**Basic Understanding of the context of OB**

- What is Organizational behavior
- Understanding the national culture and the Indian setting
- Changes occurring in the Context and their impact on Organizational Behavior

**Unit 2      20%**

**Content**

**Understanding dynamics of Individual behavior:**

- Understanding personality, Values Attitude and their impact on behavior at work understanding Motivation at work

**Unit 3      20%**

**Content**

**Understanding Dynamics of Group behavior**

- Understanding the process of perception: How we make sense of Our environment Understanding Interpersonal Communication and Transactions
- Understanding Groups and Teams



**Unit 4      20%**

**Content**

**Understanding Organizational dynamics of behavior:**

- Managing Conflict, stress and Negotiation Understanding Decision-making
- Understanding power and organization politics

**Unit 5      20%**

**Content**

**Using Leadership for managing change towards Organizational effectiveness**

- Understanding Organizational Culture and changing it for effectiveness  
Basic Theories of Leadership Contemporary Issues in Leadership Practice

**Basic Textbooks (Latest Edition):**

- T1    Understanding Organizational Behavior (2nd Ed), by Udai Pareek, Oxford University Press
- T2    Organizational Behavior (Latest Edition), Mcshane and Radha Sharma, McGraw-Hill
- T3    Organizational Behavior (Latest Edition), Stephan Robbins, Pearson Education

**Reference Books:**

Organizational Behavior (Latest Edition), Fred Luthans, McGraw-Hill

Organizational Behavior by Gregory Moorhead & Ricky W. Griffin, Jaico Publication.

Organizational Behavior by K. Aswathappa, Himalaya Publishing House Pvt. Ltd.

Organizational Behavior by Niraj Kumar,, Himalaya Publishing House Pvt. Ltd.



## Paper Style



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**Total Marks:** 70

**Hours**

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**SEMESTER IV**  
**ELECTIVE COURSES**  
**GROUP A**  
**ECSW406A**  
**PSYCHIATRIC SOCIAL WORK**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**Objectives:**

This subject divided in three sub-areas, and understanding creates in depth of psychiatry problems and management.

1. Concept of mental health and changing concept of mental health, psychiatric problems as per D.S.M.
2. Global, national and state level functionary to reduce mental health problems.
3. Concept, Role, Skill, Norms, Development and Methodology of psychiatric social worker.

**UNIT-1 20%**

**Content**

1. Concept of mental health and changing concept of mental health.
2. Determinant of mental health.
3. Understanding of mental health problems and different approaches for mental health.
4. Types of psychiatry illness as per D.S.M. and I.C.D

**UNIT-2 30%**

**Content**

1. Anxiety disorder and somatoform conversion disorder - symptoms, treatment, causes.
2. Substance abuse related disorder. Symptoms, treatment, cause.
3. Schizophrenia and Mood disorder. Symptoms, treatment, cause.
4. Personality disorder. Symptoms, treatment, cause.
5. Childhood mental disorder and mental retardation(Intellectual Disability)

### **UNIT-3 20%**

#### **Content**

1. Global organization and function for improving mental health problems.
2. Stigma and discrimination.
3. Movement of human rights for mental ill (International and National level).
4. Indian mental health functionary, Policy and programme.

### **Unit 4 10%**

#### **Content**

Mental health legislation.

1. Mental health Act;1987
2. Disability Act;1995
3. Rehabilitation council of India Act;1992
4. Narcotic drugs and psychotropic substance Act;1985
5. National Trust for welfare of persons with Autism cerebral palsy. Mental retardation and multiple disability Act;1999
6. Lunacy act 1912



### **UNIT-5 20%**

#### **Content**

1. Understanding of psychiatric social work-concept and present scope of psychiatric social work.
2. Role, Skill and Ethics of psychiatric social work.
  1. Role for patients.
  2. Role for patient's family.
  3. Role for community participations.
  4. Role for screening the patients.
  5. Role for patient's rehabilitation.
  6. Role for protecting human rights of patients.
3. Methodology and technique of psychiatric social work.
4. Disaster and psycho-social care.
5. Counseling process and psycho-social intervention.

#### **Reference**

Charu Sarma. 2005

Clinical psychology, Sublime Publication, Jaipur.

Tejaskar Pandey and Ojaskar pandey,2006

Social work, Bharat book Centre, Lacknow.

Richards, P.S.; Bergin, A.E. (2000).

Handbook of Psychotherapy and Religious Diversity. Washington D.C.:  
American Psychological Association.

Dora, Gold Stien (1954)

Expanding Horizons in Medical Social Work, Chicago : The University of  
Chicago Press

Rukadhikar A., Rukadhikar P. (2007)

Mental disorders and You, Miraj : Psychiatric Centr

Varma, Ratna ((1991)

Psychiatric Social Work in India, New Delhi : Sage Publication



## Paper Style

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**Total Marks:** 70

**Time:** 2:15

**Hours**

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**SEMESTER IV**  
**ELECTIVE COURSES**  
**ELECTIVE ONE GROUP**  
**GROUP B**  
**PAPER ECSW405B**  
**Counseling Theory and Practice**



**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid- term exam.

**Introduction**

Counseling help is called upon in developmental, prevention, facilities and crisis situations through the life span during different phases/stages and for various life events. The courses aim to equip learners with skills of counseling and understand various approaches.

**Objectives**

- Develop a holistic understanding of counseling as a tool for help.
- Acquire knowledge of various approaches: their theoretical under-pinning for goals, values, processes and techniques.
- Develop an understanding of the approaches of help and self-help available in own culture.
- Develop skills of application to real life situations.
- Develop ability to recognize and synthesize attitude and values that enhance investment of self in the counselor's role.

**Unit 1 20%**

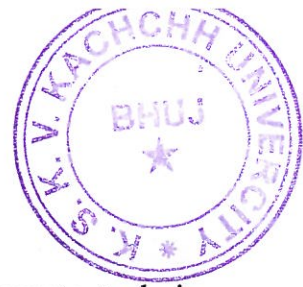
**Content**

- counseling situations: Developmental, preventive, facilitative, crisis
- General factors and their influences on counseling processes.
- Goals of counseling
- Range-short, long
- Principles and practices

**Unit 2 20%**

**Content**

- Client as a person, (client system as a unit) voluntary and non-voluntary, expectations, behavior, communication-verbal and non-verbal



**Unit 3      20%**

**Content**

- Approaches: theoretical base, thrust, goals, key concepts, technique.
- Approaches like person centered, rational, emotive, transactional analysis, Behavioral Approaches, gestalt, Existential Approach, Egan's three stage model, eclectic model
- Indigenous approaches of help and self-help like yoga, reflection. Act of prayashchit.

**Unit 4      20%**

**Content**

- issues in such counseling, its process and stages
- counseling for groups: process, advantages and disadvantages of group counseling

**Unit 5      20%**

**Content**

- counseling technique like initiating contact, intake, rapport, establishing, structure, interaction, attending behavior, observation, responding, rating and its interpretation
- counselor as a professional: personality, coping, expertise, gender, values
- Awareness, behavior, burnout self renewal, prevention of burn-out professional issues and trends

**Reference:**

Association of psychological and education counseling of India (APECA) - 1982

Counseling in Asia: perspectives and practice, Fourth Biennial Conference workshop. Philippines.

Dave, Indu. 1983

The Basic Essentials of Counseling, New Delhi; sterling publishers private limited.

Fullmer, D. W. and Bernard, H. W. 1972

Counseling: Content and process, New Delhi: Thoson press India.

Fuster, J. M.

Helping in personal Growth- a new approach to counseling, Bombay: Society of St. Paul.

Harms, E. and Schreiber, P. 1963

Handbook of counseling technique, Oxford: pergamon Press.

## Paper Style

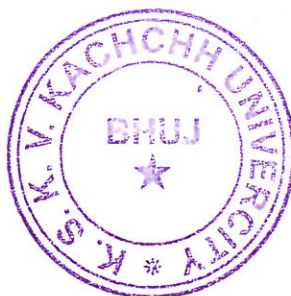
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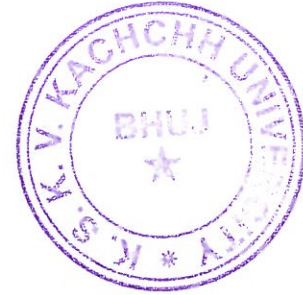
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**SEMESTER IV-  
ELECTIVE COURSES  
GROUP B  
ELSW406B**



**Legal System in India**

**Evaluation:** 30% internal evaluation and 70% external evaluation

Internal evaluation will be based on continuous assessment process which includes project work, assignment and mid-term exam.

**Objectives**

- Acquire information on the legal rights of people.
- Develop and understanding of the legal system and get acquainted with the process of the legal systems with the emphasis on functioning in India. Understanding the role of police, prosecution, judiciary and correction.
- Gain insight into the problems faced by the people belonging to different strata of society, in interacting with this system.
- Develop an understanding of the processes and problems of public interest litigation and legal aid to marginalize.

**Unit 1      20%**

**Content**

- Concept of right: legal rights, civil rights and under criminal procedure code, equality before law, rights of children's, women end schedule cast and schedule tribes.
- Substantive law: that creates, discovers and defines the rights and duties of each individual - for example criminal procedure code
- Procedure law: when a crime is committed the procedure law is activated CRpC, evidence code,-etc.

**Unit 2      20%**

**Content**

- Criminal justice system in India: police prosecution, judiciary, end correction, district courts, session's courts, high courts, Supreme Court.
- Civil laws: inheritance, divorce, juvenile justice laws.

**Unit-3      20%**

**Content**

- Police: structure, process of- reporting, registration of FIR and investigation, arrest,
- Powers of police bail and critique



- Prosecution: structure, screening, decision to prosecute, deciding the charges, public prosecutor.

#### **Unit-4      20%**

##### **Content**

- Courts: district courts, session's courts, high courts, Supreme Court. (Civil, criminal, juvenile) corrections-structure, functions, treatment, rehabilitation.
- History of legal aid, concept of legal aid, need of legal aid, who needs legal aids legal aid schemes,

#### **Unit- 5      20%**

##### **Content**

- Public interest litigation: concept, history- with reference to India process and problems of PIL.
- Social work intervention, needs, process.

##### **Reference:**

Aranha, T.

Social Advocacy - perspective of social work, Bombay: College of social work.

Buxi, U. 1982

Alternatives in Development: Law the crisis of the Indian legal System, New Delhi: Vikas publishing House.

Curry, J. B. 1977

The Indian police, New Delhi: Manu Publications.

Lyer, V. R. K. 1984

Justice in Words and justice in Deed for Depressed classes, New Delhi: Indian social Institute

Lyer, V. R. K. 1981

Law versus justice: problems and Solution, New Delhi: deep and deep.

Lyer, V. R. K. 1980

Justice and beyond, New Delhi: Deep and deep

Khanna, H. R. 1980

The judicial system, New Delhi: Il P A.

Nirmal Anjali. 1992

Role and functioning of central Police organizations, New Delhi: Uppal.

Reak, K. J. 1998

Justice administration - Police Courts and Correction, New Jersey: Prentice Hall.



## Paper Style

**Total Number of Questions:** Four

**Total Marks:** 70  
**Hours**

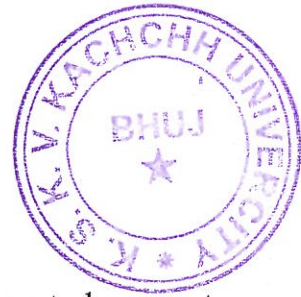


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## SEMESTER-IV

### FWSW404 FIELD WORK



#### Objectives:

The objectives are meeting by providing a variety of experiences to learners to:

1.
  - I. Develop the ability to observe and analyze social realities.
  - ii. Understand the characteristics of social systems and their dynamics.
  - ii. Appreciate society's response to people's needs problems and social issues.
  - iv. Develop critical understanding of the application of legislation legal process and social policy.
2.
  - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
  - ii. Develop the ability to recognize the need for never programs initiate and participate in them.
  - iii. Use human rights tools understanding of gender justice and need for equity in all intervention.
  - iv. Develop an understanding of organizational structures resource management and day to day administration for human service programmes developmental and welfare.
  - v. Develop the capacity to integrate knowledge and practice theory by participating in intervention.
3.
  - I. Clarity and imbibe values which sustain positive attitudes and professional ethics.
  - ii. Develop the capacity for self direction growth and change through self awareness.
4.
  - I. Enhance writing skills to document practice appropriately. Recording to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. About one set of opportunity is suggested.

**1 Concurrent practice learning:** this is **compulsory** part of study it is an ongoing learning of practice to develop intervention skills in reality situation. It is mandatory for all the students of M.S.W. to do at least 180 hrs/30 day field work during semester IV. Field work includes visit and concurrent field work. Students are placed in Agency Setting to understand and analyze- nature and type of agency, its client group, administrative procedure, service delivery system and learning of planning organising directing and controlling system of specific programme/Project and agency. No more than three student will placed in same Agency.

Students are requires to prepare daily reports of Study tour and Concurrent fieldwork and produce duly signed reports before examination committee at the time of Viva examination.

**Field Work Evaluation:**

Field work will be 4 credits of 100 marks. Students are required to attend minimum 180 Hrs. of field work during the semester. No more than three students will be placed in same organisation.

There will be 50% internal evaluation and 50% external evaluation for field work. External evaluation will be conducted by one external evaluator and two internal evaluators. External evaluator will be any faculty member of social work department and post-graduate MSW colleges of other university.





## **SEMESTER-IV**

### **DSSW-401 Dissertation**

It is mandatory for every students of MSW to conduct a dissertation during the overlapping semester III & IV and submit it to the department/ college at the end of semester IV. The dissertation will be 8 credits of 200 marks.

#### **Evaluation of dissertation**

There will be 50% internal evaluation and 50% external evaluation for dissertation. External evaluation will be conducted by one external evaluator and two internal evaluators. External evaluator will be any faculty member of social work department and post-graduate MSW collages of other university.

