

**SCHEME OF EXAMINATION**  
**Masters in Social Work**  
**(A Choice based Credit System w.e.f. 2019–2021)**

In Semester I there would be six core courses (five theory papers and a practicum) in Semester I and seven core courses (six theory papers and a practicum) in Semester II, along with a seminar and self study paper presentation in each semester. Each Student will opt for at least one foundation elective (minimum 2 credits) in Semester I.

**Masters in Social Work (Semester I& II)**  
**(Session 2019–2020)**

Sem I	Course Code	Nomenclature of the Course	Contact Hour			Credit	Max. Marks			
			Th	Tut	Pract		Th.	IA	Pract	Total
Core Courses	MSW-101	Development of Professional Social Work	4	0	0	4	80	20		100
	MSW-102	Social Environment and Contemporary Concern	4	0	0	4	80	20		100
	MSW-103	Psychology for Social Workers	4	0	0	4	80	20		100
	MSW-104	Working with Individuals	4	0	0	4	80	20		100
	MSW-105	Working with Groups	4	0	0	4	80	20		100
	MSW-106	Field Work Practicum*			8x2=16	8				100
	MSW-108	Seminar				1				25
	MSW-109	Self Study Paper				1				25
		Foundation Elective course				2				
			20		16					650
<b>Total Credits : C=28; Seminar: 1; Self study paper:1; Foundation elective course:2</b>										<b>32</b>
<b>Total Hours</b>										<b>36</b>
Sem II	Course Code	Nomenclature of the Course	Contact Hours			Credit	Max. Marks			
			Th	Tut.	Pract.		Th.	IA	Pract.	Total
Core Courses	MSW-201	Working with Communities	4	0	0	4	80	20		100
	MSW-202	Social Justice and Human Rights	4	0	0	4	80	20		100
	MSW-203	Social Work Research and Statistics	4	0	0	4	80	20		100
	MSW-204	Management of Development Organizations	4	0	0	4	80	20		100
	MSW-205	Social Work with Rural Communities	4	0	0	4	80	20		100
	MSW-206	Computer Applications in Social Work	3		2	4	60	-	40	100
	MSW-207	Field Work Practicum*			8x2=16	8				100
	MSW-208	Seminar				1				25
	MSW-209	Self Study Paper				1				25
			23		20					750
<b>Total Credits: C= 32; Seminar:1 Self study paper:1</b>										<b>34</b>
<b>Total Hours:</b>										<b>43</b>

\*Eight hours per day, twice a week

**NOTE: Summer Placement/ Internship: The training/ internship of one month duration is to be carried out during summer vacation followed by II semester. The evaluation and marks will be added during III semester exam.**

## Master of Social Work (Semester III& IV) Session 2020–2021

In Semester III and IV, there would be four core courses (three theory papers and a practicum) two Discipline Centric Elective courses, a seminar and self study paper presentation in each semester. Each Student will opt for one an open elective course (minimum 3 credits) in Semester III. Further there would be a summer training/ Internship in Semester III and Dissertation/ Project work in Semester IV.

Sem III	Course Code	Nomenclature of the Course	Contact Hour			Credit	Max. Marks		
			Th	Tut	Pract		Th.	IA	Total
CC	MSW-301	Social Policy and Social Development	4	0	0	4	80	20	100
	MSW-302	Social Legislations for Social Workers	4	0	0	4	80	20	100
	MSW-303	Health and Mental Health care: Needs and Services	4	0	0	4	80	20	100
DCE C	MSW-304-A OR MSW-304-B	Human Resource Development and Social Work OR Social Work Practice with PLWHA and Substance Abusers	4	0	0	4	80	20	100
	MSW-305-A OR MSW-305-B	Counseling Theory and Practice OR Social Defence and Correctional Services	4	0	0	4	80	20	100
	MSW-306	Field Work Practicum*			8x2=16	8			100
	MSW-307	Summer Placement/ Internship				4			50
	MSW-308	Seminar				1			25
	MSW-309	Self Study Paper				1			25
		Open Elective Course/ MOOCS paper				3			
			20		16				
<b>Total Credits : C=20; DCEC=8; Summer Placement/ Internship:4; Open Elective Course: 3; Seminar: 1; Self study paper:1=</b>									<b>37 36</b>
<b>Total Hours :</b>									
Sem IV	Course Code	Nomenclature of the Course	Contact Hours			Credit	Max. Marks		
			Th	Tut.	Pract.		Th.	IA	Total
CC	MSW-401	Gender and Empowerment	4	0	0	4	80	20	100
	MSW-402	Environmental Social Work	4	0	0	4	80	20	100
	MSW-403	Social Work and Social Actions	4	0	0	4	80	20	100
DCE C	MSW-404-A OR MSW-404-B	Labour Welfare and Labour Legislations OR Medical and Psychiatric Social Work	4	0	0	4	80	20	100
	MSW-405-A OR MSW-405-B	Social Work with Youth and Elderly OR Disability Studies and Rehabilitation	4	0	0	4	80	20	100
	MSW-406	Field Work Practicum*			8x2=16	8			100
	MSW-407	Research Project/Dissertation				4			50
	MSW-408	Seminar				1			25

	MSW-409	Self Study Paper				1			25
			20		16				700
<b>Total Credits: C= 20; DCE= 8; Research Project/Dissertation=4; Seminar:1 Self study paper:1</b>									<b>34</b>
<b>Total Hours:</b>									<b>36</b>

*\*Eight hours per day, twice a week*

*Note: Evaluation of Practical of Computer Applications, Self study paper, Summer Placement/ Internship, Research Project/Dissertation would be done along with Field Work Practicum examination by one examiner in the respective semesters.*

## **Master of Social Work Semester-I**

### **MSW-101      Development of Professional Social Work**

Maximum Marks: 100  
Theory Examination: 80  
Internal Assessment: 20  
Max. Time: 3 hrs.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

#### **Learner Objectives:**

1. Understand the concept, definition, objectives and functions and methods of social work.
2. Develop knowledge of history and development of social work in India and abroad.
3. Understand the current trends of social work practice in India.
4. Develop understanding about the fields of social work.
5. Develop understanding about the influence of various social movements in contributing to the perspectives of social work practice in India.
6. Understand domains in social work education in India and social work as profession.

#### **Unit- I**

Nature, concept and philosophy of social work, scope of social work; Relationship of social work with other social sciences; Social work and related concepts- social services, social welfare, social reform, social development, social justice, social revolution and social security Social exclusion (marginalization, exploitation, oppression), Empowerment; Approaches of social work: Welfare approach, Remedial and therapeutic approach, Social development approach and Conflict oriented approach; Fields of social work.

#### **Unit- II**

Social work: values, goals and principles; Methods of social work; Tools, techniques and skills of social work; Gandhian Social Work, Sarvodaya and Antyodaya; Social Work in the changing scenario of Globalization and Liberalization; Preventive, curative, rehabilitative and developmental functions and roles of professional social worker.

#### **Unit- III**

History of social work in U.K, U.S.A and India; Development of social work from charity to radical social work; Reform movements in India; Contemporary Ideologies:- Contemporary Context of Neo-liberalism and Globalization, Post modernism, Human Rights and Social Justice (United Nations), Concept of social justice, New social movements, Local self governance, Feminism, sustainable Development, Economic development and cultural rights, Right to Peace, Multiculturalism.

#### **Unit- IV**

Social work education and present social environment; Social work as a profession: characteristics, dilemmas and code of ethics of social work; Professional organization at national and international level: their structure, functions and importance; Integrated approach to social work practice and generalist social work practice; Field- practicum in social work; philosophy and objectives.

**Suggested Readings:**

1. Batra, Nitin (2004) Dynamics of Social Work in India, Jaipur : Raj Publishing House.
2. Bhattacharya, Integrated Approach to Social Work in India, Jaipur : Raj Publishing House
3. Bradford, W. Sheafor, Charles, R. Horejsi, Gloria A. - Fourth Edition (1997) Techniques and Guidelines for Social Work, London : Allyn and Bacon, A Viacom Company
4. Dasgupta, Sugata (1964 ) Towards a Philosophy of Social Work in India, New Delhi : Popular Book Services.
5. Desai, Murali (2002) Ideologies and Social Work (Historical and Contemporary Analysis),Jaipur : Rawat Publication.
6. Diwakar, V. D. (1991) Social Reform Movement in India, Mumbai : Popular Prakashan
7. Dominelli, L. (2004). Social Work: Theory and Practice for a Changing Profession, UK: Polity.
8. Dubois, B. and Miley K.K. (1996). Social Work: An Empowering Profession, London: Allyn and Bacon.
9. Feibleman, J.K. (1986). Understanding Philosophy: A Popular History of Ideas. New York: Souvenir Press.
10. Fink, A.E. (1945). The Field of Social Work, New York: Henry Hood & Co.
11. Friedlander, W.A.( 1958). Concepts and Methods of Social Work, New Jersey: Prentice Hall
12. Ganguli, B.N. (1973) Gandhi's Social Philosophy. New Delhi: Vikash Publishing House.
13. Herejji, C.R. and Sheaffer, B.W. (1994).Techniques and Guidelines for Social Work Practice, London: Allyn and Bacon.
14. Jacob, K.K. (1994) Social Work Education in India, Udaipur: HimanshuPublications
15. Johnson, L. C. (1992). Social Work Practice, London: Allyn & Bacon
16. Joseph, J & Gracy, Farnandes(Ed), 2006 An Enquiry into Ethical Dilemmas in Social Work. Research Unit, Nirmala Nikatan, Mumbai
17. Madan, G.R.( 1973) Indian Social Problems, Vol-II. New Delhi: Allied Publications.
18. Nair, T. Krishnan (1981) Social Work Education and Social Work Practice in India, Madras : Association of School of Social Work in India
19. Rameshwari, Devi and Ravi Prakash (2000) Social Work Practice, Jaipur : Mangal Deep Publications
20. Roy, Bailey and Phil, Lee (1982) Theory and Practice in Social Work, London : Oxford
21. Singh, R.R. (1985) Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi : Concept Publishing Company
22. Wadia, A.R. (1961), History and Philosophy of Social Work in India, Bombay: Allied Publishers.
23. Sheafor, B;& Horejsi, C (2003). Techniques and Guidelines for Social Work Practice, USA: Allyn & Allyn.
24. Paul Choudhary, D (1995). Introduction of Social Work, Atma Ram & Sons, Delhi.
25. United Nations (1992). Human Rights: Teaching and Learning About Human Rights. UN: New York

**MSW-102 Social Environment and Contemporary Concern** Maximum Marks:100  
Theory Examination: 80  
Internal Assessment: 20  
Max. Time: 3 hrs.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Learner Objectives:**

1. Understanding a range of concepts, social phenomenon and Indian society.
2. Understand the role of individual in the society and importance of various social institutions and their impact
3. Get a scientific insight about the social structure, stratification and issues related to caste, class and gender
4. The various social problems and its impact on the society, various issues and challenges
5. Develop the clarity about contemporary social issues and challenges in the social work field

**Unit-I**

Society- nature, characteristic and types (Tribal, Agrarian, Industrial and Post Industrial), structure and features; Community (rural and urban); Association; Institution; Organization; social organization and social disorganization; Social institutions- family, marriage and kinship: their functioning and impact on life of individuals; Social Processes- associative and dissociative.

**Unit-II**

Social system: nature, characteristics, elements and classification; Social stratification, Differentiation, Hierarchy: caste and class- Origin, Merits and demerits and modern trends in India; Social construction of Gender and Sexuality: Masculinity and Femininity.

**Unit-III**

Culture and Civilization: nature, elements and functions of culture, difference between culture and civilization. Cultural change and Acculturation; Social Change- meaning, nature, causes, theories and process of Social Change: Sanskritization, westernization, modernization, industrialization, urbanization and Globalization; Social control: nature, need and means of social control.

**Unit-IV**

Social Problems- concept, causes and consequences; Conformity and Social Deviance- concepts and theories; Major social problems such as poverty, crime and violence, corruption, communal tension and Cyber Crime - causes, extent, effect and role of social worker. - Current social problem terrorism, violence, regionalism, child abuse and trafficking, gender discrimination, drug addiction and alcoholism, youth unrest- nature, characteristics , causes, effects and role of social worker.

**Suggested Readings:**

1. Bhushan, V. & Sachdeva, D.R., 2006. An Introduction to Sociology, Allahabad: Kitab Mahal.
2. Cohen, A.K. Deviance and Control. New Delhi: Prentice Hall of India 1968
3. Curren, J. & Gurevitch, M. (eds.), (1991). Mass Media and Society. London: Edward Arnold.
4. Davis, Martin (ed.). (1991). The Sociology of Social Work. London : Routledge
5. Dipanker, Gupta (ed.) (1991). Social Stratification. New Delhi: OUP.

6. Domenach, J.M. Violence and its Causes. Paris: UNESCO. 1981
7. Dube, S. C. (1990). Indian Society. New Delhi: National Book Trust.
8. Furer-Haimendorf, C.V. (1982). Tribes in India: The Struggle for Survival. New Delhi: Oxford University Press.
9. Giddens, Anthony (1980). The Class Structure of the Advanced Societies. London: Unwin Hyman.
10. Giddens, Anthony (ed.), (2001). Sociology: Introductory Readings. Cambridge: Polity Press.
11. Gilbert, Daniel T., Fiske, Susan T. & Lindzey, Gardner (eds.) (1998). The Handbook of Social Psychology, Vols. 1 and 2. New York: McGraw-Hill (4th ed.).
12. Haq, Mahbub Ul (1991). Reflections on Human Development. New Delhi :OUP
13. Leonard, Peter 1966. Sociology in Social Work, London Rout ledge & Kegan Paul.
14. Lorber, Judith & Susan A. Farrell (eds.), (1991). The Social Construction of Gender. New Delhi: Sage Publications.
15. Madan, G.R. 2002 (revised edition) Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd.
16. Merton, R.K. & Nisbet, R. 1976. Contemporary Social Problems, Harper and Row, Publishers, New York.
17. Mohanty, Manoranjan (2004) Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi : Sage Publication
18. Challenge, New Delhi : Sage Publication.
19. Oommen, T.K. (2001). Citizenship, Nationality and Ethnicity: Reconciling Competing Identities. New Delhi: Polity Press.
20. Oommen T.K. (2004). Development Discourse: Issues and Concerns. New Delhi: Regency.
21. Puniyani, Ram (2003) Communal Politics : Facts Versus Myths, New Delhi : Sage Publication.
22. Shah, Ghanshyam (2001) Dalit Identity and Politics: Cultural Subordination and Dalit
23. Sahay, Sarita (2002). Tribal Women in the New Profile: Vis-à-Vis their Non-Tribal Twins. New Delhi: Anmol Publishers.
24. Sharma, R.N. Social Disorganisation and social Problem, Rajhans Parkashan Mandir.
- Meerut Went, Robert (2000). Globalization: Neo-Liberal Challenges, Radical Responses. London: Pluto press.
25. Vidya Bhusan & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad : Kitab Mahal
26. Wood, Julia T. (1999). Gendered Lives. London: Wadworth Publication Company

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Learner Objectives:**

1. Understand the fundamental components of growth, development and human behaviour.
2. Gain insight into factors contributing to development of personality.
3. Understand growth and development of individual at various stages in the life span.
4. Understand the processes of adjustment and non-adjustment and its impact on human behaviour.

**Unit-I**

Concepts of Development: Principles of growth, maturation and development; Difference between growth and development; Determinants of development: biological and socio- cultural; Method of study of development: cross- sectional and longitudinal.

**Unit-II**

Stages of development: Characteristics, needs, problems, developmental tasks and Social work relevance. Prenatal, Neonate and Post Natal: infancy, babyhood, child hood (early & late), puberty and adolescence (early and late), Adulthood and Ageing

**Unit-III**

Social Development: Socialization: process, agencies, and theories; Language and cognitive development; Psychological Processes in Behaviour: needs and motives, emotions, perception, intelligence, learning and motivation; Social Bases of Behaviour: Social perception –attitudes, prejudices, biases, stereotyping. Individuals in groups –group norms, group conformity vs. deviation. Propaganda rumours and the social affects; Processes of Adjustment: Concept and factors, Stress and frustration, Conflicts, Coping mechanisms, Defence mechanisms.

**Unit-IV**

Personality: Concept, basic issues to study of personality, theories of personality: trait and type (Allport and Eysenck), psycho- dynamic (Freud and Erikson), behavioral and social learning theory (Watson, Skinner and Bandura), humanistic approach (Rogers and Maslow); Determinants of Personality: biological- physiological and genetic, environmental- Family, society and culture; Measurement of Personality: major tools of assessments of personality; Maladjustment and Intervention: Behavioural problems in children, Personality problems, Social deviation and addiction, Psychological Counselling, Psychological testing and its relevance to treatment, Measurements in psychology.

**Suggested Readings:**

1. Baron, R.A. & Byrne, D. (1998 )Social Psychology (8thEdition). Prentice Hall, New Delhi.
2. Chowdhary Richa (2006) “Manovigyan Tatha Manovagyanik Prakriyaen”. New Delhi: Radha Publication, Daryaganj.
3. Chowdhary Richa 2010 “Vikasatmak Manovigyan” New Delhi, Naman Prakashan, Daryaganj.



4. Craig J. Grace & Baucum Don. (2002) Human Development. New Jersey. Prentice Hall.
5. Freud, S. (1960) The Ego and The Id. Translated by J. Riviere; ed. J. Stachey, New York.
6. Gibson T. Janice. (1983). Living: Human Development Through the Life Span. USA: Addison Wesley Publishing Company, Inc.
7. Hall, C.S.; Lindsay, G. & Campbell, J.B. (1998). Theories of Personality John Wiley & Sons, Inc. New York.
8. Hilgard, E.R and Others (1979). Introduction to Psychology. New York: Harcourt Brace
9. Jaiswal, Sitaram 1994 Samanya Manovigyan, Arya Book Depot, Karol -Bagh, New Delhi.
10. Jovanovich Inc. Hurlock B. Elizabeth. (1980) Developmental Psychology :A lifespan Approach. New Delhi. Tata McGraw Hill Inc.
11. Hurlock B. Elizabeth. (1976) Personality Development. New Delhi. Tata McGraw -Hill Publishing Company Limited.
12. Iqbal Shariff 2006 "Personality Development and Social Work, Raj Publishing House, Jaipur, India.
13. Misra, G., & Mohanty, A.K. (2002). Personality on Indigenous Psychology. New Delhi: Concept Publishing Company.
14. Morgan T. Clifford, King A. Richard, Weisz R. John & Schopler John. (1986). Introduction to Psychology. New Delhi: Tata McGraw-Hill Publishing Company Limited.
15. Munn L Norman, Fernald L. Dodge & Fernald S Peter (1969). Introduction to Psychology. Boston. Houghton Mifflin Company.
16. Maddi, S.R. (1972) Personality Theories: A Comparative Analysis. Homewood, Illinois: The Dorsey Press.
17. Robinson, Lena (1995). Psychology for Social Workers Routledge, London.
18. Singh . A.K. (2010). Advanced General Psychology. New Delhi: Moti lal Banarsi Das.
19. Turner, J.S. & Helms. D.B (1997). Life Span Development. PD: Sander's Brown.
20. Zanden, J.W. & Vander (1997). Human Development (7th Ed.). New York: McGraw Hill.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Learner Objectives:**

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

**Unit- I**

Social case work: Historical development, concepts, objectives, assumptions and skills;  
Clientworker

Relationship: Meaning, Nature and Elements; Principles of Social Case Work.

**Unit- II**

Components of Social Case Work: Person, Problem, Place and Process (Intake, Study, Diagnosis, Treatment and Rehabilitation); Techniques: interviewing, support, encouragement, clarification, correcting perception, reality orientation; resource mobilization, home visiting, interpretation, topical shift, logical reasoning, referral, Rapport building.

**Unit- III**

Relationship of Social Case Work: Counseling and Psychotherapy, Authority, Crises and Crises intervention; Interpersonal Skills; Techniques of Intervention: reflective discussion in current person situation configuration, dynamic and developmental factors; Monitoring and Supervision.

**Unit- IV**

Model and Approach: Diagnostic and Psychosocial approach, Problem Solving, Task oriented, Integrated approach of practice, Transference and Counter-Transference, Radical Casework, 16 Behavior Modification, Transactional Analysis, Rational Emotive Therapy and System approach; Recording and Case Work: child, family, school, psychiatric, correctional and health settings.

**Suggested Readings:**

1. Aptekar, H. The dynamics of Casework and Counselling, Massachusetts. Houghton Mifflin Company. 1955
2. Barba, J.G. Beyond Case Work. London: Macmillan. 1991
3. Beistek, F.P. The Casework Relationship, Chicago: Loyola University Press.1957
4. Fook, J., The Casework Relationship, Chicago: Loyola University Press.1993
5. Foren, R. & Royston, B. Authority in Social Casework, Oxford: Pergamon Press Ltd. 1968
6. Hamilton, G. 1956 Theory and Practice of Social Casework. New York: Columbia University Press.
7. Hepworth, D H., Rooney, R. H. & Larsen, J.A. Direct Social Work Practice: Theory and

- Skills (6th edition). Pacific Grove: Brooks/Cole Publishing Company. 2001
8. Hollis, F. Casework: A Psychosocial Therapy. New York: McGraw Hills. 1964
  9. Fischer, J. Effective Case Work Practice: An eclectic approach, New York: McGraw Hill. 1978
  10. Kadushin, A. The Social Work Interview, New York: Columbia University Press.1983
  11. Kagle, J. D. Social Casework Records. Illinois: The Dorsey Press.1984
  12. Mathew, G. An Introduction to Social Casework, Bombay: Tata Institute of Social Sciences. 1992
  13. Nursten, J. Process of Case Work, G.B: Pitman Publishing. 1974
  14. Pathak, S.H. Records in Social Casework, Delhi: Delhi School of Social Work. 1966
  15. Pearlman, H.H. Social Case Work: A Problem Solving Process, Chicago: The University of Chicago Press. 1957
  16. Pippins, J.A. Developing Case Work Skills. California: Sage Publications. 1980
  17. Richmond, M.E. What is Social Case Work? An Introductory Description, New York: Russell Sage Foundation. 1922
  18. Robert, R.W. & Nee, R.H. (ed.) Theories of Social Casework, Chicago: The University of Chicago Press.1970
  19. Sainsbury, E. Social Diagnosis in Case Work, London: Routledge and Kegan Paul. 1970
  20. Timms, N. Social Casework: Principles and Practice. London,: Routledge and Kegan Paul. 1964.
  21. Turner F. J. Differential Diagnosis and Treatment in Social work (2<sup>nd</sup> ed.). The Free Press, New York. 1976
  22. Turner, F. J. Social Work Treatment: Interlocking Theoretical Approaches (4<sup>th</sup> ed.) New York: The Free Press. 1996
  23. Strean, H. S. (ed.) Social Case Work: Theories in Action, New Jersey: The Scarecrow Press Inc. 1971
  24. Werner, H.D. 1965 A Rational Approach to Social Case Work..New York : Association Press.
  25. Wilson, S. J. Recording: Guidelines for Social Workers, New York: The Free Press. 1980

**MSW-105**

**Working with Groups**

Maximum Marks: 100

Theory Examination: 80

Internal Assessment: 20

Max. Time: 3 hrs.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Learner Objectives:**

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

**Unit- I**

Social Groups: nature, characteristics, advantages and disadvantages, classification; Social Group Work: meaning, definitions, objectives, philosophy, significance and historical development; Social group work in different fields; Types of groups in social group work practice- open and closed groups, social treatment groups (Re-socialization, groups, therapeutic groups, T-groups), task oriented groups (forum, committees and work team), developmental groups ( self help groups and support groups )

**Unit-II**

Social Group Work: Principles, skills and techniques; Models (Remedial, reciprocal, developmental and social goals model); Group developmental stages (Tuckman's model); Social Group Work Process: group formation, assessment, formulation of objectives, planning, action and termination.

**Unit- III**

Group Process: concepts and factors affecting group process and steps; Analysis of group interaction, Group Conflicts; Leadership: nature, roles, skills, theories and its development in group process; . Communication in group; Group Dynamics: concepts, principles, determinants, theories; group bond, group cohesion, Sub- group formation, group conflict, confrontation, apathy and group control

**Unit- IV**

Programme Planning: concepts, importance, principles, elements and implementation; Group therapy: concepts and methods- training group, psycho therapy, psycho drama and play therapy ; Use of Techniques and Tools in Group Work: Use of relationship, Conflict resolution, Verbal and non-verbal communication, Purposeful creation of environment, Fishbowe technique; Roles of Group worker; Evaluation, Monitoring and Recording: Importance, types, principles and method; Group work with different groups- children, disabled, youth, elderly, vulnerable population and difficult clients.

**Suggested Readings**

1. Alissi, A.S.1990 Perspectives on Social Group Work Practice: A Book of Readings, New York, The Free Press.

2. Balgopal, P.R. and Vassil. Groups in social Work- An Ecological Perspective, New York, Macmillan Publishing Co. Inc.
3. Bhatt, P.M.1970 Records of Group Work Practice in India, faculty of Social Work, M.S. University, Baroda.
4. Brandler S & Roman CP 1999 Group work, Skills and Strategies for Effective Interventions, New York. The Haworth Press.
5. Brandler S & Roman CP 1991. Group work, Skills and Strategies for Effective Interventions, New York. The Haworth Press.
6. Brown, Allan 1994 Group Work. Hampshire: Ashgate.
7. Delhi School of Social Work (1958) Field Work Records in Group Work and Community organization, London : Tavistock Publication
8. Doel, Mark & Sawda, Catherine (2003) The Essentials of Group Worker, London : Jessica Kingsley Pub.
9. Douglas, Tom (1976): Group Process in Social Work - a Theoretical Synthesis, New York: John Wiley & Sons
10. *Douglas Tom (1978) Basic Group Work, London : Tavistock Publication*
11. Garland, J.A.(Ed) 1992. Group Work Reaching Out: People, Places and Power, New York, The Haworth Press.
12. Garwin, C 1987. Contemporary Group Work, New York Prentice-Hall Inc.
13. Geoffrey, L.G. & Ephross, P.H. 1997 Group Work with Population at Risk. New York: Oxford University Press.
14. Golpelwar, Banmala, 2007 social Group Work, Indian Institute of Youth welfare, Nagpur.
15. Kemp, C.G. 1970. Perspectives on the Group Process, Boston: Houghton Mifflin C.
16. Klein, A.F.1970. Social Work Through Group Process,: School of Social Welfare- Albany: State University of New York.
17. Konopka, G 1963. Social Group Work: A Helping Process, Englewood Cliff, NJ Prentice Hall, Inc.
18. Kurland, R & Salmon, R 1998. Teaching a Methods Course in Social Work with Groups Alexandria: Council on Social Work Edu.
19. Middleman, R, R 1968. The Non- Verbal Methods in Working with Groups.
20. Northen, H 1969. Social Work with Groups, New York: Columbia University Press.
21. Pepell, C.P & Rothman B. Social Work with Groups, New York: The Haworth Press.
22. Sundel, M,Glasser, P sari, Individual change Through Small R., Vinter, 1985 Groups. The Free Press.
23. Samuel, T. Gladhing 1999. Group Work: A Counseling Specility, Simon& Schaster, NJ Printice Hall Inc.
24. Siddiqui H.Y.2005. Group Work, theories and Practice, Rawat Publication New Delhi.
25. Toseland RW 1998. An introduction to Group Work Prectice, New York Macmillan Publication Co.
26. Trecker, Harleigh B 1990. Social Group Work: Principles and Practice, New York: Association Press.
27. Wilson, G. Ryland, G 1949. Social Group Work Practice, Boston: Houghton Mifflin, Co

**MSW-106**

**Field Work Practicum**

Maximum Marks: 100

Time: 16 hrs. per week

**Introduction:**

The nucleus of Social Work Education is the Field Work Programme which is a fundamental component of the curriculum as is the central mechanism for transmitting theoretical knowledge into the practical level of work. Practice learning in social work training plays a pivotal role in providing the students with an opportunity to explore, learn and develop professional skills necessary for working with people. It helps the students to develop a holistic understanding of the problems, situations, their causative factors and the possible strategies of intervention.

**The broad aim of field work** is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. As per the placement agency's philosophy, policy and goals and use of guided supervision.

**Objectives of Field Work:**

The fieldwork programme has been designed to achieve the following objectives:

To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of causative and maintenance factors of social problems and their consequences

To provide students with an opportunity to apply theories in practical situations for problem solving with individuals, groups and communities

To help students identify, plan and implement social work interventions through the application of the methods of social work and to assess their impact on different client systems in various field settings.

To help students appreciate the role of social work profession empowering individuals, groups and communities and in facilitating social change, ensuring human rights and social justice

To help students develop skills and appropriate personality qualities required for professional social work practice

To provide opportunities to accept challenges and respond to them

To understand the nature of social work practice in different specializations

**The General Instructions:**

1. There shall be Social Work Practicum/Concurrent Field Work of 16 hours per week in each Semester. The paper of concurrent field work shall be of 100 marks in each Semester. However, the marks allotted for this shall be as under: a) Field work /practicum report: 75 marks (b) Viva-voce. : 25 marks; In addition Individual Conference and Group Conference: 25 marks

2. The 16 hours per week of concurrent field work shall be completed by the student in both the years under the supervision and guidance of a faculty member. The performance of the students in concurrent field work will be evaluated on the basis of viva-voce examination and field work reports submitted for the purpose. The viva-voce examination will be conducted by an external and internal examiner.

3. The student will be required to submit at least 30 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and for appearing in the theory papers in each semester. In no case, the field work reports can be less than the minimum i.e. 30 reports.

4. Concurrent Field Work report shall essentially be submitted in the Group Conference. Attendance in Field, Individual Conferences and Group Conferences is mandatory.

## **Master of Social Work - Semester-II**

**MSW-201**

**Working with Communities**

Maximum Marks: 100

Theory Examination: 80

Internal Assessment: 20

Max. Time: 3 hrs.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

### **Learner Objectives:**

1. Develop understanding regarding community organization as a method of social work
2. Understand the critical elements of community organization practice
3. Enhance the understanding of the roles of the agencies and community organizer
4. Enhance critical understanding of the models and strategies for community organization
5. Develop perspective and skills for participatory processes in the community and civil Society

### **Unit-I**

Community: Sociological, cultural and social work perspective - geographical and functional community; Functions of community; Concepts related to community organization : community work, community mobilization, community participation, outreach, working with groups; community welfare, community development; Principles of community organization; Processes in community organization- steps and its application.

### **Unit-II**

Strategies in community organization such as bargaining, confronting, collaborating, problemsolving, educating, social advocacy, joint action, persuasion and campaign.; Techniques in community organization: PRA and related techniques, formation and capacity building of CBOs; Rothman's models of Community Organisation; Role of community organization practitioner (the guide, enabler, expert and social therapist); Skills required in community organization practice.

### **Unit-III**

Brief history of Community Organisation in India; Local self Government- meaning, attribute, organization and functions (rural and urban); Community Power Structure; Community Empowerment and; People participation; Self help groups, Micro finance and Micro credit; resource mobilization (external and internal); Planning, monitoring and evaluation in community work.

### **Unit-IV**

Recording: community profiling, administrative and process records; PORK, SOAP, data banks, monitoring report, evaluation reports, documentation of the community organization processes; Community Organization Practices in the various settings: Health, Education, Residential institutions, Livelihood, Natural resource management, Sustainable development, Working with tribal population, Working with rural and urban vulnerable communities, Displaced population

and rehabilitation, Community organization and disaster response, Conflict response Peace and peace building.

**Suggested Readings:**

1. Alinsky Saul (1971) Rules for Radicals : A Practice Primer for Realistic Radicals, Vintage Books
2. Beher A and Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune : NCAS
3. Boon Andrew and Book Andy (1999) Advocacy, USA : Cavendish Publications
4. Chambers Robert (2005) Ideas for Development, Earth Scan, London
5. Cox Fred 1987 Community Organization, Michigan: F.E. Peacock Publishers
6. Dhama, O.P. &Bhatnagar, O.P.1994 Education and Communication for Development New Delhi: Oxford & IBG Pub. CO. Pvt. Ltd.
7. Dunham Arthur 1962 Community Welfare Organization: Principles and Practice,New York: Thomas Crowell
8. Gangrade, K.D. 1971 Community Organiztion in India, Mumbai: popular Prakashan
9. Goel, S L & Kumar, Ram (2001) Disaster Management, New Delhi : Deep and Deep
10. IIED (1998) PLA Notes 31: Participatory Monitoring and Evaluation, International Institute of Education and Development
11. Indu Prakash (1994) Disaster Management: Societal Vulnerability to Natural Calamities, New Delhi : Rashtra Prahari Prakashan
12. Khinduka, S.K. & Coughlin, Bernard1965 Social Work in India, New Delhi: Kitab Mahal
13. Korten, David C. 1980 Community Organization and Rural Development: A Learning Process Approach, Public Administration Review, Vol. 40 No. 5 (Sep-Oct, 1980), pp. 480-511.
14. Kumar 2002 Methods for Community Participation: A complete guide for practitioners, New Delhi: Sage Publication ( Vistaar)
15. Lee Judith 2001 The Empowerment Approach to Social Work Practice: Building The Beloved Community, Columbia Press
16. Milson Fred 1973 An Introduction to Community Work, Rutiedge & Kegan
17. NCAS (2000) Fearless Minds: Rights Based Approach to Organizing and Advocacy, Pune : National Centre for Advocacy
18. Paul, New Delhi: London OXFORD & IBH Publishing Co. Pvt. Ltd
19. PRIA, (1995) Participatory Evaluation : Issues and Concerns, New Delhi : PRIA
20. Ross, Murray & Lappin, Ben 1967 Community Organization: Theory, Principles and Practice, New York: Harper & Row
21. Sanoff, Henry (2000) Community Participation Methods in Design and Planning, London: John Wiley and Sons
22. Shrivasta, S. K (1988) Social Movements for development, Allahabad : Chugh Publications
23. Somesh Siddiqui, H.Y. 1997 Community Organization in India. New Delhi: Harnam
23. UNDP (2001) The Monitoring and Evaluation Framework, UNDP, Toronto : University of Toronto Press
24. Vettivel, Surendra 1992 Community Participation: Empowering the Poorest: Role of NGOs, New Delhi: Vetri Publishers
25. Vohra Gautam (1990) Altering structures: Innovative Experiments at the grassroots, Mumbai : Tata Institute of Social Sciences
26. Warren Roland (1970) Studying Your Community, New York: A Free Press

**Recommended Journals:**

1. Community Development Journal: An Alternative Forum, UK, Oxford University Press



2. Social Action, A Quarterly Review of Social Trends and Social Action Trust, Delhi Seminar, New Delhi

**MSW-202**

**Social Justice and Human Rights**

Maximum Marks: 100  
Theory Examination: 80  
Internal Assessment: 20  
Max. Time: 3 hrs.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Learner Objectives:**

1. Understand concepts and dynamics of social exclusion, social justice and social inclusion. Critically examine institutionalized mechanisms available for different vulnerable groups
2. Understand social situations, protective and promotive programmes for specific vulnerable groups
3. Understand legislative provisions involved in establishing and maintaining human rights.
4. Understand the role of professional social workers in legal aid, legal assistance and social advocacy.

**Unit-I**

Social Justice- concept, meaning and scope; Approaches to Social Justice (Marx, Gandhi, Freire); Manifestations of social injustice in the Indian context: Exclusion, Oppression and Marginalization; Social security: concept, meaning, objectives, basis and scope; Methods of social security: social assistance programme in India especially in relation to old age, unemployment and widowhood; Social insurance- concept, characteristics and significance; Familiarizing with Indian legal system and its operational instruments- IPC, Cr. PC, CPC; Positive and Protective Discrimination.

**Unit-II**

Human Right: Concept, definitions, Growth and development; International Documents- UDHR, CEDAW, CRC; Universal Human Rights: Covenant on Civil, Political, Economic, Social and Cultural Right; Three Generations of Human Rights; Positioning Social Work; Fundamental rights and duties and Directive Principles- Statutory Bodies for Justice; National and State Commissions for human rights of Women, Minorities, SC, ST, and Refugees; Social Movements for Human Rights in India.

**Unit-III**

Protection of Human right Act, 1993 and Protection of Civil right Act, 1955; Legal Provision for women and children regarding marriage, dowry, and domestic violence; Legal provision for marginalized groups in the Indian society: SC/ST/OBC and Minorities people; Legal Provision for disable and elderly people, children, and commercial sex workers.

**Unit-IV**

Mechanism and Strategies of Social Work practice: Human Rights perspective in social work practice; ethnic sensitive practice, feminist practice, social work with diverse groups; Social advocacy, PIL, Legal literacy, Free legal aid and RTI; Human rights activism, civil society and Voluntary Action initiatives in India

**Suggested Readings:**

1. Chandra, A. 2000 Human Rights Activism and Role of NGO's. Rajat Publications, Delhi
2. Conrnoyer, B 1996 The Social Work Skills Workbook. Brooks/Cole Publishing Company, California
- Freeman, M. 2002 Human Rights: An Interdisciplinary Approach. Cambridge Polity Press (Indian Reprint, 2003).
3. Development of Human Rights 2004 The Right to Development: A primer, Centre for Development of Human Rights. Sage Publications, New Delhi.
4. Hills, John Inequality and the State New York: Oxford University Press 2004
5. Hills, John and Kitty Stewart, eds., A More Equal Society? New Labour, Poverty, Inequality and Exclusion , United Kingdom: Policy Press 2005
6. Janusz, S & Volodin, V. (ed) 2001 A Guide to Human Rights: Institutions, Standards, Procedures. UNESCO Publishing, Paris
7. Kohli, A.S. (Ed). 2004 Human Rights and Social Work: Issues, Challenges and response. Kanishka Publishers, New Delhi.
8. Lal, A.K., ed. Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak New Delhi: Concept 2003
9. Lund, Brian.2002. Understanding State Welfare - Social Injustice or Social Exclusion? London: Sage.
10. Mohapatra, A.R 2001 Public Interest Litigation and Human Rights in India. Radha Publication, New Delhi.
11. Naseema, C. 2002 Human Rights Education: Conceptual and Pedagogical aspects. Kanishka Publishing House, New Delhi.
12. Nirmal, C.J. 1999 Human Rights in India-Historical, social and political perspectives, Oxford University Press.
13. Parker, J 2004 Effective Practice Learning in Social Work. Learning Matters Ltd, Southernhay East U.K
14. Raju, C.B 2006 Social Justice & The Constitution of India, Serials Publications, New Delhi
15. Rehman, K 2002 Human Rights and the Deprived. Commonwealth Publishers, New Delhi
16. Reichert, E 2003 Social Work and Human Rights: A Foundation for Policy and Practice. Columbia University Press, New York

**MSW-203**

**Social Work Research and Statistics**

Maximum Marks: 100  
Theory Examination: 80  
Internal Assessment: 20  
Max. Time: 3 hrs.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Learner Objectives:**

1. Develop an understanding about the scientific approach to human inquiry
2. Develop an appreciation of the value and approach in social work research in addressing problems in the field of professional practice
3. Develop attitudes and skills appropriate for social work research
4. Develop skills for use of library and documentation in research work
5. Acquire the skills for data analysis and research writing

**Unit-I**

Scientific Method, Social Science Research & Social Work Research; Distinction between social science research and social work research; intervention research and practice based research; Steps in Social Work Research: identification of problem; need assessment; selection of social work research design; baseline study; intervention; assessment of intervention effects/impact; Ethics in Social Work Research: Need for ethics in research; Ethical guidelines in social science research and social work research.

**Unit-II**

Research Designs: Exploratory, Descriptive and Experimental Research; Hypothesis: nature characteristics, types, sources; Sampling: Purpose of sampling; Concepts related to sampling – population, universe, sampling frame and sampling unit; Meaning of probability and nonprobability sampling; Types of probability and non-probability sampling; Techniques and procedures in sample selection; Qualitative and quantitative research designs- grounded theory, case study, ethnography and phenomenology; Other research approaches supportive to social work research: Action research; Participatory research.

**Unit-III**

Data Collection: tools and sources; Data tabulation: Data Classification; analysis plan; report writing Measurement in social research: Levels of measurements –nominal, ordinal, interval and ratio; Scaling- Likert, Thurstone, Guttman; Problems and tests of Reliability and Validity; Quantification of qualitative data.

**Unit-IV**

Measures of central tendency (mean, median, mode) and dispersion; Inferential Analyses: measures of association, tests of significance (chi square, t-test,) analysis of variance (ANOVA)

**Suggested Readings:**

1. Ahuja, Ram (2001) Research Methods, Jaipur : Rawat
2. Alston, M. Bocoles, W. (Indian Edition 2003) Research for Social Workers-An Introduction to Methods, Jaipur : Rawat

3. Baker, Therese L. (1994) *Doing Social Research*, Singapore : McGraw Hill
4. Goode, W.J., Hatt, P.K. (1981) *Methods in Social Research*, Singapore: McGraw Hill
5. Grinell, Richard M. (Jr.) (1988) *Social Work Research and Evaluation*, Illinois F. E. Peacock Pub. Inc.
6. Jacob, K. K. (1965) *Methods & Fields of Social Work in India*, Bombay: Asia Publishing
7. Kothari, C. R. (2004 2nd edition reprint) *Research Methodology: Methods & Techniques*, New Delhi, New Age International
8. Krishnaswamy, O. R. (1993) *Methodology for Research in Social Science*, Himalaya, Bombay
9. Laldas, D. K. (2000) *Practice of Social Research*, Jaipur: Rawat
10. Mikkelsen, Britha (2005) *Methods for Development Work and Research- A New Guide for Practitioners*, New Delhi : Sage
11. Ramchandran, P. (1968) *Social Work Research and Statistics*, Bombay : Allied Publishers
12. Rubin, Allen & Babbie Earl (4th Ed. 2001) *Research Methods for Social Work*, USA Wadsworth, West, Brooks/Cole and Schirmer
13. Sarantakos, Sotirios (2005) *Social Research*, New York : Palgrave Macmillan
14. Sharma, B. A. V., Prasad, R. D. & Satyanarayana, C. (2002) *Research Methods in Social Sciences*, New Delhi: Sterling
15. Sharma, K. R. (2002) *Research Methodology*, Jaipur : National Publishing House
16. Wilkinson, T.S. & Bhandarkar, P. L. (1984) *Methodology and Techniques of Social Research*, Bombay: Himalaya
17. Young, Pauline (Asian students edition 1960) *Scientific Social Surveys and Research*, Japan: Asia Publishing House.

## **MSW-204 Management of Development Organisation**

Maximum Marks: 100

Theory Examination: 80

Internal Assessment: 20

Max. Time: 3 hrs.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

### **Learner Objectives:**

1. Understand concept, principles and components of social welfare administration.
2. Develop understanding of social welfare administration as a method of social work profession.
3. Acquire competence in social welfare and development services.

### **Unit-I**

Social Welfare Administration: Concept, historical development, nature; Difference between Public, Business and Social Welfare Administration; Principles of social welfare administration; Processes in Social Welfare Administration; Administrative structure at centre, state and local levels; CWSB: Structure and Functions.

### **Unit-II**

Procedure for registration of Welfare Organization; A Society under Societies Registration Act 1860 and Trust under Indian Trusts Act 1882, Non Profit companies Act, 1956; Good Governance, Accountability and Transparency; Social Audit; Project Preparation and Implementation; Functions of Administration: Planning, Organizing, Staffing, Directing, Coordination, Reporting, Budgeting.

### **Unit-III**

Grant-in-aid and Fund Raising; Funding: FCRA; Voluntary Organization: Structure, Function and Types; Characteristics of VO, Issues and Challenges; Decision making processes; Role of Communication in administration

### **Unit-IV**

Practice of Social Welfare Administration in different settings; Social welfare Administration as an instrument of Social Change; Voluntary Action: Meaning, Elements and Types of activities; Issues and Challenges for Voluntary Action.

### **Suggested Readings:**

1. Atwater, Pierce Problems of Administration in Social Work University of Minnesota Press. 2009
2. Bhattacharya, Sanjay Social Work Administration and Development Rawat Publications. 2006
3. Choudhary, D. Paul Profile of Voluntary Action in Social Welfare and Development Siddhartha Publishers, New Delhi. 1992
4. Choudhary, D. Paul Social welfare administration Atma Ram & Sons, New Delhi. 1992
5. Choudhary, Dev Raj Administrative problems of public sector undertakings in India H.K. Publications, New Delhi. 1992
6. Connaway R.S. & Gentry M.E. 1988 Social Work Practice, New Jersey M.E. Prentice Hall.
7. Dubey, S.N. Administration of Social Welfare programmes in India Somaiya Publications,

Bombay. 1973

8. Goel, S.L. and Jain, Social welfare administration: organisation and working, Vol. 1 & 2 Deep and Deep Publications Pvt. Ltd., New Delhi. 1998
9. Gupta, N.S. 1979 Principles and Practice of Management, New Delhi: Light and Life Publications.
10. Jagannadham, C 1978 Administration and social change, New Delhi, Uppal Publishing House.
11. Kabra, K.N. 1977 Planning Process in a District New Delhi: India Institute of public Administration
12. Karla, K. M, : Michael O'Melia: Brenda L. DuBois 1995 Generalist Social Work Practice: An Empowering Approach. Allyn and Bacon, London.
13. Koontz, H. and Weihrich, H. Essentials of Management McGraw Hill, New Delhi. 1998
14. Lauffer, A. Understanding your Social Agency sage Publications, London. 1977
15. Lawler, J., & Bilson, A Social Work Management and Leadership: Managing Complexity with Creativity London: Routledge. 2010.
16. Lewis, David; Wallace, Tina Development NGOs and the Challenge of Change: new roles and relevance (Ed.) Rawat Publications, New Delhi. 2003
17. Louise C. Johnson., Charles L. Schwarth 1994 Social Welfare A Response to Human Need, Allyn and Bacon, London.
18. Louise C. Johnson 1994 Social Work Practice : A Generalist Approach (4th Edn) Allyn and Bacon, London.
19. Maheshwari, Shriram Administrative theories Allied Publishers Ltd., New Delhi. 1994
20. Pandey, S.K. Social welfare Administration, Mahaveer and sons, New Delhi. 2007
21. Pathak, Shanker Social Welfare Manpower, A Regional Study: Suruchi Publication, Delhi. 1983
22. Patti, Rino J. Edition: 4 The Handbook of Social Welfare Management SAGE, CA. 2004
23. Prasad, Rajeshwar Social administration: an analytical study of a state Shree Pub. House, Delhi. 1982
24. Rameshwari Devi, Ravi Prakash Social Welfare Administration: Methods and Research Rawat, Jaipur. 2001
25. Rao, T.V. Human resources development: experience, interventions, strategies Sage Publications, New Delhi. 1996
26. Reed, Ella W. ed., 1961 Social Welfare Administration, New York, Columbia University Press.
27. Sachdeva, D.R. Social Welfare Administration Allahabad: Kitab Mahal. 1992-93
28. Siddiqui, H.Y.(Ed.), Social Work Administration, Dynamic Management and Human Relationships, Prentice Hall, New Jersey. 1983
29. Skidmore, Rex Austin Edition: 2 Social work administration: dynamic management and human relationships Prentice Hall. 1990
30. Specht, Harry and Anne Vickery 1977 Integrating Social Work Methods, George Allen and Unwin
31. Sreen Smith, Poonam Accountability in development organizations: experience of women's organizations in India Sage Publications, New Delhi. 1995

**MSW-205**

**Social Work with Rural Communities**

Maximum Marks: 100  
Theory Examination: 80  
Internal Assessment: 20  
Max. Time: 3 hrs.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Learner Objectives:**

1. Understand social structure, social relations and institutions in rural communities
2. Develop sensitivity, commitment, and skills to influence critical issues in rural communities
3. Understand the policies, programmes and approaches of rural community development

**Unit- I**

Understanding Rural Communities: Issues of identity and diversity; Dynamics of the rural society: Caste, class, tribe and gender relations; power, conflict and control; Agrarian relations and land reforms; Migration: nature, pattern and implications; Structural inequality and rural poverty - land ownership/entitlements and alienation, indebtedness; Specific problems of Rural Haryana, Green Revolution and its advantages and consequences

**Unit- II**

Rural community development: Concept, nature, philosophy and historical context; Approaches to rural community development; Rural employment: problems and prospects, Issues of livelihood; Food security, Common property resources and implications for the poor

**Unit- III**

Community Development Policies and Planning: Policy instruments for rural development: National policy on agriculture, Forest policy; Democratic decentralization and empowerment: Dynamics and functioning of Panchayati Raj; Rural micro level planning, Tools, approaches and types; Rural development in Five Year Plans

**Unit- IV**

Community Development Programmes: Poverty alleviation programmes; Micro credit initiatives and micro enterprise development, SHGs and Youth; Cooperative societies in rural development; Civil society initiatives: Best practices

**Suggested Readings:**

1. Ellis, F. 2000. Rural Livelihoods and Diversity in Developing Countries. Oxford: Oxford University Press.
2. Uphoff, N., Milton, E.J., & Krishna, A. 1998. Reasons for Success: Learning from Instructive Experiences in Rural Development. New Delhi: Vistaar Publications.
3. Krishna, A., Uphoff, N., & Milton, E.J. (eds). 1997. Reasons for Hope: Instructive Experiences in Rural Development. New Delhi: Vistaar Publications.
4. Debrery, B., & Kaushik, P.D. (eds). 2005. Energising Rural Development through „Panchayats“. New Delhi: Academic Foundation.
5. Choudhary, R.C. & Durgaprasad, P. 1999. Basic Rural Infrastructures and Service for Improved Quality of Life, Vol I. Hyderabad: National Institute of Rural Development.
6. Chambers, R. 1983. Rural Development: Putting the Last First. London: Longman.
7. Breman, J., Kloos, P., & Saith, A. 1997. The Village in Asia Revisited. Delhi: Oxford University of Press.

8. Amarendra. 1998. Poverty, Rural Development and Public Policy. New Delhi: Deep & Deep Publication.
9. Dayal, R. Wijk, V.C., & Mukherjee, N. 2000. Methodology for Participatory Assessment with Communities, Institutions and Policy Makers: Water and Sanitation Programme. The World Bank, Washington D. C., USA.
10. Choudhary, R.C. & Rajakutty, S. 1998. Fifty Years of Rural Development in India. Retrospect and Prospect, Vol II. Hyderabad: National Institute of Rural Development.
11. Singh, K. 1999. Rural Development- Principles, Policies, and Management (2nd Edition), New Delhi: Sage Publications.
12. Palanithurai, G. 2004. Dynamics of New Panchayati Raj System in India, Vol VIII. New Delhi: Concept Publishing Company.
13. Etienne G. 1995. Rural Change in South Asia. New Delhi: Vikas Publishing House Pvt. Ltd.
14. Hariss-white, B., & Janakrajan, S. 2004. Rural India. Facing the 21st Century. London: Anthem Press.
15. Reddy, G.R., & Subrahmanyam, P. 2003. Dynamics of Sustainable Rural Development. New Delhi: Serials Publication.



**MSW-206**

**Computer Application in Social Work**

Maximum Marks: 50  
Theory Examination: 40  
Internal Assessment: 10  
Max. Time: 2 hrs.

**Note:** *There shall be nine questions in all. Question no. 1 shall be compulsory, consisting of eight short answer type questions covering the entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question shall carry equal marks.*

**Learner Objectives:**

1. *Understand the basic concept of computer principles and components of social welfare administration.*
2. *Develop understanding of computer, statistical tools and package in social work.*

**Unit-I**

Computer System as Information Processing System: Hardware options: CPU, Input devices, Output devices and Storage devices: PC as virtual Office. Types of Memory: Primary and Secondary Memory, Computer Security, Softwares and its types, Application of Computers in Social Work.

**Unit-II**

Modern Information Technology: Basic Idea of Local Area Networks (LAN), Wide Area Network (WAN), E-mail, Internet Technologies, concept of world wide web and Internet browsing, Concept of e-Governance and E- Learning, Social Networking.

**Unit-III**

MS Office- Introduction to MS Word, Word basic commands, Introduction to mail merge; Introduction to Excel, Working with Excel-Formatting, Working with graphics in excel; Introduction to Power Point: Power Points basics, working with graphics, Linking of Video in PPT in Power Point.

**Unit-IV**

Use of functions in MS Excel for statistical calculation (Variance, Standard deviation, Correlation, Multiple regression, Factor Analysis, Analysis of Variance; Graphical representation, Usage of SPSS for Descriptive statistics, etc.), Report writing of social work activities using Information Communication Technology.

**Suggested Readings:**

1. Lambert, Joan and Cox, Joyce, "Microsoft Office Professional 2010 step by step".
2. Rajaraman. V., "Fundamental of Computers", 5<sup>th</sup> Edition, PHI Learning Pvt. Ltd., 2013.
3. Sinha, Pradeep K., Sinha, Preeti, "Computer Fundamentals", Forth Edition.
4. Pandey U.S., Computer Fundamentals, Variety Publication. New Delhi

**MSW-207**

**Field Work Practicum**

**Marks: 100**

**Time: 16 hrs per week**

**Introduction:**

The nucleus of Social Work Education is the Field Work Programme which is a fundamental component of the curriculum. The field work practicum is the central mechanism for transmitting theoretical knowledge into the practical level of work. Practice learning in social work training plays a pivotal role in providing the students with an opportunity to explore, learn and develop professional skills necessary for working with people, the essence of the profession. It has several components that help the students to develop a holistic understanding of the problems, situations, their causative factors and the possible strategies of intervention.

**The broad aim of field work is** to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

**Objectives of Field Work:**

The fieldwork programme has been designed to achieve the following objectives:

To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of causative and maintenance factors of social problems and their consequences

To provide students with an opportunity to apply theories in practical situations for problem solving with individuals, groups and communities

To help students identify, plan and implement social work interventions through the application of the methods of social work and to assess their impact on different client systems in various field settings.

To help students appreciate the role of social work profession empowering individuals, groups and communities and in facilitating social change, ensuring human rights and social justice

To help students develop skills and appropriate personality qualities required for professional social work practice

To provide opportunities to accept challenges and respond to them

To understand the nature of social work practice in different specializations

**The General Instructions:**

1. There shall be Social Work Practicum/Concurrent Field Work of 16 hours per week in each Semester. The paper of concurrent field work shall be of 100 marks in each Semester. However, the marks allotted for this shall be as under: a) Field work / practicum report: 25 marks (b) Viva-voce. : 50 marks (c) Exposure Visit (25).

2. Field work, Individual Conference and Group Conference are Part of Field Work; Exposure visits all are compulsory component of Field Work Practicum of Second semester.

3. The 16 hours per week of concurrent field work shall be completed by the student in both the years under the supervision and guidance of a faculty member. The performance of the students in concurrent field work will be evaluated on the basis of viva-voce examination and field work reports submitted for the purpose. The viva-voce examination will be conducted by an external and internal examiner.

4. The student will be required to submit at least 30 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and for appearing in the theory papers in each semester. In no case, the field work reports can be less than the minimum i.e. 30 reports.

5. Concurrent Field Work report shall essentially be submitted in the Group Conference. Attendance in Field, Individual Conferences and Group Conferences is mandatory.

**Master of Social Work  
Semester-III**

**MSW-301**

**Social Policy and Social Development**

Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

Time: 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

**Learner's Objectives:**

- To Develop critical understanding of the nature and sources of social policy
- To Understand the concept, content and process of social policy, planning and development
- To analyse policy perspectives, requisite strategies and skills for planning and social development
- To reinforce values of social justice and equality.

**Unit- I**

Social Policy: Meaning and Objectives, Sources, Models, Factors Influencing Policy Formulation; Evolution of social policy in India in a historical perspective; Understanding Govt. Policies: Population, Education, Health, etc.

**Unit- II**

Social Planning: Meaning, Objectives and Process; Strategies in Social Planning; Social Planning in India: Centre, State, District and Block Planning Machinery; Agencies of Planning: Evolution from National Planning Commission to NITI Aayog, Characteristic features of Five Years Plans , Problems and challenges of Planning in India.

**Unit- III**

Social Development: Concept, Types and Theories/**Approaches /Strategies and** Indicators, Models of Social Development; Challenges and Dilemmas of Development.

**Unit- IV**

Sustainable Development: Meaning & Concept, Evolution, Components, Factors, Innovative Approaches; Gandhian Approach to Development; Human Development Approach; Contemporary Concerns Related to Social and Human Development; Role and Scope of Social Work to Social Policy, Planning and Social Development, MDGs and SDGs

**Suggested Reading**

- Bhat K.S. ed, (2008) Towards Social Development, Delhi, Rawat Publications.
- Booth, David (1994) Rethinking Social Development, London, Longman
- Chileote, Ronald H. (1984) Theories of Development and Under Development, London, West View Press.
- Drez Jean and Sen Amartya. (2007) Indian Development, New Delhi, Oxford University Press.
- Dwyer, Peter and Shaw, Sandra (2013). Introduction to Social Policy. Delhi: Sage publication.
- Fulker, M. (2014), Environment and Sustainable Development. New Delhi: Springer.
- Gore, M.S. (1973) Some Aspects of Social Development, Bombay, TISS.

- Hessles, Swen (2016), Environmental change and Sustainable social development: Social Work in Social Development.USA: Routledge
- Kaushik A. (2015) Welfare and Development Administration in India. Germany, Lambert Academic Publishing House.
- Kulkarni, P.D. (1979) Social Policy and Social Development in India, Madras, ASSWI.
- Kulkarni, P.D. (1965) Social Policy in India, Bombay, Tata Institute of Social Sciences.
- Kulkarni, P.D. & Nanavatty, M.C. (1997) Social Issues in Development, Delhi, Uppal Publications.
- Midgley, James; Livermore, M The Handbook of Social Policy. Sage Publications, London
- Midgley, James (1995) Social Development, Delhi Sage Publications.
- Pathak, S. (1981) Social Welfare: An Evolutionary and Developmental Perspective, Delhi, MacMillan India.
- Rogers, Peter P.; Jalal, Kazi F.; Boyd, John A. An Introduction to Sustainable Development. Earthscan.
- Sharma, P.N. and Shastri, C. (1998). Social Planning: Concepts and Techniques. Print House, Lucknow.
- Singh, Mohinder Social Policy and Administration in India .M.D. Publications Pvt. Ltd.1996
- Singh, R.R (1995) Whither Social Development, ASSWI, New Delhi.
- Singh, Shivband (2014) Vikas ka samajshastra. Delhi: Straight Forward Publisher Pvt. Ltd.
- Spicker, Paul (2010) Social Policy: Themes and approaches, Delhi Jaipur, Rawat Publications.
- Spicker, Paul (2014) Social Policy: Theory and Practice, Policy Press.
- Titmus Richard M. 1974 Social Policy, London, George Allen & Unwin Ltd.
- Twikirize, J.M. ed, (2013), The Role of social work in Poverty Reduction and realization of Millennium Development Goals in Uganda. Kampala: Fountain Press.
- UNDP Human Development Reports, Oxford University Press.
- Wainryb Cecila, Smetana Judith G. & Turiel Elliot. (2007). Social Development, Social Inequalities and Social Justice. CRC Press.

### **Recommended Journals / Periodicals**

Development and Change; Economic and Political Weekly.

## **MSW-302 Social Legislations for Social Workers**

Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

*Time 3: Hours*

***Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.***

### **Learner's Objectives:**

1. Develop an understanding of the legal system, processes and social legislations
2. Understand the role of the police, prosecution, judiciary and correction.
3. To study different types of social legislations, their provisions and implementation.
4. To understand the application of the social legislations for different client systems.

### **Unit- I**

Social Legislations: Nature and Scope; Constitution and social legislations; Relationship between social justice, human rights and social legislations, Social Legislations in Independent India; Social Legislation and Law: Division of Law- Substantive Law and Procedural Law; Criminal, civil and Environmental law

### **Unit- II**

Legislations pertaining to Social Institutions (marriage and family); Family Courts Act, Domestic Violence Act, Hindu Marriage Act, Adoption and Inheritance. Indian Penal Code (relevant chapters like of Offences against Public Tranquility, of Offences affecting the Public Health, Safety, Convenience, of Decency and Morals, of Offences relating to Religion, of Offences affecting the Human Body, of Offences relating to Marriage, of Cruelty by Husband or Relatives of Husband).

### **Unit- III**

Criminal Justice System in India: Police- Structure, powers and functions and their role in maintaining peace and order in the society; Prosecution- Meaning, structure, its role in criminal justice, trial participation; Judiciary-Supreme Court, High Court - Constitution of Supreme Court and High Court: Powers and functions; Sub-ordinate Courts - District Sessions Court, Magistrate Courts, and other subordinate courts.

### **Unit-IV**

Probation of Offender Act; Social work with Lesbian, Gays, Bi- sexual, Trans-gender (LGBT) and Substance Users"; Role of advocacy and media; Law relating to Elderly, Disabled and Consumers; Scope of work with Commissions and Bodies, Victim support, Counseling, Right based Approach to rehabilitation and Civil Society Organization.

### **Suggested Reading**

- 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. C. (1977) The Indian Police, New Delhi: Manu Publications.
- Desai, A. E. (Ed.) (1986) Violation of Democratic Rights in India, Vol.
- Fleming, M. (1978) Crimes and Rights, New York: W.W. Norton and Company.

- Gandhi B.M. (2006). Indian Penal Code. Lucknow, Eastern Book Company.
- Iyer, V. R. K (1980). Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.
- Iyer, V. R. K (1984). Justice in Words and Justice in Deed for Depressed Classes. New Delhi: Indian Social Institute.
- Iyer, V. R. K (1981). Law Versus Justice: Problems and Solutions. New Delhi: Deep and Deep.
- Iyer, V. R. K (1980). Justice and Beyond. New Delhi: Deep and Deep.
- Kelkar R. V. (2006). Lectures on Criminal Procedure. Lucknow: Eastern Book Company.
- Khanna, H. R. (1980) The Judicial System. New Delhi: II P A.
- Mathew, P. D. II P.A Legal Aid Serie., Delhi: Indian Social Institute
- McDonald. W. F. (Ed.) (1979) The Presentator. California: Berkeley: Hill
- Newman, G. (1999) Global Report on Crime and Justice. New York: Oxford University Press.
- Nirmal Anjali. (1992) Role and Functioning of Central Police Organisations. New Delhi: Uppal.
- Peak, K. J. (1998) Justice Administration - Police, Courts and Correction. New Jersey: Prentice-Hall.
- Ratanlal and Dhirajlal, (2006) Indian Penal Code, Lexis and Lexis. Nagpur.
- Singh. L. M. (Ed.) (1973) Law and Poverty: Cases and Material. Bombay: Tripathi.
- Western, P. B. 91976) The Criminal Justice System: An Introduction and Guidelines. California: Good Year Publishers.
- Government of India, 1973 Report of the Legal Aid Committee.

**MSW-303 Health and Mental Health Care: Needs and Services** Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

Time 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

**Learner's Objectives:**

1. Understand the concept and dimensions of health and mental health.
2. Understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases and mental disorder
3. Understand the tenets of National Health Policy of India and modernization of community based health care services. .
4. Understand the health and mental health care services at different levels.

**Unit- I**

Health and Disease: Concept, Dimensions, Determinants and Indicators of Health; Disease: Concept, Causation, Factors and Types (Communicable and Non- Communicable and Life styles disease); Concept of Prevention: Levels of prevention - Hygiene, public health, preventive medicine, community health, social medicine, community medicine; Public Health.

**Unit-II**

National Health Policy; National Health Programmes; Directorate General of Health Services; Indian Council of Medical Research (ICMR); Health System in India at different levels - Centre, State, district , and village levels; Primary Health Care: organization and functions; National and International Health agencies such as- VHAI, Indian Red Cross, World Health Organisation (WHO), International Red Cross,

**Unit – III**

Mental Health and Community Mental Health: concept, meaning and scope; Concept of normality and abnormality; Classification of mental diseases, ICD – 10 (WHO); General Understanding of Symptoms, Types, Treatment and Prevention of Psychoneurotic Disorders (Hysteria, Anxiety, obsessive-compulsive disorder, phobia and depression) and Psychotic disorders (Schizophrenia, Paranoid, Epilepsy, Mental Retardation).

**Unit – IV**

Mental Health Services: Services for Mental Health, National Mental Health Programme; Mental Health Act 1987; Therapeutic community; Rehabilitation, prevention and promotion of mental health; Role of Social Worker; Yoga and Meditation and other indigenous therapeutic measures.

**Suggested Reading:**

- Bajpai, P. K. (Ed.) (1998) Social Work Perspectives on Health, Jaipur, Rawat Publications.
- Brody, Elaine M. and A Social Work Guide for Long-term Care Contributors 1974 Facilities,  
U. S. Department of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
- Bruce, A. (Ed.) (2012) Social Work in Mental Health: An Evidence based approach, Wiley Publication.

- Carson, R.C. and Butcher, J.N (1996) Abnormal Psychology and Modern Life, New York, Harper Collins
- Chavan, B.S. (2015), Community Mental Health in India. Jaypee Digital.
- Christie, AB. (1980) Infectious Diseases: Epidemiology and Clinical Practice. London: Churchill Livingstone.
- Clark, D. W. and Preventive and Community Medicine, MacMahon, B. (Ed.) 1981 Boston. Little, Brown and Company
- Coppock, U. (2015), Understanding Social work practice in mental health. Delhi: Sage publication Ltd.
- Dalal, A.K. (2015), Health beliefs and coping with chronic disease. Delhi: Sage Publication.
- Dickerson, Martha Ufford. (1981) Social Work Practice with the Mentally Retarded, New York: Free Press.
- Ghosh, B.N., (1959) A Treatise on Hygiene and Public Health, 14th edition. Calcutta: Scientific Publishing Co.
- GOI 1991 Integrated Nutrition Education, A Handbook, Food and Nutrition Board, Department of Food, Ministry of Food and Civil Supplies.
- Jones, Kathleen. (1972) A History of the Mental Health Services, London: Routledge and Kegan Paul
- Kawta, K (1963) Environmental Sanitation in India. Lucknow : Lucknow Publishing House.
- Lankenster, T (1992) A Setting Up Community Health Programme: A Practical Approach for Use in Development Countries, London, Macmillan
- Mahajan, Guppy, (1991) Preventive and Social Medicine. New Delhi : Jaypee Brother.
- Maller, Joshua-o. (1971) The Therapeutic Community with Chronic Mental Patients, S. Karger.
- Mishra, A. ed, (2015), Health Illness and Medicine. New Delhi: Orient Blackswan.
- Page, J. D. (1983) Abnormal Psychology, New York, McGraw-Hill.
- Park, K. (2014) Preventive and Social Medicine. Jabalpur: Banarasidas Bhanot Publishers.
- Pritchard, C. (2015), Mental Health Social Work. Abingdon: Routledge.
- Ramachandras Ldhamalingam (1990) Health Education: A New Approach, Vikas Publishing House Pvt., Ltd.
- Robbins, Arthur J. (1957) Mental Hospitals in India and Social Work Service, Delhi School of Social Work.
- Singh, Chandra Paul. (2005). Mansik Mandata- Karan, Pehchan, Upchar, Avam Punarwas (Hindi). Delhi: Kanishka Publishers
- Todd, F. Joan. (1967) Social Work with the Mentally Subnormal, New York: Routledge and Kegan Paul
- Upadhyay, R.K. & Sandhya: Mental Disorders and Mental Health Policy, New Delhi: Kanishka.



**MSW-304-A: Human Resources Development and Social Work** Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

Time 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

**Learner's Objectives:**

1. To learn about HRD and Social work
2. To explore varied aspects of HRD, interventions, methods, and competencies
3. To understand the various approaches to and techniques of measuring HR issues.
4. To conceptual analysis of CSR, employees wellness and social work and their interaction

**Unit- I**

**Human Resource Development (HRD):** Concept, origin and needs for HRD; HRD, HRM and Personnel management; HRD and Social Work: Similarities and differentiations; Approaches to HRD; Human capital approach; social psychology approach and poverty alleviation approach; HRD, Employees development and its dimensions, Competency Mapping.

**Unit- II**

**HRD Interventions:** Performance Measurement Systems- Feedback sessions, Organizational goal setting process, Key Result Area (KRA) and Key Performance Indicator (KPI), Coaching, Mentoring, career planning, career development, reward system, quality of work life. HRIS: - Computers and computer based Information Systems; **Approaches to measuring HR:** - Competitive Benchmarking, HR Accounting, HR Auditing, HR Effectiveness Index, HR Key Indicators, HR MBO (Management by Objectives).

**Unit- III**

**Talent Development:** Concept and importance; Training Need Analysis, process of training, designing and evaluating training and development programs. Training-Types and Methods; Planning a training programs; Talent search and development

**Unit- IV**

**CSR, Employee Wellness and social work:** Concept, philosophy, principles and scope; Factory Welfare Officer; Preventive and remedial measures with reference to Accidents, Absenteeism, Alcoholism, Domestic Violence; Employee Wellness programme, Occupational Social Work, Employees Assistance Programmes, Employees Counseling; Corporate Social Responsibility (CSR): concept, provisions, programmes; Need Assessment, CSR and Social Work – interrelationship, Environmental management systems ISO 14001, ISO 26000: Social responsibility guidance standard, environmental impact assessment.

**Suggested Reading**

- Bhattacharyya, Dipak Kumar.(1999) Managing People, New Delhi, Excel Books.
- Business Today Managing People: The Business Today, Experiential Guide to Managing Workforce 2000, January 7-21, 1996.
- Cowling, Alan and James Philip The Essence of Personnel Management and Industrial Relations, New Delhi, Pentice-Hall of India Pvt., Ltd.
- Davis, Keith. (1983) Human Behaviour at Work, New Delhi: Tata McGraw-Hill

- Fisher, Cynthia; Schoenfeldt, Lyle F. and Shaw, James, B. (1997) Human Resource Management, Third Edition, Boston, Houghton Mifflin Company.
- Jayagopal, R. (1990) Human Resource Development: Conceptual Analysis and Strategies, New Delhi: Sterling Publishers Pvt. Ltd.
- Moorthy, M. V. (1982) Principles of Labour Welfare, New Delhi, Oxford & IBH.
- Moorthy, M. V. (1992) Human Resource Management Psycho-Sociological Social Work Approach, Bangalore, R & M Associates.
- Norman, M. (1960) Psychology in Industry, London, Harrap & Company.
- Prasad, L. M. (1996) Organisational Behaviour, New Delhi, S. Chand & Co.
- Rao, T. V. (1990) HRD Missionary, New Delhi. Oxford & IBH.
- Rao, T. V. (1991) Reading in Human Resource Development, New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd
- Rudrabasavaraj, M. N. (1984) Human Factors in Administration, Bombay: Himalaya Publishing House.
- Sahni, P. and Sharma, K. K. (1988) Organisational Behaviour, New Delhi: Deep and Deep Publications.
- Singh M. K. and Bhattacharya Personnel Management, New Delhi : (Eds.) (1990) Discovery Publishing House.
- Vishal, Sister Mary (2014) Guidance and Counseling, New Delhi, S. Chand Publisher.
- Vroom, V. H. and Organisational Behaviour and Human Grant, L. 1969 Performance, New York. Wiley.

## **MSW-304- B Social Work Practice with PLWHA and Substance Abusers**

Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

Time 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

### **Learner's Objectives**

1. To know about HIV/AIDS and Substance Abuse as health and development issue
2. To realize prevention as the best strategy to deal with the problem and to learn different prevention strategies.

### **Unit- I**

**HIV/AIDS:** History, Epidemiological Issues, Symptoms, Routes of Transmission and Prevention; HIV/AIDS as a Development Issue: MDG Plan of Action for Control of HIV/AIDS; Legal and Ethical Issues; STI and Co-infections; Prevention of Parent to Child Transmission

### **Unit- II**

Substance abuse and dependence: meaning, definition, extent; Types of addictive substances; Alcohol dependence and Alcoholism - Nature, symptoms, short-term and long-term effects; Social-economic implications of addiction, Problems experienced by the family.

### **Unit- III**

Methods of prevention, treatment and rehabilitation – the multidisciplinary approach, Role of social worker in curative, rehabilitative and prevention of substance abuse **and HIV/ AIDS; Behaviour Change Communication;** Counseling- Role of Counselors, Qualities and Burnouts, R.E.T. - Indigenous approaches of help and self-help such as yoga & meditation, Diet and Nutrition, specific attitude and values; Referral Services

### **Unit- IV**

International and National Policies and Programmes on HIV/AIDS ; NACO and State AIDS Control Societies; Role of CHCs, PHCs and ICTCs, CCCs; Working with Families of the PLWHA and Drug Addicts (Spouses, Children and Parents etc.); Role of NGOs in Care and Support of PLWHA.

### **Suggested Readings**

- Bennett, Rebecca & Erin. A. Charles (eds). (2003) HIV and AIDS testing, Screening and Confidentiality. New York: Oxford University Press Inc.
- Bury, J., Morrison, V. & McLachlan, S. (1992) Working with Women and AIDS: Medical, Social and Counselling Issues. New York: Tavistock Routledge. 1
- Chopra, R.N. and Chopra, F.C., (1965). Drug Addiction with special reference to India, New Delhi Council of Scientific & Industrial Research
- Daniels, David, Hillmans, Richard J., Barton, Simon E., Goldmeier, David. (1993) Sexually Transmitted Diseases and AIDS. Springer-Verlag: Great Britain.
- Dickson, Donald T. (2001) HIV, AIDS and the Law. New York: Warton de Gruyter, Inc.
- Ghosh S.K. (1996) The World of Prostitutes Vol. I & II. New Delhi: A.P.H. Publishing.
- McKee., Neill, Bertrand T. Jane, Benton-Becker Antje. (2004) Strategic Communication in

HIV/AIDS Epidemic. New Delhi: Sage Publications.

- Praveen, S. (2014) HIV/AIDS Problems and attitude, Patna, Manak Publication.
- Rowan, M.D. (2007) HIV/AIDS in China and India: Governing Health Security, Littlefield Publisher Inc.
- Singh, Chandra Paul, (2000) Alcohol and Drug Dependence Among Industrial Workers, Delhi, Shipra Publications.
- Single, Eric et al, (2003). International Guidelines for Estimating the Costs of Substance Abuse and Addiction.
- Singh, S.P. (2001). Sex Education. AIDS and Sexuality, New Delhi, Autherspress.
- Sinha, M.K. (2014) Right to Health in context of HIV/AIDS in India and Africa, Patna, Manak Publication Pvt. Ltd.
- Thomas, G. (1997) AIDS, Social Work and Law. New Delhi: Rawat Publications.
- UNAIDS/WHO. Innovative Approaches to HIV Prevention: Selected Case Studies. Best Practice Collection, Geneva: UNAIDS. 2000.
- UNAIDS/WHO. Protocol for the Identification of Discrimination against people living with HIV. Best Practice Collection, Geneva: UNAIDS. 2000.

## **MSW-305-A      Counseling Theory and Practice**

Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

Time 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

### **Learner's Objectives:**

1. Understand the nature and goals of counseling as a helping process
2. Understand the theoretical base underlying counseling practice
3. Learn to apply counseling skills while working with clients in various settings
4. Develop attitudes and inculcate values that enhance investment of self in the counselor's role

### **Unit- I**

Foundations of Counseling: Counseling as a helping process- Meaning, nature and goals, Philosophic bases, Principles; Application of counseling in social work practice; Group and individual counseling; Approaches to Counseling- Psychoanalytic counseling, Client-centered counseling, Transactional analysis, Cognitive behavior therapy

### **Unit- II**

Counseling Techniques and Procedures: Principles of counseling interview; The counseling relationship- Relationship as the medium of facilitating change; Skills and Techniques of counseling; Phases of counseling; Termination of counseling: Indications and contraindication, and the process

### **Unit-III**

The Counselor as a Therapeutic Person: Qualities of an effective counselor; Counselor's roles and functions in the counseling process; Self-awareness and its place in counseling (Beliefs, attitudes, and value orientations); Ethical Issues- code of ethics for counselors; Causes and remedies of Professional burnout

### **Unit- IV**

Counseling Practice in Different Settings: Crisis counseling- theory, methods and techniques of crisis intervention; Marriage and Family counseling (Techniques and process); Alcoholism Counseling- Motivational Intervention for sobriety; HIV/AIDS counseling- pre and post-test counseling, grief counseling; Counseling of children- developmental needs and age-related issues; Special problems of physical and sexual abuse, and substance abuse.

### **Suggested Reading:**

- Beryl, Williams (1977) Communicating Effectively, New Delhi : Sterling Publications
- Brown, Leland 1970 Communicating Facts and Ideas in Business, New Jersey: Prentice-Hall Inc., Englewood Cliffs.
- Chandrashekar, C. R. (Ed.) (1999). A Manual on Counseling for Lay- Counselors. Bangalore, Prasanna Counseling Centre.
- Corey, Gerald (2016) Theory and practice of Counseling and Psychotherapy, US, Cengage Learning.
- Dave, Indu (1983) The Basic Essentials of Counseling, New Delhi: Sterling Publishers Pvt., Ltd.

- Desai, M. M.(Ed.) (1979) Creative Literature and Social Work Education. Bombay: Somaiya Publications Pvt. Ltd.
- Fullmer, D. W. and Bernard, H. W. (1972) Counseling: Content and Process, New Delhi: Thomson Press India.
- Fuster, J. M. (2000) Personal Counseling, Eighth Updated Edition, Mumbai, Better Yourself Books.
- Hoffman, M.A. (1996) Counseling Clients with HIV Disease. New York: Guilford Press.
- Joyce, Lishman (1994) Communication in Social Work, New York : Palgrave
- Khwaja, Ali (2000) Ed. Booklets on Counseling, Bangalore : Banjara Academy
- Kennedy, E. (1977) On Becoming a Counselor - A Basic Guide for Non-professional Counsellors, Delhi: Gill and Macmillan.
- Lakshmipathi Raju, M (Ed.) (1999) Family Counseling: Perspectives and Practices, Tirupati, Sri Padmavati Mahila Visvavidyalayam.
- Lewis,E. Patterson and Elizabeth, Reynolds Welfel (2000) The Counseling Process, Stamford, Brooks / Cole Thomson Learning.
- Narang, Vaishna (1996) Communicative Language Teaching, New Delhi: Creative Books.
- Patil, Jayant (2002) Mind, Body and Soul Management Handbook, 21st Century Life style, Pune : International Institute of Management Research and Applied Techniques
- Philip Priestley, Jasmes McGuire (1983) Learning to Help, London : Tavistock Publication Ltd.
- Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi : Rawat Publication
- Robert, G. Madden (1998) Legal Issues in Social Work Counseling and Mental Health, Sage Publications India Pvt., Ltd.
- Vishal, Sister Mary (2014) Guidance and Counseling, New Delhi, S. Chand Publisher.
- Worden, J.W. (2001) Grief Counseling and Grief Therapy: A Handbook for the Mental Health Professional. Springer Publishing Company.
- Young, M.E. (1992) Counseling Methods and Techniques: An Eclectic Approach. New York: Macmillan.

**MSW-305 -B Social Defence and Correctional Services** Max. Marks. 100  
Theory Examination : 80  
Internal Assessment : 20  
Time 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

**Learner's Objectives:**

1. Develop understanding of the concept and philosophy of social defence and correctional services.
2. Develop practice skills in prevention, correction and rehabilitation work in social defence.
3. Understand the philosophy, approaches and relevance of community based programmes in social defence.

**Unit- I**

**Crime and Correctional Services:** Crime- concept, causation and its relation to social problems; Theories of crime and punishment; Changing dimensions of crime; Correctional services- concept, philosophy and changing perspectives; Criminal Justice System- Components, Processes and Perspectives – Police, Prosecution, Judiciary and Correctional institutions.

**Unit- II**

**Social Defence, Social Defence Legislation and Criminal Justice System:** Social Defence- Concept, Philosophy and changing dimensions; Children in need of care and protection, Juveniles in conflict with law, Street and working children, older persons, offenders; Crimes against children, women and older persons; Alcoholism and drug abuse; Indian Penal Code, Criminal Procedure Code and Indian Evidence Act; Juvenile Justice(Care and Protection of Children) Act 2000, Immoral Traffic Prevention Act 1986, Probation of Offenders Act, 1958, Beggary Prevention Acts; Narcotic Drugs and Psychotropic Substances Act 1986, Prisons Act, Prisoners Act.

**Unit- III**

**Correctional services:** Institutional Correctional Services- structures, functions and limitations (Prisons, Observation Homes, Children homes, Special homes, Beggar homes, Rescue homes, Drop-in-shelters, Short-stay homes, Protective homes, Half-way homes, De-addiction centers etc.); Non-institutional Services (Probation and Parole); Community correction programmes: Role of police, judiciary and voluntary organizations; Community based programmes: Adoption, foster-care, sponsorship, child-guidance, family counseling, crisis intervention centers, help lines, neighborhood and mutual-help groups; After care, intensive after care, reintegration and follow up.

**Unit- IV**

**Emerging Issues in Social Defence:** Victimology- Study of victims of crime, victim compensation, victim support services; Concept of Restorative Justice; Application of UN Standards, Human Rights Perspective and early diversion approach to prevention of crime.

**Suggested Reading:**

- Ahuja Ram, (2006) Criminology: New Delhi, Rawat Publications
- Afzal Qadri, S.M, (2005) Ahmad Siddiquie's: Criminology: Problems& Perspectives, Lucknow, Eastern Book Co.

- Bhattacharya, S.K (2003) Social Defence: An Indian Perspective. New Delhi: Regency Publications.
- Chakrabarti, N.K. (ed.) (1999) Institutional Corrections in the Administration of Criminal Justice. New Delhi: Deep & Deep Publications.
- Devasia, V.V. & Devasia, Leela. (1992). *Criminology, Victimology and Correction*, Ashish Publishing House, Delhi.
- Gaur, K.D. (2002) Criminal Law, Criminology and Criminal Administration. New Delhi: Deep and Deep Publications.
- Haskell, Martin R. & Yablonsky Lewis. (1974). *Crime and Delinquency*. Rand. Mc. Nally, College Publishing Company, Chicago.
- K. Rajendra Sharma Dr. (1998). Criminology and Penology. Atlantic Publishers. New Delhi.
- Olwen, Mak Simpons (2012) Study Skills for Criminology, Delhi, Sage Publication.
- Paranjape N.V, (1998) Criminology and Penology; Allahabad: Central Law Publications
- Sethna, M.J, (1964) Society and the Criminal, Bombay, Kitab Mahal
- Siddique, Ahmed. (1993) *Criminology-Problems and Perspectives*. Eastern Book Co., Lucknow.
- Sirohi, J.P.S, (1983) Criminology and Correctional Administration, Allahabad, Allahabad Law Agency
- Srivastava, Surendra Sahai (2007) Criminology, Criminal Administration; Allahabad, Allahabad Central Law Agency
- Tappan, P.W. (1951). *Contemporary Correction*. Mc-Graw Hill Book Company Inc., New York.
- Unnithan, Prabhu, N. (2013). *Crime and Justice in India*. Sage Publications.
- Valier, C. (2001) Theories of Crime and Punishment. Essex: Longman.



**Introduction:**

The nucleus of Social Work Education is the Field Work Programme which is a fundamental component of the curriculum. The field work practicum is the central mechanism for transmitting theoretical knowledge into the practical level of work. Practice learning in social work training plays a pivotal role in providing the students with an opportunity to explore, learn and develop professional skills necessary for working with people, the essence of the profession. It has several components that help the students to develop a holistic understanding of the problems, situations, their causative factors and the possible strategies of intervention.

**The broad aim of field work is** to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision.

**Objectives of Field Work:**

The fieldwork programme has been designed to achieve the following objectives:

To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of causative and maintenance factors of social problems and their consequences

To provide students with an opportunity to apply theories in practical situations for problem solving with individuals, groups and communities

To help students identify, plan and implement social work interventions through the application of the methods of social work and to assess their impact on different client systems in various field settings.

To help students appreciate the role of social work profession empowering individuals, groups and communities and in facilitating social change, ensuring human rights and social justice

To help students develop skills and appropriate personality qualities required for professional social work practice

To provide opportunities to accept challenges and respond to them

To understand the nature of social work practice in different specializations

**OBJECTIVES OF FIELD WORK PRACTICUM:****Master of Social Work Semester- III****1. Development of knowledge of :**

i) Complexity and problematic pattern of behaviour of the client system by effectively using professional knowledge base.

ii) The interaction of the immediate and sustaining environment of the people and its effect on their role performance/social functioning.

iii) Social Policy, planning, change & Welfare Administration as the major factors in the process of social development.

iv) Understanding the process of programme formulation, programme management and routine Administration in the placement institution.

**2. Development of skills:**

i) To effectively use the methods of social work towards problem solving.

ii) To observe social realities and main issues addressed by the placement agency.

iii) To acquire skills in training, research documentation, project formulation by being a member

of multi-discipline team keeping in view the agency limitations.

iv) To critically analyse, Evaluate and mobilize the individuals/groups for development work.

v) To learn the optimum use of authority.

vi) To develop recording skills.

3. Development of professional attitudes:

i) To respect the worth & dignity of the clients system non- judgmental.

ii) Conducive to work with people of diverse Socio-Economic and political backgrounds.

iii) To develop identification with the philosophy, values and Code Of Ethics of the social work profession.

### **THIRD SEMESTER FIELD WORK PRACTICUM ENTAILS:**

**Social Work Practicum:** Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work.

**Workshops:** Skills Development - help learners acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems/ concerns, issues or situations like work with alcoholics, HIV/AIDS affected persons, adolescents for life skills development, youth for leadership development and couples for marital relationship and enrichment work with elderly. These workshops are to enhance skills/ develop new skills for practice in specific situation, specific problems and issues.

### **The General Instructions:**

- There shall be Social Work Practicum/Concurrent Field Work of 16 hours per week in each Semester. The paper of concurrent field work shall be of 100 marks in this Semester. However, the marks allotted for this shall be as under:  
Field work / practicum report: 50 marks; Viva-voce. : 50 marks; Summer Placement: 50.
- Field works; Individual Conference and Group Conference; Workshop are Part of Field Work; Summer Placement all are compulsory component of Field Work Practicum of Third semester.
- The 16 hours per week of concurrent field work shall be completed by the student in both the years under the supervision and guidance of a faculty member. The performance of the students in concurrent field work will be evaluated on the basis of viva-voce examination and field work reports submitted for the purpose. The viva-voce examination will be conducted by an external and internal examiner.
- The student will be required to submit at least 30 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and for appearing in the theory papers in each semester. In no case, the field work reports can be less than the minimum i.e. 30 reports.
- Concurrent Field Work report shall essentially be submitted in the Group Conference.
- Attendance in Field, Summer Placement, Individual Conferences and Group Conferences is mandatory.

Summer Placement - provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about four weeks, after the first year of the post-graduate programme. It is part of course curriculum and mandatory to every student. There shall be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed. Summer Placement is part of Field Work Practicum. Evaluation of the Summer Placement of 50 marks will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required. The objective of the summer placement is:

- a) To broaden the student's perspective of welfare services.
- b) To provide them with pre-employment work experience in the area of their interest, to facilitate them to assume professional responsibilities.
- c) To carry out specific assignments with professional responsibility.

**Nature of Placement:**

The students for their summer placement are placed with organisations for a period of 4 weeks after their second semester examination. The organisation for summer placement is usually different from the one where student has been placed for concurrent field work, except in exceptional cases. Students, during Summer Placement are required to observe the working days and working hours of the organisation they are placed in.

**Placement Procedure for Summer Placement:**

- v. Preferences for the area and the organisational setting for summer placement are invited by the field work unit around February, every year. The students are required to exercise three choices in order of preference, in writing to the Field Work Unit by the specified date.
- vi. The Field Work Unit assesses these preferences and tries to arrange suitable organisations for placements.
- vii. In spite of its best efforts, the department may not be able to accommodate the preferences of all the students. They will have to accept the alternative placements. The students are required to commence their field work training from the date specified for the purpose. Any delay without the expressed approval of the department will disqualify a student from undertaking Summer Placement that year.
- viii. In no case, a student should approach the prospective field work agency directly on her/his own.

**Instructions:**

Every student is required to:

- i. Intimate the department in writing his/her date of joining summer placement within a week of joining the agency countersigned by the agency supervisor. In delay of joining in agency or delay to inform about joining to department supervisor will disqualify a student from undertaking Summer Placement that year.
- ii. Send fortnightly reports countersigned by agency supervisor within the first week of next fortnight. Two fortnightly reports together shall not be accepted.
- iii. All the students are required to keep duplicate reports/log sheets, in case the originals are misplaced, they can submit the duplicate reports.
- iv. After a fortnight if the department does not receive the Summer Placement reports, it shall stand cancelled & the students shall have to repeat it again.
- v. At the Summer Placement end of the every student is required to bring a completion certificate so that DMC can be issued.

**Rules for Attendance and Working Hours:**

The student shall mark the attendance as per the rules of the organisation and shall strictly observe the

working hours of organisation he/she is placed.

**Rules for Leave:**

As per the departmental rules the students can avail two days leave in four weeks/ one month. In case they want to avail more leave for some reasons, it has to be with the permission of the agency supervisor and Department HOD and department supervisor and accordingly their field work days shall be extended in order to complete four weeks/ one month. If students fail to inform/ take prior permission from HOD, department and agency supervisor will disqualify a student from undertaking Summer Placement that year.

**FORMAT FOR SUMMER PLACEMENT REPORT:**

1. Plan of day
2. Interaction
3. Observation
4. Analysis
5. Self learning
6. Future Plan

**Master of Social Work  
Semester-IV**

**MSW-401**

**Gender and Empowerment**      Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

Time 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

**Learner's Objectives:**

1. Understand gender and its social construction of gender
2. Rights and legal safeguards for gender justice
3. Acquire skills to identify systems/mechanisms/factors that affect women's development.

**Unit: I**

Gender Construction: Feminist understanding of power-patriarchy and its manifestation; Beginning and development of feminist consciousness; Sex and Gender; masculinity and femininity debates; Reproduction of gender; family socialization; school and media; deconstruction and reconstruction as feminist strategy for change; Gender Studies- Concept, Need and Scope

**Unit- II**

Women's Position: Issues and Challenges; Problems faced by Working Women (Organized, Unorganized and Self Employed Women); Offences against women and laws: rape, dowry, domestic violence; sexual harassment at work place, trafficking and prostitution; Problems and Issues Related to the Girl Child (Child Marriage, Female Feticide, Abuse)

**Unit- III**

Women Empowerment: Concept, Strategies and Perspectives; Women's Rights; Reproductive Rights; Substantive Equality; Affirmative Action; Positive Discrimination, Legal Aid, Political Participation; Gender Empowerment Measure GEM); Gender Development Index (GDI), Gender Budgeting; Women Empowerment Policy 2001

**Unit- IV**

Legal safeguards for Women (Domestic Violence Act 2005, The Dowry Prohibition Act, 1961, Sexual Harassment at Work Places, PCPNDT Act 2000); Enforcement of Law bodies (Family courts, Mahila Adalats, National and State Commissions, National and International organizations, Department of Women & Child Development Family Counseling Services); Welfare programmes, Schemes and Strategies in Five Year Plans; CEDAW, U.N. efforts.

**Suggested Readings**

- Aggarwal, Beena,(1994). A Field of One's Own: Gender and Land Rights in South Asia. Delhi: Cambridge University Press.
- Aggarwal, Bina (eds.). (1998). Structure of Patriarchy, New Delhi: Kali for women.
- Andal, N. (2002). Women in Indian Society: Options and constraints, New Delhi: Rawat Publications.
- Anita Srivastav. (2004). Women in India - Problems and Prospects, Indian Publishers and Distributors, Delhi.
- Arya, Sadhna (2000). Women, Gender Equality and the State. New Delhi : Deep and Deep Publications.

- Basu Amrita and Jefferey Patricia.(2004). Appropriating Gender, London: Routledge.
- Boserup E.,(1970). Women's Role in Economic Development, London, George Allien and Unwin Ltd..
- Chowdary Paul, (1992). Women Welfare and Development - A source Book, New Delhi, Inter India Publications..
- Committee on The Status of Women n India. Towards Equality: Report. New Delhi: Government of India, Ministry of Education and Social Welfare.1974.
- Desai Neera and M. Krishna Raj-(1987). Women and Society in India,Delhi. Janta Publications, India.
- Deshmukh, Ranadive, J., (2002). Space for Power: Women`s Work and Family Strategies in South and South- East Asia, New Delhi: CWDS and Rainbow Publishers.
- Dreze J and Sen A (eds).(1995). Indian Development: Selected Regional Perspectives, Oxford and Delhi: Oxford University Press.
- Dube, Leela and Palriwala, Rajni (eds.).(1990). Structures and strategies: women, and family, New Delhi: Sage.
- Gandhi, Nandita and Shah, Nandita. (1998). Issues At Stake: Theory and Practice in The Contemporary Women`s Movement in India. New Delhi: Kali for women.
- Goonesekere Savitri (eds).(2004). Violence, Law and Women`s Rights in South Asia, New Delhi: Sage Publications.
- Haider, Raana. (2000). A Perspective in Development: Gender Focus, Dhaka: The University Press Limited.
- Kalbaugh Chetana (eds.) (1991). Women and Development I to VII, vols. Delhi, Discovery Publishing Home.
- Krishna Sumi(eds).(2004). Livelihood and Gender, New Delhi: Sage Publications.
- Lorber, Judith & Farrell, Susan A. (eds.) (1991). The Social Construction of Gender. New Delhi: Sage Publications.
- Madhurima. (1996). Violence against Women: Dynamics of Conjugal Relations, Gyan Publishing House.
- Maheshwari, S.R. (2002). Local Government in India. New Delhi: Uppal Book Store.
- Mukhopadhyay. (2014). Women`s Health Public Policy and Community Action. India: Manohar Publisher.
- Seth, Mira (2001). Women and Development. New Delhi: Sage Publications.
- Sharma, Vijay (1994). Protection of Women Matrimonial Home. New Delhi :Deep and Deep Publications.
- Singh, V.N. and Singh, Janmey Jai. (2014). Aadunikta Avam Nari Shastrikaran. Delhi: Rawat Publication.
- Yadav. (2015) Women Empowerment. Delhi: Discovering Publishing House.

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

**Learner's Objectives:**

1. To make students understand the basic concepts and their perspectives relating to environmental degradation and protection
2. To develop perspective on relationship between human beings and their environment
3. To develop an understanding of the social worker's role in the team for environment protection.

**Unit- I**

Ecology, Ecosystems and Environment; Environmental Degradation- Causes, Types, Magnitude, Implications; Global Environment Issues and its effect (Green House Effect, Ozone Layer Depletion, Global Warming/Climatic changes, Energy Crisis, Food Shortage)

**Unit- II**

Environmental Problems: Land, Air and Water resources including Forests and Wildlife; Unplanned Urbanization and Development- Construction of Dams and the Consequences (Displacement, Relocation and Rehabilitation); Deforestation and Ecological Imbalance; Waste – Issues; Disaster and disaster management; Environmental Issues in Haryana: Groundwater Depletion, Use of Pesticides, Agricultural Practices, Land use and Colonization

**Unit- III**

Constitutional and Legislative Framework pertaining to the Environment in India: National Policy on Environment 2006; Environment Protection Act 1986; Legislation for Water Bodies; Legislations related to Air and Noise Pollution; International Treaties and Conventions on Environment- Rio Earth Summit 1992; . Kyoto Protocol, UNFCCC-COP,

**Unit-IV**

Environmental Protection and Promotion in India- Role of Social Work Aforestation Drive, Chipko Aandolan, National Environment Awareness Campaign, Ganga Action Plan, Yamuna Action Plan, Wastelands Development Programme; Judicial Activism on Environment; Organizations working on Environmental Issues: WWF, Centre for Environment Education, Centre for Science and Environment, TERI, Development Alternatives; Role of government, NGOs and Local people and their participation in environment protection.

**Suggested Readings**

- Brundtland Report. Our Common Future. World Commission on Environment and Development. New Delhi: Oxford University Press. 1987.
- Das, R.C., J.K. Barul, N.C. Sahu, M.K. Misra. 1998. The Environmental Divide: The Dilemma of Developing Countries. New Delhi: Indus Publishing Company.
- Farooquee, Nehal. A and D.S. Rawat. (1997). Development Dilemma: Indian Scenario and Rural, Himalaya (A Central Himalayan Perspective). Nainital: Gyanendra Prakashan.
- Fulekar, M. (2014). Environment and Sustainable Development. New Delhi: Springer.

- Gadgil, Madhav and Ramachandra Guha. (1992). This Fissured Land: An Ecological History of India. Delhi: Oxford University Press.
- Guha, Ramachandra. (1991). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Delhi: Oxford University Press.
- Gupta, N.L. and R.K. Gujrar. (1995). Environment: Insight and Foresight. Jaipur: Classic Publishing House.
- Hessles, Swen. (2016). Environmental Change and Sustainable Social Development: Social Work in Social Development. USA: Routledge
- Jana, M.M. (1991). Environmental Degradation and Developmental Strategies in India. New Delhi: Ashish Publishing House.
- Khan, Ahmed. (2006). A Textbook of Environmental Studies. ABD Publishers. Jaipur.
- Oberoi N.K. (2009). Environmental Studies, Excel Publications. New Delhi.
- Negi, S.S.(1991). Environmental Degradation and Crisis in India. New Delhi: Indus Publishing Company.
- Reid, David. (1995). Sustainable Development: An Introductory Guide. London: Earthscan Publications Ltd.
- Ryding, S.O. (1992). Environmental Management Handbook. IOS Press. Ahmedabad.
- Saksena, K.D. Environmental Planning, Policies and Programmes in India.
- Sapru R.K.(ed.) (1987). Environment Management in India, Ashish Publishing House. New Delhi. Vol. II.
- Sharma P.D.(1995). Ecology and Environment. Rastogi Publisher. New Delhi.
- Sheth, Pravin. (1997). Environmentalism. Jaipur and New Delhi: Rawat Publications.
- Venkateswaran, Sandhya. (1992). Living on the Edge: Women, Environment and Development. New Delhi: Friedrich Ebert Stiftung (FES).
- Zapf, Michael Kim. (2009). Social Work and the Environment. Toronto: Candian scholar's Press Inc.



## **MSW-403 Social Work and Social Action**

Max. Marks. 100  
Theory Examination : 80  
Internal Assessment : 20  
Time 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

### **Learner's Objectives:**

- 1. To understand the significance of social action in social work*
- 2. To familiarize the impact of networking, advocacy and political system in affecting social change*
- 3. To know the role of planning, monitoring and evaluation of projects relating to social services*
- 4. To develop understanding for the training required for social work personnel for social work activities.*

### **Unit- I**

Social work and Social Action, Radical/Emancipatory Social work; Rights based approach; New Social Movements, Ideology, Power structure, Leadership: Instruments and Strategies.

### **Unit- II**

Overview of the basic structure of Indian Political System- Legislature, Judiciary and Executive, Accessing these systems, Statutory and non Statutory institutions, Budget analysis, Campaign planning, Coalition and Network building, Mass mobilization.

### **Unit- III**

Networking and Advocacy- Advocacy as a tool for social change, Advocacy in Indian context, Process of Social Advocacy; Project Management- Planning, Monitoring, Evaluation (PME).

### **Unit- IV**

Public Interest Litigations, RTI- process of filing RTI, Forms of Protest, Media advocacy, Communication for mobilization, Conscientisation method, Consumer Protection; Emerging project for Social Advocacy- state, national and global instruments and institutions.

### **Suggested Reading**

- Aldgate, Jane; et.al. (eds.) (2007). Enhancing Social Work Management London: Jessica Kingsley Publishers.
- Bailey, R and Brake, M. (1975) Radical Social Work, London: Edward Arnold
- Bateman, Neil. (2000). Advocacy Skills for Health and Social Care Professionals. London: Jessica Kingsley Publishers
- Brown, M. (2014). Project Management in Week. Toronto: WWB Publications Inc.
- Davies, Martin (1994). The Essential Social Worker. London: Blackwell publishing.
- Davies, Martin (ed.) (2000). The Blackwell Encyclopedia of Social Work. London: Blackwell publishing.
- Davies, Martin (ed.) (2007). The Blackwell Companion to Social Work. London: Blackwell publishing (3rd edition).
- Davies, Martin. (2007). Doing a Successful Research Project. London: Blackwell publishing.
- Kaushik, A. (2015), Welfare and Development Administration in India. Germany: Lambert

Academic Publishing House.

- Khinduka, S.K & Coughlin, B,J (1975) A Conceptualization of Social Action. The Social Review, 49 (1)1-14.
- Masser, Martin H.(2016). Project Management in Week. The McGraw- Hill Companies, Inc.
- O'Hagan, Kieran. (ed.) (2007). Competence in Social Work Practice: A Practical Guide for Students and Professionals. London: Jessica Kingsley Publishers (Second edition)
- Reisch, M & Andrews J. 2002 The Road Not Taken: A History of Radical Social Work in The United States. New York: Brunner- Routledge.
- Reisch, M. & Gambrill, E. (eds.) (1997).Social Work in the 21st Century. Thousand Oaks, CA: Pine Forge Press.
- Skidmore, Rex A. (1993). Social Work Administration. New Jersey: Prentice Hall
- Siddiqui, H.Y. (ed.) (1984). Social Work and Social Action. New Delhi: Harnam Publications.
- Trattner, W.I. (2004). From Poor Law to Welfare State. New York: The Free Press (6th edition).
- Tufail, John and Lyon, Kate (2007) Advocacy in Action: A Plain Text Guide to Advocacy. London: Jessica Kingsley Publishers (Four Volume Set).

**MSW-404-A      Labour Welfare and Labour Legislations      Max. Marks. 100**  
Theory Examination : 80  
Internal Assessment : 20  
Time 3 Hours

***Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.***

**Learner's Objectives:**

1. Develop a general perspective on labour welfare
2. Develop the skills of interpersonal relationship as per organizational requirement
3. Understand legislative measures to meet the needs and problems of industrial workers.

**Unit-I**

Labour Welfare- Concept & Principles; Approaches to Labour Welfare; Labour Welfare Officer- Status & Role; Industrial Social Work; Labour Welfare with special reference to Occupation - Safety - Health and Environment (OSHE) Education; Industrial discipline – misconduct, disciplinary proceedings.

**Unit-II**

Labour Legislations-Meaning & Scope; History of Labour Legislations in India; ILO: Organisation & Functions; Trade Unions: Concept and Functions; Problems concerning Industrial Labour in India: Absenteeism, Migratory Character, Indebtedness and Exploitation

**Unit- III**

Labour Legislations: Factories Act 1948; Industrial Disputes Act 1947; Minimum Wages Act- 1948 ; Payment of Wages Act-1936; Employment (Standing Orders) Act 1946; Child Labour (Prohibition and Regulation) Act, 1986.

**Unit- IV**

Social Security-Meaning & Importance, Social Insurance & Social Assistance; Workmen's

Compensation Act 1923; ESI Act 1948; Maternity Benefit Act 1961; Payment of Gratuity Act 1971; The Payment of Bonus Act, 1965; Employees Provident Fund (and Misc. Provisions) Act 1952. Unorganised Sector Act, 2008

**Suggested Readings:**

- Achar, M. R. (1976) Labour Rules in Karnataka, Bangalore: Shree Vidya Printers.
- M. Sharma. (2008). *Industrial Jurisprudence and Labour Legislation*. Mumbai: The Himalayan Publication House.
- A.M. Sarma (2010). Aspects of Labour Laws & Social Security, Bombay: Himalaya Publishing House.
- Arora, M, (2005) Industrial Relations, New Delhi: Excell Books.
- Arun Monappa. (2008). Industrial Relations. Bombay: Tata McGraw Hills.
- Joseph, T.M. (2009) Industrial Law, Mumbai, Himalaya Publications Pvt., Ltd.
- Kumar Anil . (2003). *Labour Welfare and Socail Security*. New Delhi: Deep & Deep Publication.
- Lal Das, D. K. (1991) Personnel Management, Industrial Relations and Labour Welfare, Agra, Y. K. Publishers.
- Moorthy, M. V. (1968) Principles of, Labour Welfare, Vishakapatnam: Gupta Brothers.
- M.V.Murthy *Principles of Labour Welfare*, Delhi: Oxford & IBH Publishers.
- N.D.Kapoor . (2012). *Elements of Industrial Law*, New Delhi: Sultan Chand & Sons.
- S.D.Punekar & Other Labour Welfare, Trade Unionism & Industrial Relations, Bombay: Himalaya Publishing House.
- Sharma, K. Rajendra. (1997). *Industrial Labour in India*. New Delhi: Atlantica Publishers and Distributors.
- Sinha, G. P. and Sinha, P. R. (1977) Industrial Relations and Labour Legislation in India, New Delhi, Oxford IBH Publishing Co.
- Somani, Anjan and Employment Laws, Jaipur, Ramesh Book Mishra, Shivani, 2009-10 Depot
- Subbarao. P. (2008). *Labour Welfare and Social Securities*. Mumbai: Himalya Publication House.
- Vaid, K. N. (1970) Labour Welfare in India, New Delhi, Sri Ram Centre for Industrial Relations.

## **MSW-404-B Medical and Psychiatric Social Work**

Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

Time 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

### **Learner's Objectives:**

1. To orient learners to the field Medical & Psychiatric Social Work
2. To develop understanding and expected competence about the task, role and function of Medical & Psychiatric Social Workers in various settings.

### **Unit- I**

**Concept of Medical Social work:** Evolution of medical social work in UK, USA and India; Functions, skills and techniques of medical social workers; Team work in medical setting; Supportive services and networking for practice of medical social work.

### **Unit- II**

**Present practice and equipment of medical social work in various settings:** a) General Hospitals, Government, Corporate and private, Specific disease hospitals, Specialized Clinics, community health centers, blood banks, eye banks, health camps and b) Schools for the physically and mentally challenged, sheltered workshops, residential institutions for physically and mentally challenged.

### **Unit- III**

**Concept of psychiatric social work;** Historical evolutions of psychiatric social work in abroad and India; Functions, skills and techniques of psychiatric social workers; team work in psychiatric setting; Supportive services and networking for practice of psychiatric social work.

### **Unit- IV**

**Present practice and equipment of psychiatric social work in various clinical settings:** Mental health Institutions, psychiatric departments in general hospitals, private psychiatric clinics, half way homes, day care centres , sheltered workshops ,child guidance clinics, Departments of Teaching Hospitals including Dept of Preventive and social Medicine in Medical Colleges.

### **Suggested Reading:**

- Banerjee, G. R. (1988) Papers of Social Work, Mumbai : Tata Institute of Social Service
- Banerjee, Gouri Rani (1998) The Tuberculosis Patient, Tata Institute of Social Sciences
- Bruce, A., Theye and Wodarsk, John S. (2014). Social Work in Mental Health:An Evidence based Approach. Wiley Publication
- Colin Pritchard (2006), Mental Health Social Work, USA : Routledge
- Coppock,V. (2015). Understanding Social Work Practice in Mental Health. Delhi: Sage Publication
- Dora, Gold Stien (1954) Expanding Horizons in Medical Social Work, Chicago : The University of Chicago Press
- Dora, Goldstain (1954) Readings in Theory and Practice in Medical Social Work, Chicago: The University of Chicago Press
- Mane, Purnima (1990) Setting in Child Gridances Clinic, Mumbai : Tata Institute of Social Service

- Mane, Purnima Katy, Gandevia (1993) Mental Health In India, Mumbai : Tata Institute of Social Sciences
- Javeri D. R. (1996) Social Work in Hospital Set up, KEM Hospital, Mumbai
- Park, J. E & Park, K.(1997) Preventive and Social Medicine, Jabalpur : Banaridas Bhanot
- Patel Vikram(2002) Where there is no Psychiatrist, Delhi: VHAI (Voluntary of Health Association of India)
- Pathak, S. H. (1961) Medical social Work in India, Delhi : School of Social Work
- Pratt, C.W. (2015). Psychiatric Rehabilitation. S.I. Academic Press.
- Pritchard, C. (2015). Mental Health Social Work. Abingdon: Routledge.
- Rukadhikar A., Rukadhikar P. (2007) Mental disorders and You, Miraj : Psychiatric Centre
- Sathe, R. V. (1897 Ed.) You and Your Health, India : D. Bhave Book Trust
- Talwar, Umesh K. and Singh, Ravind. (2015). Psychiatric Social Work: An Emerging Mental Health Profession in India. Uni Arbetion.
- Varma, Ratna ((1991) Psychiatric Social Work in India, New Delhi: Sage Publication
- Werner David (1994 Ed.) Where there is no doctor, New Delhi : VHAI (Voluntary of Health Association of India)
- Wikocks C. (1967) Manson"s Tropical Deseases Bailliere, Tindall : Cassell Ltd

## **MSW-405- A Social Work with Youth and Elderly**

Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

Time 3 Hours

*Note. There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

### **Learner's Objectives:**

1. To get an overview of the perspectives on youth and elderly and scope for practice.
2. To understand the various challenges related to youth and elderly
3. To train the learners in applying specific social work intervention measures in working with youth and senior citizens.

### **Unit- I**

Youth and development: Situational analysis of youth in India: Characteristics of Youth based on location (Urban, rural and tribal); Influence of societal systems on youth: Family, politics, media, IT. Critical issues affecting youth in relation to their developmental roles and tasks; education, work, family, marriage and relationships; High risk behaviour: Substance abuse, sexual behaviour, HIV/AIDS, violence.

### **Unit- II**

Factors influencing development of youth; Youth Welfare Programmes and Services; National Youth Policy; Department of Youth Affairs and Sports; Youth and Leadership; Role of youth in nation building; Role of social workers in working with youth in difficulties.

### **Unit- III**

Understanding the elderly – demographic, developmental, psychological, socio cultural, economic, and health perspectives; Issues and concerns of the Elderly-health, occupation, income, retirement planning, family support, gender issues, property Rights, social security, illness and death of the spouse, loneliness, generation gap and crisis of values, domestic violence and abuse; dependency and family care.

### **Unit- IV**

Constitutional Provisions for Aged; National Policy for Older Persons; Government Schemes for Aged; The Maintenance and Welfare of Parents and Senior Citizens Act 2007; Institutional Services (Old age home) and Non Institutional Services (Day Care Centers, Mobile Health Services, Recreation Centers, Senior Citizens Clubs, Integration of the Aged with Other Sections); Help Age India and other NGOs for aged , Role of Social Worker; Social Work with the Aged: Need and Areas of Practice; Counseling for the Aged and Family Members

### **Suggested Reading**

- Bali . P. Arun, (2001) Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.
- Chatterjee, S.C., Patna, and K.P., Charian, V. (2008). Discourses on aging and Dying. New Delhi: Sage Publications.
- Dandekar, Kumudini. (1996) The Elderly In India, New Delhi: Sage Publications.
- Desai, Murlu and Raju, Siva (Ed.) (2000). Gerontological Social Work in India – Some issues and Perspectives. Delhi: BR Publishing House,.
- Dey, A. B (Ed.) (2003) Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.

- Emmatty, Leena. M. (2008) An insight into Dementia Care in India. New Delhi, Sage Publications.
- Fuchs,E.(ed.) (1976) Youth in a Changing World: Cross Cultural Perspectives on Adolescence. Paris: Mouton Publishers.
- Hill, Malcolm et.al. (eds.) (2006). Youth Justice and Child Protection. London: Jessica Kingsley Publishers.
- Hurlock, Elizabeth. (1981) Developmental Psychology. 5th Edition. New Delhi: Tata McGraw Hill Publications.
- Khan M.Z. (1989) Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi: Jamia Milia Islamia.
- Kumar, Vinod (Ed.) (1996) Aging - Indian Perspective and Global Scenario, New Delhi, AIIMS.
- Pandey,R. (1984) Sociology of Youth, Sterling Publication, New Delhi
- Rajan, Irudaya.S., Mishra,U. S., and Sharma, S.P. (1999). India's Elderly, New Delhi: Sage Publications.
- Ramamurti P,V and Jamuna D (Ed) (2004). Handbook of Indian Gerontology. New Delhi: Serial Publishers.
- Vineeta B Pai (2000) Coping with Retirement, UNESCO CLUB, Naganur, Belgaum.

#### **Journals**

- Indian Journal of Gerontology, C-207, Manu Marg, Tilak Nagar, Jaipur 302004
- R & D Journal of Helpage India . C-14, Qutab Institutional Area, New Delhi, 110016.

## **MSW-405-B Disability Studies and Rehabilitation**

Max. Marks. 100

Theory Examination : 80

Internal Assessment : 20

Time 3 Hours

**Note.** *There shall be nine questions in all. Question No.1 will be compulsory of eight short answer type questions covering entire syllabus. Two questions will be asked from each unit. Student will have to attempt one question from each unit. Each question will carry equal marks.*

### **Learner's Objectives:**

1. Understand issues & concerns related to persons with disability & their caregivers.
2. Critically appraise theoretical & conceptual perspective with regard to disability & interventions.
3. To acquire the social work skills adapted to facilitate the process of rehabilitation, the rights and legal provisions provided for differently abled people and assimilate the knowledge of social work practice to disability specific client service.

### **Unit- I**

Disability: Definitions, Type, Causes and Characteristics; Meaning of Disability, Impairment and Handicap; Intellectual Disability: Mental Retardation, Autism, Down's syndrome, Cerebral Palsy; Hearing Impairment; Blindness and Low Vision; speech and language difficulties

### **Unit- II**

Problems and Needs of Persons with Disability and their Care Givers; Societal Attitude toward Persons with Disability (PWD)- Stigma, Discrimination & Social Exclusion; Strategies for Coping with Disability; Human Rights Violations & Protection of Rights of Persons with Disability; Constitutional and Legislative Provisions for Persons with Disability.

### **Unit- III**

National Policy for Persons with Disabilities 2006; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995; The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; International Treaties and Conventions on Disability: The Standard Rules on the Equalization of Opportunities for Persons with Disability 1993; Biwako Millennium Framework towards an Inclusive, Barrier Free & Right Based Society for Persons with Disabilities 2002; Convention on Rights of Persons with Disabilities 2008.

### **Unit- IV**

Inclusion and Rehabilitation: Concept of Inclusion, Inclusive Education in India; Rehabilitation Services for the PWD: Schemes for Persons with Disabilities; Community Based Rehabilitation: Philosophy; Approaches & Programs; Approaches: Therapeutic community, behavior modifications, transactional analysis and eclectic approach; Counseling Persons with Disabilities and their Care givers; Rehabilitation Council of India; Different Forms in Rehabilitation – ( medical, educational, vocational, economic, integration) Social Integration, Social Work Intervention for Prevention & Rehabilitation.

### **Suggested Readings:**

- David. Field, & Steve, Tailor (1993). *Sociology of Health and Health Care: An Introduction for Nurses*, London: Blackwell Scientific Publication.
- Mane Purnima & Ganvbnm. (1993). *Mental Health in India: Issues and Concerns*. TISS, I`devia Katy Y. (eds.) Bombay



- Germain, Carl Bailey (1989). *Social Work Practice in Health Care: An Ecological perspective*. New York: The Free press.
- Narasimhan, MC and A.K. Mukherjee .(1986). *Disability: A Continuing Challenge*, New Delhi: Willey Eastern Ltd.
- Wilson B.R. & D.L. (1997). *Rehabilitation Studies*, Cambridge University Macmillan Press.
- Oliver, Michael. (1993). *Social Work- Disabled People and Disabling Environment*, London: Jessica Kingsley Publishers.
- Gajendra Gadkar, S.N. *Disabled in India*, Bombay: Somaiya Publications Pvt. Ltd.
- Bequer Ali & Anjali Sharma. (1997). *Disability; Challenges & Response, Concerned Action*, New Delhi.
- Ropes, G. & Marshall T.R. (1974). *Conselling and school Social Work*, London: John Wiley.
- Clinnard, M.B. (1966). *Slums and Community Development: Experiments in Self-help*, New York, Free Press.
- Ali Bequer & Sharma Anjali . (1997). *Disability; Challenges & Response, Concerned Action*, Now, New Delhi.
- Allen K.Eileen., Schwartz Ilene, S. (1996). *The Exceptional Child :Inclusion in Early Childhood Education* .Delmar Publishers, London.
- Chadha , Anupriya. (2013). *Helping Children with Behavioural Problems* .New Delhi: APH Publications.
- Dahiya Neetu . (2012). *Adjustment and Anxiety of Visually Challenged*. New Delhi: APH Publications.
- Desai Arvindrai N. (2010). *Helping the Handicapped: Problems and Prospects*. New Delhi: APH Publications.
- Fisher Keren. (2009). *Living with Physical Disabilities and Amputation*. London: Sheldon Press.
- Gajendra Gadkar, S.N. (1983). *Disabled in India*, Bombay: Somaiya Publications Pvt. Ltd.
- Hegarty Seamus ., Alur Mithu. (2002). *Education and Children with Special Needs:From Segregation to Inclusion* .New Delhi: Sage Publication.
- Kothari, Jayna . (2012). *The future of disability law in India*.India: Oxford University Press.
- Malkani A. K. (2008). *Welfare of the Disabled*. New Delhi: Mohit Publications.
- Mohapatra ,C , S. (2004). *Disability Management in India: Challenges and Commitments* .National Institute for Mentally Handicapped, Manovikasnagar ,Secunderabad.
- Mohit, Anuradha., Pillai, Meera., & Rungta ,Pratiti. (2006). *Rights of the Disabled*. National Human Rights Commission New Delhi.
- Narasimhan, MC and A.K. Mukherjee. (1986). *Disability: A Continuing Challenge*, New Delhi: Willey Eastern Ltd.
- Nayak .A.K. (2011). *Guidance and Counseling* .New Delhi: APH Publishing House.
- Oliver, Michael. (2012). *Social Work- Disabled People and Disabling Environment*, London: Jessica. Kingsley Publishers.
- Panda , K.C. (2012). *Education of Exceptional Children*. New Delhi: Vikas Publication House PVT Limited.
- Ramaswamy B. (2013). *Disabled Handicapped & Physically Challenged Persons, Laws Policies Plans Programmes*. New Delhi: Paragon International Publishers.
- Reddy ,Lokanadha .G .,Ramar,R, Kusuma ,A. (2004). *Hearing Impairment :An Educational Consideration* .New Delhi: Discovery Publishing House.

- Sabatello , Maya. , Schulze, Marianne. (2013). Human Rights and Disability, Pennsylvania Studies in Human Rights Series. University of Pennsylvania Press.
- S Goel. An Introduction to Community Based Rehabilitation Continuing Medical Education. The Internet Journal of Health. Volume 6 Number 2.2006
- Status of Disability in India. Rehabilitation Council of India, Ministry of Social Justice and Empowerment, Government of India. New Delhi. 2007
- Wilson B.R. & D.L. (1997). *Rehabilitation Studies*, Cambridge University Macmillan Press.
- Simoock, Peter and Caste, Rhoda. (2016). Social Work and Disability. UK: Wiley Publisher
- Singh, A.N., (2001). Enabling the Differ Abled, New Delhi: Shipra Publication.

**OBJECTIVES OF FIELD WORK PRACTICUM:****Master of Social Work Semester- IV****1. Development of knowledge of:**

- i) Complexity and problematic pattern of behavior of the client system by effectively using professional knowledge base.
- ii) The interaction of the immediate and sustaining environment of the people and its effect on their role performance/social functioning.
- iii) Social Policy, planning, change & Welfare Administration as the major factors in the process of social development.
- iv) Understanding the process of programme formulation, programme management and routine Administration in the placement institution.

**2. Development of skills:**

- i) To effectively use the methods of social work towards problem solving.
- ii) To observe social realities and main issues addressed by the placement agency.
- iii) To acquire skills in training, research documentation, project formulation by being a member of multi-discipline team keeping in view the agency limitations.
- iv) To critically analyse, Evaluate and mobilize the individuals/groups for development work.
- v) To learn the optimum use of authority.
- vi) To develop recording skills.

**3. Development of professional attitudes:**

- i) To respect the worth & dignity of the clients system non- judgmental.
- ii) Conducive to work with people of diverse Socio-Economic and political backgrounds.
- iii) To develop identification with the philosophy, values and Code Of Ethics of the social work profession.

**Components of Fourth Semester Field Work Practicum****SOCIAL WORK PRACTICUM**

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work.

**The General Instructions:**

- i). There shall be Social Work Practicum/Concurrent Field Work of 16 hours per week in each Semester. The paper of concurrent field work shall be of 100 marks in this Semester. However, the marks allotted for this shall be as under:
  - a) Field work / practicum report: 50 marks
  - b) Viva-voce. : 50 marks
  - c) Research Project: 50.
- ii). Field works; Individual Conference and Group Conference; Workshop are Part of Field Work; Research Project all are compulsory component of Field Work Practicum of Fourth semester.
- iii). The 16 hours per week of concurrent field work shall be completed by the student in both the

years under the supervision and guidance of a faculty member. The performance of the students in concurrent field work will be evaluated on the basis of viva-voce examination and field work reports submitted for the purpose. The viva-voce examination will be conducted by an external and internal examiner.

iv). The student will be required to submit at least 30 field work reports during each Semester in order to become eligible for the submission of the comprehensive Field Work Report and for appearing in the theory papers in each semester. In no case, the field work reports can be less than the minimum i.e. 30 reports.

v). Concurrent Field Work report shall essentially be submitted in the Group Conference.

Attendance in Field, Individual Conferences and Group Conferences is mandatory.

All the six papers i.e. five theory papers and one concurrent field work shall be counted for the compilation of the final result.

## **MSW-407      RESEARCH PROJECT/ DISSERTATION      Marks: 50**

Students are given broader guidelines for undertaking empirical evidence based project in the fourth semester, independently and provide flexibility to consult the supervisor and make an exhaustive survey of literature on the chosen theme. Creative and analytical approaches are to be carried out under the direct supervision of a faculty supervisor.

The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made.

Research Project is part of Field Work Practicum. Evaluation of the Project of 50 marks will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.

### **Guidelines for Research Project**

- i. Students will choose the topic of our interest and inform to Field Work Unit respectively in end of January, and if necessary seek the help of Field work supervisor. Research Project will be carried out during fourth semester duration and submit to supervisor in first week of April.
- ii. Select a suitable title for paper
- iii. Expected to study new, original, empirical, and practical or intervention in approach.
- iv. Submit the paper in two typed copies of A4 size pages (both sides in 1.5 line spaces in Times New Roman Font Size 12).
- v. Organise project in following steps: topic, methodological details, analysis, interpretation and deductions.
- vi. Use headings and sub- headings
- vii. Use diagrams and graphs for presentation of data.
- viii. Give a list of books/ references cited/ used.

### **FORMAT FOR RESEARCH PROJECT:**

1. Title
2. Introduction
3. Literature Review
4. Objectives
5. Justification
6. Research Methodology
7. Analysis and Interpretation
8. Findings and Deductions
9. Suggestions and Intervention Plan
10. Conclusion and References

## **FIELD WORK PRACTICUM**

### **OBJECTIVES OF FIELD WORK PRACTICUM:**

#### **Master of Social Work Semester- I & II**

1. Development of knowledge of:
  - a) Socio-Economic background and the living conditions of vulnerable groups and problems confronting them.
  - b) Problem-solving techniques utilised in the community work where the student is placed.
  - c) The use of simple research procedures and maintenance of scientific data to assess the problems and needs of the people of the community of people.
2. Development of skills:
  - a) In understanding the agency in the context of community and client system.
  - b) To work with individuals, families, groups and communities.
  - c) In utilization of community resources.
  - d) To work as a member of team with other professionals to plan, organise and implement projects with an emphasis on the use of the process in problem-assessment and problem solving.
  - e) In learning to practice social work in the community.
  - f) In recording.
3. Development of professional attitudes which is:-
  - a) Conducive to work with individuals, families, groups and communities.
  - b) Leading gradually to awareness of self as a professional social worker.

#### **Master of Social Work Semester- III & IV**

1. Development of knowledge of:
  - a) Complexity and problematic pattern of behaviour of the client system by effectively using professional knowledge base.
  - b) The interaction of the immediate and sustaining environment of the people and its effect on their role performance/social functioning.
  - c) Social Policy, planning, change & Welfare Administration as the major factors in the process of social development.
  - d) Understanding the process of programme formulation, programme management and routine Administration in the placement institution.
2. Development of skills:
  - a) To effectively use the methods of social work towards problem solving.
  - b) To observe social realities and main issues addressed by the placement agency.
  - c) To acquire skills in training, research documentation, project formulation by being a member of multi-discipline team keeping in view the agency limitations.
  - d) To critically analyze, Evaluate and mobilize the individuals/groups for development work.
  - e) To learn the optimum use of authority.
  - f) To develop recording skills.

3. Development of professional attitudes:

- a) To respect the worth & dignity of the clients system non- judgmental.
- b) Conducive to work with people of diverse Socio-Economic and political backgrounds.
- c) To develop identification with the philosophy, values and Code Of Ethics of the social work profession.

**FIELD WORK PRACTICUM MARKS DIVISIONS:**

**1. Master of Social Work Semester- I**

- a. Social Work Practicum/ Concurrent Field Work - 75 marks  
(Field Work Reports, Orientation Programme, Individual Conference and Group Conferences)
  - b. Viva Voce - 25 marks
- Total 100 marks

**2. Master of Social Work Semester- II**

- a. Social Work Practicum/ Concurrent Field Work - 25 marks  
(Field Work Reports, Individual Conference and Group Conferences)
- b. Exposure Visit - 25 marks
- c. Viva Voce - 50 marks

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Total 100 marks

**3. Master of Social Work Semester- III**

- a. Social Work Practicum/ Concurrent Field Work - 50 marks  
(Field Work Reports, Workshops, Individual Conference and Group Conferences)
- b. Viva Voce - 50 marks
- c. Summer Placement/ Internship - 50 marks

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Total 150 marks

**4. Master of Social Work Semester- IV**

- a. Social Work Practicum/ Concurrent Field Work - 50 marks  
(Field Work Reports, Individual Conference and Group Conferences)
  - b. Viva Voce - 50 marks
  - c. Research Project/ Dissertation - 50 marks
- Total 150 marks

**COMPONENTS OF FIELD WORK PRACTICUM**

- A. Orientation Programme
- B. Social Work Practicum/Concurrent Filed Work.
- C. Exposure Visit.
- D. Summer Placement/ Internship
- E. Workshops
- F. Research Project/ Dissertation

## **FIELD WORK INSTRUCTIONS**

### **A.ORIENTATION PROGRAMME:**

At the beginning of every session one week orientation programme is held for the students, who come from various educational disciplines. Since they need to be exposed to the working of the department, which includes theory and practice both, the exercises held in this programme provide them with the needed exposure. Various exercises are as follows:

a) Class room sessions:

i) In the above sessions knowledge regarding theory papers and field work is given.

ii) Group exercises on communication skills are also conducted.

b) Institutional Visits.

These include visits in the areas of Family & child Welfare, Labour Welfare & Personnel Management., Medical & Correctional settings. Visits are arranged in Bhiwani and nearby areas i.e. Haryana, Delhi etc.

c) Guest Lectures:

These lecturers are delivered by the agency supervisors of different field work agencies/other professionals.

d) Feedback:

At the end of the orientation programme all the students write a report expressing their views on the programme.

### **B.SOCIAL WORK PRACTICUM/ CON-CURRENT FIELD WORK**

#### **Instructions for Master of Social Work Semester- I & II:**

1. Each student is allotted urban slums/village communities for field work in which he/she has to work during the session.

2. Every student is required to work in the field for 16 hrs a week i.e. 8 hours per day on each of the two days specified for field work.

3. The students go for their field work twice a week. Following day after every field work visit the student contacts his/her departmental supervisors for individual conference. Where they discuss the work done, the problems faced and get their reports signed, without which the reports are not accepted in the group conference.

4. Group conference is held once in a week in which each student presents his/her reports in brief and submits it to Field Work Supervisor. In case the students fail to

5. Attend the group conference the reports of the previous week stand cancelled.

6. During each semester each students is required to submit minimum 30 reports, if any student fails to do so he/she is not eligible to sit for Viva-Voce and Semester examination.

7. None of the requirements of field work can be compensated on any ground.

#### **Instructions for Master of Social Work Semester- III & IV:**

1. Each student is allotted an organization in the areas of Family & Child Welfare, Labour Welfare & Personnel Management, Medical & Psychiatric & Correctional fields. In which he / she has to work during the session.



2. Every student is required to work in the organisation as per the working hours of the organization fulfilling the minimum requirements set by the department as 8 hrs per day & 16 hrs. per week.
3. The students will be going for their field work twice a week. They shall contact their departmental supervisor for Individual conference on the following working day. Where they shall discuss the work done, the problems faced and get their reports signed without which the reports are not accepted in the group conference.
4. Group conference will be held once a week in which each student presents his/her reports in brief & submit it to field work supervisor. In case the students fail to attend the group conference the reports of the previous week stand cancelled.
5. During each semester each students is required to submit minimum 30 reports, if any student fails to do so he/she is not eligible to sit for Viva-Voce and Semester examination.

**Rules for Attendance:**

All the students are required to attend field work on all field work days and mark their attendance in the register with their declared contact person/Agency Supervisor. Students have to indicate their time of arrival & departure in the register In case the student has to go for some co-lateral work he/she may mention that in the register too.

**Rules for Leave:**

- 1) In case of emergency a student is permitted leave for five field work days during a session with prior intimation to the department.
- 2) Various requirements for field work shall be evaluated by the departmental supervisor as per the process & guidelines adopted and with the help of the tools developed for the purpose by the department. Mere fulfillment of attendance requirements by the students will not guarantee their successful completion of field work.

**C.EXPOSURE VISIT:**

Exposure Visit of 5 days duration will be organized in the 2nd semester for 25 marks which will be awarded to the students by the respective teachers on the basis of their performance, organizing abilities, participation in agency discussions, responsibilities shared and behavior during exposure visits

**D.WORKSHOPS:**

Skills Development - help learners acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems/ concerns, issues or situations like work with alcoholics, HIV/AIDS affected persons, adolescents for life skills development, youth for leadership development and couples for marital relationship and enrichment work with elderly. These workshops are to enhance skills/ develop new skills for practice in specific situation, specific problems and issues. Workshops are part of third semester Social Work Practicum.

**E.SUMMER PLACEMENT/ INTERNSHIP:**

Summer Placement - provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing

management operations of the setting. The time frame recommended for this experience is about four weeks, after the first year of the post-graduate programme. There shall be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed. Evaluation of the Summer Placement of 50 marks will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required. The objective of the summer placement is:

- a) To broaden the student's perspective of welfare services.
- b) To provide them with pre-employment work experience in the area of their interest, to facilitate them to assume professional responsibilities.
- c) To carry out specific assignments with professional responsibility.

#### **Nature of Placement:**

The students for their summer placement are placed with organisations for a period of 4 weeks after their second semester examination. The organisation for summer placement is usually different from the one where student has been placed for concurrent field work, except in exceptional cases. Students, during Summer Placement are required to observe the working days and working hours of the organisation they are placed in.

#### ***Placement Procedure for Summer Placement:***

- i. Preferences for the area and the organisational setting for summer placement are invited by the field work unit around February, every year. The students are required to exercise three choices in order of preference, in writing to the Field Work Unit by the specified date.
- ii. The field Work Unit assess these preferences and try to arrange suitable organisations for placements.
- iii. In spite of its best efforts, the department may not be able to accommodate the preferences of all the students. They will have to accept the alternative placements. The students are required to commence their field work training from the date specified for the purpose. Any delay without the expressed approval of the department will disqualify a student from undertaking Summer Placement that year.
- iv. In no case, a student should approach the prospective field work agency directly on her/his own.

#### **Instructions:**

Every student is required to:

- i. Intimate the department in writing his/her date of joining field work within a week of joining the agency countersigned by the agency supervisor.
- ii. Send fortnightly reports countersigned by agency supervisor within the first week of next fortnight. Two fortnightly reports together shall not be accepted.
- iii. All the students are required to keep duplicate reports/log sheets, in case the originals are misplaced, they can submit the duplicate reports.
- iv. After a fortnight if the department does not receive the Summer Placement reports, it shall stand cancelled & the students shall have to repeat it again.

v. At the Summer Placement end of the every student is required to bring a completion certificate so that DMC can be issued.

**Rules for Attendance and Working Hours:**

The student shall mark the attendance as per the rules of the organisation and shall strictly observe the working hours of organisation he/she is placed.

**Rules for Leave:**

As per the departmental rules the students can avail two days leave in four weeks/ one month. In case they want to avail more leave for some reasons, it has to be with the permission of the agency supervisor and accordingly their field work days shall be extended in order to complete four weeks/ one month.

**F. RESEARCH PROJECT/ DISSERTATION:**

Students are given broader guidelines for undertaking empirical evidence based project in the fourth semester, independently and provide flexibility to consult the supervisor and make an exhaustive survey of literature on the chosen theme. Creative and analytical approaches are to be carried out under the direct supervision of a faculty supervisor.

The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made.

Evaluation of the Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.

**Guidelines for Research Project**

- i. Students will choose the topic of our interest and inform to Field Work Unit respectively in end of January, and if necessary seek the help of Field work supervisor.
- ii. Select a suitable title for paper
- iii. Expected to study new, original, empirical, and practical or intervention in approach.
- iv. Submit the paper in two typed copies of A4 size pages (both sides in 1.5 line spaces in Times New Roman Font Size 12).
- v. Organise project in following steps: topic, methodological details, analysis, interpretation and deductions.
- vi. Use headings and sub- headings
- vii. Use diagrams and graphs for presentation of data.
- viii. Give a list of books/ references cited/ used.

**SUPERVISION**

Supervision is an integral part of social work education. It revolves around the educator-learner interaction and relationship. Supervision is very important process for the professional development of a social worker. The effective supervision requires clarity of the respective roles of the supervisor and the supervise. During the field work, every student is placed under the direct supervision of the supervisor who tries to achieve the aims of supervision by setting an example, appreciating and encouraging desirable attitudes in the student. The supervisor acts as a Guide, Counselor, enabler, Educator and Administrator during the entire process. Supervision is

a participatory process where in the student is expected to know his/her learning needs and he/she is expected to take initiative to benefit from the supervisory process.

The objective of the supervision is to develop skills among students such as observation, listening and communication, interviewing, relationship building, skills in fact finding, recording, analysis, administrative procedures. Supervision helps in developing professional attitudes in the students.

### **OBJECTIVES OF SUPERVISION**

- 1) To streamline the activities of the students with the help of professional expertise.
- 2) To encourage students for self-knowledge, self awareness, self control and self development.
- 3) To give necessary input to the students for their change and growth.
- 4) To evaluate students performances in field work and provide them the timely feedback.
- 5) To help students in being a professional.
- 6) To inculcate among students, values and attitudes appropriate to the practice of professional social work.

### **RESPONSIBILITIES OF THE FIELD SUPERVISOR**

- 1) Helping the students to adjust to the field setting and acquire basic knowledge of field work agency and its requirements.
- 2) To check out a work plan to work systematically and scientifically to achieve the field work objectives making best use of students potentials.
- 3) Enabling students in learning to relate theory with practice and guide them to procure sufficient literature regarding field work.
- 4) Giving feed back to students from time to time about their progress and professional growth.
- 5) To monitor the programme of the students, maintain a regular contact with placement agency/agency supervisor/contact person.
- 6) Help students to write records properly, systematically and prepare them for group conference, mid-term and final evaluation.
- 7) Making the student aware of the performance indicators and evaluation criteria and other expectations in terms of supervisory process which may include recording etc.
- 8) Help the students to cope with personal, emotional and behavioural problems that may affects his/her field work.
- 9) To develop hard working attitudes among students marked with sincerity, punctuality towards profession.

### **TOOLS OF SUPERVISION**

1. Individual Conference.
2. Group Conference.
3. Field Work Visits.
4. Recording.

#### **1. Individual Conference:**

Individual conference is a guided interaction between students and the faculty supervisor. It is held tentatively on every Monday and Tuesday

**Objectives of Individual Conference:**

- 1) To provide students feedback on his work-assignments and work schedule.
- 2) To help him to learn to interact within the client system to make assessments of field situations.
- 3) To learn the effective use of intervention methods with client problem.
- 4) To help in maintaining good records.
- 5) To enable him / her to cope up with problems arising out of field work experience.
- 6) To help him to evaluate his / her learning levels.

**2. Group Conference:**

It is an effective total of supervision. In the department the Group Conference is held on every Monday and Tuesday.

**Objectives of Group Conference:**

1. To provide students exposure to different field settings.
2. To facilitate problem solving through group-efforts.
3. To make the student work as a team member.
4. To help in evaluating his/her performance level in relation with other students.
5. To help the students to develop communication skills.
6. To develop the overall personality of the student.

**3. Field Work Visits**

This is an interaction between the students and supervisor during the supervisor visit to the field settings. It includes checking and suggestions given by supervisor for the problem which needs urgent attention in the field.

**Expectation from Agencies/Contact Person:**

- 1) Agencies are expected to know the basic objective of field work in social work education.
- 2) Ensure professional work habits and responsibility from the students.
- 3) To provide timely feed back to students and department for the students short falls.
- 4) Ensure regularity and punctuality of the student.
- 5) All the agencies are expected to co-operate with &Department Supervisor and vice-versa.

**FIELD WORK LOAD**

The work load of each school supervisor/ faculty member(s) for field work supervisor (including the Individual Conferences and Group Conferences) shall be counted to be equal to four periods of class room teaching. Teachers who are visiting any place in relation to any activity of field work with prior permission of the competent authority shall also be given conveyance/ travelling allowances or othercharges as per university norms.

**RECORDING IN FIELD WORK**

Professional courses of different disciplines have developed their own system of recording.

Social Work

too has its own systematic procedure for recording. Recording provides an opportunity to the student to

organise & present information, observation, reflection and action in a systematic manner. It proves to be useful for both administrative and research work.

### **FUNCTIONS OF RECORDING**

1. Helps in self reflection.
2. Assists in Integration of theory with practice.
3. Documentation of Social Work Intervention.
4. Enhances supervision during practice.
5. Periodic evaluation of the student work.
6. Maintain continuity of services.
7. Used for administrative purposes.
8. Research and theory building.

### **TYPES OF RECORDING:**

#### **1. Process Recording:**

Process recording is a specialised and detailed form of recording with a process orientation. It involves reporting of total days interaction and observation in detail, which also includes feelings, thoughts, limitations in the intervention plan etc. All the above talks serve as an important tool for supervision and evaluation. In brief it includes:

- 1) Initial information which may include the name of the worker, day, date, name of the client, serial no. of the session (in case of interview or group session).
- 2) Detailed description of what happened during the visit.
- 3) Description of both action & non-verbal activity that occurred.
- 4) The worker's total feelings and responses towards the client or the situation, which include both verbal & non-verbal thoughts. An "Assessment Summary", which includes workers opinions in summarized form regarding the interview/Session/Work. It also includes an analysis of the situation involved.
- 5) Evaluation & Analysis of everything that is happening or has happened during the visits.
- 6) At the end of every record, an interaction Plan is made to see what is to be done during the next visit.

#### **2. Verbatim Recording:**

Verbatim recording includes direct quotes to reproduce the conversation which took place during the interaction at the field work agency on that particular day.

Example: Worker: Do you think taking drugs is harmful?

Client: I don't know, but I have been consuming some of them for years now.

#### **3. Summary Recording:**

In summary recording only the results or outcome are recorded. No step by step recording is involved. The content of work is described under various headings. It can be done either in the middle of interaction or at end of interaction.

## **FORMAT FOR SOCIAL WORK PRACTICUM REPORTING:**

### **1. Purpose:**

Purpose of the visit will include the future plan of the last report and the present objectives as discussed in the individual conference.

### **2. Interaction:**

- a) Detailed report of the work done step by step inclusive of the discussions held with various people.
- b) Verbatim report as and when required.

### **3. Evaluation:**

#### **i) Assessment:**

- a) Of the work done. b) Problems faced by the worker. c) New things learnt.
- ii) Self Evaluation: that a student does of himself /herself who include:
  - a) Utilisation of the theory where and when required.
  - b) Limitations and weaknesses and ways to overcome them.
  - c) Strength (if any).

### **4. Future Plan** - Includes the objectives of the next visit.

## **FORMAT FOR SUMMER PLACEMENT REPORT:**

1. Plan of day
2. Interaction
3. Observation
4. Analysis
5. Self learning
6. Future Plan

## **FORMAT FOR RESEARCH PROJECT:**

1. Title
2. Introduction
3. Literature Review
4. Objectives
5. Justification
6. Research Methodology
7. Analysis and Interpretation
8. Findings and Deductions
9. Suggestions and Intervention Plan
10. Conclusion and References

## **EVALUATION:**

Evaluation is an integral part of field work. It is a continuous process and essential part of training in self awareness and necessary for the development of student as a professional social worker. This helps to determine the level of professionalism achieved in field. Help in assessment of theoretical knowledge acquired and experiences gained during field work in applying the same in social work practice. As this is an "Ongoing process" the student is

provided with periodic feed back to enhance improvement and modifications. Evaluation is not limited to final & midterm evaluation but indirectly includes weekly Individual Conference's. Both the Field Work Supervisor and the student need to have active participation in the evaluation process. Therefore, the evaluation process needs to be explained to student's right from the beginning of the process. Evaluation is a shared process throughout the training period analysis of the student's progress and performance involved with the view of helping students to develop their knowledge and competence as social workers.

#### **Need for Evaluation:**

1. It helps students to know where they stand.
2. It helps them to relieve anxiety.
3. It helps them to analyse their strength & weaknesses and areas of growth.
4. It helps students to integrate more of theory into practice.
5. Helps Field Work Supervisor in goal directed teaching.

Evaluation must involve not only analysis of inputs made by the students in terms of willingness, enthusiasm and energy, but also on process and outcomes of the efforts.

#### **What is evaluated?**

- 1) Over all progress in the field work performance through out the semester.
- 2) Ability to conceptualize & integrate theory with practice.
- 3) Ability to analyse social situations, individual need.

#### **AREAS OF EVALUATION**

##### **1. Professional Development:**

- i) Professional growth in students i.e. belief in professional ethics, dedication to take at hand and sense of responsibility, level of inquisitiveness and initiative.
- ii) Overall regularity and punctuality in day to day field work performance throughout the year (Accountability).
- iii) Ability to integrate theory into practice.
- iv) Internalisation of values and goals of the profession.
- v) Capacity for self direction, independence, resourcefulness in work, Management of time and work load.

##### **2. Interpersonal Proficiency:**

- Ability to demonstrate warmth and acceptance. i) Motivation to be of help to others as against preoccupation with own needs and problems. (Extent of responsibility and commitment shown towards client system, agency, colleagues & Field Work Supervisor.)
- ii) Development of capacity to relate purposefully, to empathies and respond appropriately while working with individuals, groups and communities.
  - iii) Awareness of self and control on thinking, feelings & actions.

##### **3. Development of Practice Skills:**

- i) Ability to analyse situations, needs and resources.
- ii) Skill in problem solving, case planning and evaluation.
- iii) Ability to prepare plan of action to carry out intervention.



- iv) Skills in using methods of Social Work like Social case work, Social group work, community organisation etc.
- v) Capacity to use skills and techniques for enhancement of process, interaction, Problem solving and action in the client system.

#### **4. Ability to Write Records:**

- i) Manner of presentation of facts and observation.
- ii) Utilisation of records to overcome weaknesses and build upon strength.
- iii) Using records to assess the level of intervention & analyse critically professional development.

#### **5. Supervision:**

- i) Openness to learning new things.
- ii) Acceptance of constructive criticism and supervision.
- iii) Openness in providing & receiving feedback.
- iv) Acceptance of the roles of Agency/Faculty Supervision in learning process.
- v) Striving towards assuming responsibilities & taking decisions independently.

### **MID TERM EVALUATION/ FINAL EVALUATION.**

#### **PERFORMA FOR FIELD WORK PRACTIUM**

**Name of the student.**

**Name of the Community/Agency.**

**Name of the Faculty Supervisor.**

1. **Description of Community** (Brief History, Cultural Background, Major Population Groups, Occupational Structure, Level of Education, Health, Socio-economics status, availability of basic amenities, other organisations working in the community etc).
2. **Description of Agency:** (Brief History, Organisational Structure Functions, Programmes etc).
3. **Major Assignments:** Summary of the cases and detail of the projects taken up for practising Social group work and Community Organisation.
4. **Assessment of Professional Growth** (Following are the constituents that may be used to explain your professional growth. Cite examples to substantiate).
  - i) Utilisation of theory in practice.
  - ii) Motivation to accept challenges where and when the work environment was perceived to be not conducive enough.
  - iii) Awareness of self (personal qualities i.e. weakness and strength which may be considered as either hindering or facilitating factors in professional growth).
  - iv) Regularity, punctuality and sincerity for accomplishment of basic tasks assigned.
  - v) Ability to empathies, relate purposefully and respond appropriately while working with individuals, families, groups and communities.
  - vi) Inter personal competency to deal with a variety of work and human relation situation.
  - vii) Striving towards self reliance and independence i.e. ability to take assignment, challenges with minimum guidance, taking initiatives and self direction, reflected in maximum efficiency in the management of time and work load.

### **5. Utilisation of Supervision:**

Openness to learning and accepting constructive criticism and make positive use of supervision for professional development.

- i) Give examples to show how you used supervision provided to you in the department and Field Work agency/community for improving your field work.
- ii) Show how you made use of feed back and incorporated it in every day work situations.
- iii) Role of individual conference & group conference in Professional development.

### **6. Record writing**

- i) Ability to write records regularly, clearly and in articulate manner.
- ii) Ability to present facts & observations in organised manners with analytical frame work.
- iii) Relate field work with theoretical knowledge.

### **7. Problems faced in fulfilling Field Work objectives and methods or skills used to overcome these.**