

CENTRE FOR SOCIAL WORK

Master of Social Work Course

Ordinance and Syllabus

(With effect from Academic Session 2017-18 onwards)

**Centre for Social Work
Allahabad State University
Allahabad, Uttar Pradesh
(June 2017)**

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Master of Social Work Course

1. Preamble

The Master of Social Work course is a professional course which is comprised of class room teaching and field work practicum. This course is directed towards developing knowledge, skills and values through class room teaching-learning process, field training in real life situations and research on contemporary issues and concerns necessary for promoting, improving and maintaining the functioning of individuals, groups, institutions and communities existing in the society. The course is strongly committed to create a diverse learning environment in which respect for dignity and worth of all human beings and understanding of diverse conditions are practiced.

2. Title of the Degree in Social Work

The nomenclature of the degree shall be Master of Social Work (After 2 years)

3. Affiliation

The proposed course shall be governed by the Centre for Social Work, Allahabad State University, Allahabad, Uttar Pradesh.

4. Vision

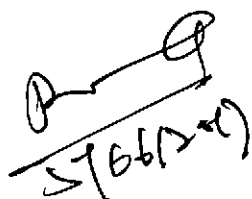
To produce trained social workers blended with professional competencies, so that they could be able to address the contemporary social issues and concerns to achieve wellbeing of people and bring about social change for social development.

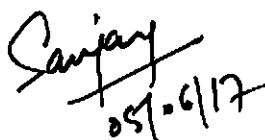
5. Mission

To ensure that post graduate students (MSWs) have the required knowledge, skills, techniques, attitude, attribute and critical perspectives necessary for taking up the responsibilities at middle level management of social welfare and developmental services in the public, corporate and non-profit development sectors.

6. Course Objectives

- a) Impart education and training in professional social work in order to create qualified personnel in social welfare and allied fields through culture-sensitive, eclectic and evidence-based participatory practice;
- b) Develop knowledge, skills, attitudes and values appropriate to the social work profession;
- c) Promote integration of theory and practice in the fields of social welfare and social policy; and
- d) Provide interdisciplinary collaboration for better understanding of human problems, systemic discrimination and marginalization, issues of social development and needed services.


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7. Eligibility Criteria

Admission to the Master of Social Work course shall be open to those aspirants having completed the graduation examination (10+2+3) or its equivalent. The eligibility criteria are as follows:

- a. Any person with minimum 45% marks in the aggregate of graduation examination or its equivalent examination recognized by Allahabad State University in any discipline shall be eligible to apply for this course.
- b. Candidates belonging to SC/ST categories shall be allowed 5% relaxation in the eligibility requirement.
- c. Reservation of seats for various categories shall be as per the State Government rules and regulations.

8. Admission Procedure

Admission procedure will take place as per the Allahabad State University guidelines in this regard.

9. Pedagogy of the Course

Brain storming, case studies illustrations, interactive discussions, class instruction, individual & group conferences (students' seminars), visits, non-credit trainings, orientation programme, extension, field based assignments or experience sharing/field instruction/lectures by guest or visiting faculties and practitioners, exposure tours of information technology in teaching-learning process, skill workshops, opportunity to attend seminar and conferences, career guidance, induction/exit/follow-up meeting etc. constitute the pedagogy of the course.

10. Schedule for Theory Classes and Field Work Practicum

Four days for theory classes and two days for concurrent field work will be required in all the semesters. Concurrent field work shall be organized on Tuesdays & Thursdays for Semester-1 & 2 of first year and Wednesdays & Fridays for Semester-3 & 4 of second year. However, these field work days may be changed as per the convenience of the Department i.e. Centre for Social Work of ASU and field work agencies and/or communities. During the theory classes, besides lectures, individual and group conferences (students' seminar) will be held regularly in the afternoons.

11. Field Work Practicum

Field work practicum is an essential component of this course as it is an integral part of social work education. Hence, every student is expected to attend the same, failing with he/she shall not be allowed to continue the course. Field work is a practical experience which is deliberately arranged for the students. In field work, field will be a situation (a social welfare/development agency or an open community) which offers avenues for students' interaction with client and client system, where they will apply social work methods,



principles, skills and techniques under the guidance of faculty members and practitioners of the agencies.

11.1. Objectives and Tasks of Field Work Practicum (Semester-wise)

The field work practicum has been developed to achieve the following objectives:

Semester-1

Objectives:

- a) Give exposure to the students to various social welfare & development programmes and services.
- b) Develop sensitivity towards the needs, problems and issues affecting the life and living of individuals & families, groups and communities and level of their consciousness.
- c) Develop an understanding of agency's structure, function, service delivery system etc. and/or community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources and opportunities.
- d) Give an opportunity to learn to make use of professional relationship and referrals to deal with human problems.

Tasks:

- i. Establish contact and develop rapport with the agency personnel and/or community people.
- ii. Get a self-orientation and prepare agency and/or community profile.
- iii. Regular reporting to all concerned persons, perform the assigned tasks and work with agency personnel, volunteers and/or community people.
- iv. Continuous self-assessment of field work experiences.

Semester-2

Objectives:

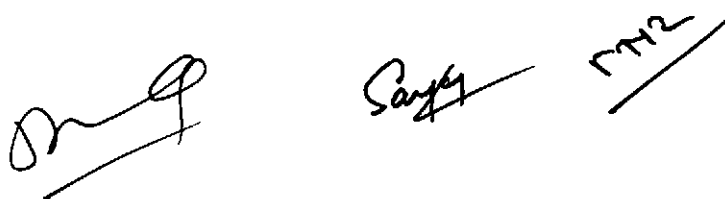
- a) Imbibe the ethics and values of social work profession including attributes for the same.
- b) Develop an ability to narrate the learning experiences, assessment of services & resources and participate in service delivery.
- c) Practice the methods of working with individuals, groups and communities.
- d) Develop capacity to prepare process/method-oriented records.

Tasks:

- i. Explore, analyze and find out the causative factors of needs and/or problems of individuals & families, groups and communities.
- ii. Integrate theoretical knowledge with field practice i.e. methods, principles, skills & techniques of social work etc.
- iii. Make official correspondence on behalf of agency and/or community.
- iv. Prepare records for all the processes involved.

Semester-3

Objectives:

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- a) Learn to mobilize clients/beneficiaries to create awareness about needs, problems, rights, responsibilities etc. and motivate them to participate in their development and facilitate them to utilize the available services.
- b) Coordinate the services provided by governmental and non-governmental organizations/institutions in meeting the felt needs of the clients/beneficiaries.
- c) Learn to apply theoretical base i.e. principles, approaches and skills of social work while working in the field.
- d) Develop sensitivity towards the issues related to social justice and human rights for marginalized groups.

Tasks:

- i. Assist agency and/or community in programme planning and implementing the activities.
- ii. Assess own performance and improve it accordingly.
- iii. Make use of advocacy for the betterment of the individuals.
- iv. Mobilize resources, raise funds and develop network with other institutions/organizations working in the neighboring area.

Semester-4

Objectives:

- a) Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
- b) Develop ability to plan, organize and implement the activities within agency and/or community framework.
- c) Develop ability to affect changes in improving service delivery by introducing innovations in practice.
- d) Improve skills in communication and networking with other organizations.

Tasks:

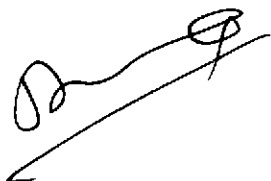
- i. Make use of power structure of surrounding area and local community leaders.
- ii. Seek client's/beneficiary's and/or people's participation in utilizing agency and or community services.
- iii. Make use of practice-learning instructions given by faculty and agency supervisor.
- iv. Perform team work in association with other institutions/organizations.

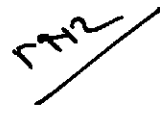
11.2. Components of Field Work Practicum

Field work practicum involves multiple learning pedagogies and activities. The components of field work practicum are:

(A) Observation Visits: Students of semester-1 & 3 will be given an opportunity to visit and observe various agency and/or community settings in order to know about the initiatives of governmental and non-governmental organizations towards contemporary social issues and concerns.

(B) Orientation Programme: A Five-day orientation programme will be organized at the commencement of the course of the semester-1 of first year and at the beginning of semester-3 of second year respectively before starting concurrent field work. No student will be admitted after the commencement of the orientation programme. Orientation visits to welfare





agencies and/or communities will be an integral part of the orientation programme. Attendance during orientation programme is compulsory which will be taken into consideration at the time of final assessment of field work done by the respective faculty supervisor/instructor.

(C) Concurrent Field Work: Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semesters (both odd and even) of first and second year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student. On the basis of 14 weeks of field experience per semester, the students should accumulate 200 hours each semester or a total of 400 hours for two consecutive semesters in a year.

(D) Rural Camp: Five-day rural camp will be organized in collaboration with social welfare organizations (NGOs/VOs) for the students of semester-3 & 4 of second year (preferably for semester-3 students in order to avoid overburden) to provide exposure to the students about the socio-economic, political and cultural situations and problems of rural life. The rural camp will be organized under the guidance of the faculty members. Attendance of rural camp is compulsory. Besides, the performance, behaviour and learning reflection of each student during rural camp will be taken in to consideration at the time of final assessment of field work done by the respective faculty supervisor/instructor based on the reporting of Camp-in-Charge.

(E) Block Field Work/Internship Training: At the end of semester-4 of second year, students will be required to undergo six-week block field work/internship training in a social welfare agency or project or corporate house under CSR initiative as per their area of interests. It is treated more as pre-employment experience. The block field work agencies or projects will be selected with the consent/choice of students. A student must be placed under the supervision of professionally qualified social worker in the agency.

A student has to start the block field work on the date specified by the Department i.e. Centre for Social Work of ASU in the placement letter. Any unreasonable delay in joining block field work/internship or discontinuation will be treated as misconduct. If a student leaves block field work/internship agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will have to repeat the block field work/internship.

During block field work/internship, a student will be expected to submit weekly reports to the Field Work Unit of the Department in a prescribed manner. Leave will be allowed during the entire period of block field work/internship mainly on the ground of sickness. Successful completion of block field work/internship training is mandatory before the Master of Social Work degree can be awarded.

(F) Skill Workshop: The skill workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through

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the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

11.3. Criteria for Selection of Field Work Agencies/Open Communities

Only Field Work Unit of the Department or agency or community itself personnel can initiate the process to become a field work setting. The following criteria will be used for screening and selecting organizations for field work as agency setting:

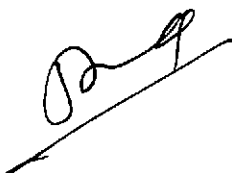
- a. The agency's philosophy of service must be compatible with the values and ethics of the social work profession and the objectives of field work practicum.
- b. The Agency must be willing to accept and follow the requirements of the Department for participation in the field work practicum.
- c. The agency must provide experienced staff to act as field work supervisor/instructor and provide them with the time and resources necessary to fulfill his/her roles.
- d. The agency must be willing to provide a comprehensive learning opportunity for the students including orientation and learning assignments.

In the field work practice learning with open communities, students will be directly placed in the open communities by the Field Work Unit of the Department under the supervision of a faculty member without any agency based programme. The Department should select a community for field work purpose on the following grounds:

- i. The community should be responsive to the field practicum activities; and
- ii. The people of the community should have proper acquaintance with educational institution and its supervisor.

The Field Work Unit of the Department should ensure the following before placing students in the open community:

- I. Students should be properly briefed about the people of the community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources etc.;
- II. Students should be given proper instructions in conducting and recording observation; and
- III. Students should be given information related to expected activities to be performed in the community.



11.4. Field Work Placement

Placement process will be initiated soon after admissions are over. The students of all the semesters of first and second year will be placed under the supervision/instruction of a faculty member of the Department. One or two students will be placed with a field work agency or in open community by the Department supervisor/instructor and a list of the same will be displayed accordingly. In the field work placement, preference of the students or faculty members for each other will not be entertained. During the placement process, each student is required to attend pre-placement counseling with his/her respective department supervisor/instructor. The following points should be taken into consideration during the field work placement:

- i. Gender considerations;
- ii. Agency's concerns/expectations about the placement; and
- iii. Constraints of students such as - disability, language barrier etc.

Placement of students under the department supervisors/instructor will be done as per following modalities:

- a. Placement of students under the department supervisor/instructor should be done as per the standardized teacher-learner ratio prescribed under Model Curriculum;
- b. Ratio of girls and boys students should be appropriately distributed among all the department supervisors/instructors;
- c. Student should not repeat the department supervisor/instructor; and
- d. Equal numbers of students from each class should be given to all the department supervisors/instructors.

The field work agency or open community of the students will remain the same for two consecutive semesters of a year. However, if a change of field work agency or open community is needed, it should be done early in the beginning only in extreme circumstances for the betterment of student, agency or community and the Department. Any such change can be made after discussion in the departmental meeting. The students are not allowed to change a placement in any circumstances.

11.5. Field Work Supervision/Instruction

Supervision/instruction is the most significant aspect of field work practicum. Hence, in case of field work placement of students in agency settings, the department supervisors/instructors must strive to:

- a. Prepare a schedule of individual conference with students;
- b. Help the students in preparing learning plan;
- c. Guide the students to develop maturity in dealing with different circumstances and learn to appreciate and respect multiplicity and diversity of society, culture and communities;



- d. Help them to grow as professional social workers, conscious about the demands of the profession and develop capability to handle situations independently;
- e. Take care of the progress of students and provide feedback to them about the performance;
- f. Make periodic visits to agencies and or communities;
- g. Check the field work reports of students and provide necessary guidelines to them regarding report writing;
- h. Provide regular, timely and systematic inputs; and
- i. Assessment of performance of students with a pass/fail recommendation.

In case of field work placement of students in open community settings, the following are some of the major responsibilities of Department supervisors/instructors:

- i. Make communication for the arrangement of field work stating its objectives, request for cooperation and as follow-up measure, follow-up letter appreciating the cooperation given by the community;
- ii. Conduct brief orientation session to students about the community to be visited for field work and guidelines of work done and recording;
- iii. Creation of an overall environment of 'learning by doing' within the community; and
- iv. Get in touch with the local community leaders and/or influential persons who will be responsible to look after the students and visit the community regularly.

Each student should get at least one hour of supervision/instruction per week with the respective department supervisor/instructor. These hours of supervision/instruction will be essentially calculated in total teaching hours of each faculty member as per the placement of students under him/her and the same should be essentially reflected in the departmental time table. Generally, three major method of supervision/instruction are: Individual Conference, Group Conference, and Agency and/or Community Visits.

'Individual conference' is a tutorial approach to field work supervision/instruction. It is a medium through which the department supervisor/instructor provides the individually planned educational experience. 'Group conference' is organized with the intention to increase the knowledge of students by learning from experience of other students. It is held with a group of students with their respective supervisors/instructors. A schedule of group conference should be announced by the Field Work Unit of the Department well in advance. During the theory classes, besides lectures individual and/or group conferences will be held regularly in the afternoons (preferably last two periods).

The department supervisors/instructors must get in touch with the field work agencies and/or open communities under their supervision/instruction by making regular visits in order to be vigilant on the students' field work tasks (at least one visit per month to each agency and/or community under their supervision/instruction and more if necessary).





It is the responsibility of the department supervisor/instructor to assess the students' performance with a pass/fail recommendation.

11.6. Administration of Field Work Practicum

The administration of field work practicum will be ultimately responsibility of Field Work Unit of the Department headed by a Field Work Coordinator. Any official communication with the field work agencies, community people, students, parents etc. regarding all the aspects of field work programme will be done by the Field Work Coordinator. Field Work Coordinator should be nominated in the departmental meeting keeping in view the seniority aspect as priority. He/she will be responsible for organizing, implementing, coordinating, guiding, monitoring and evaluating the entire field work programme in consultation with and prior approval of Head of Department. The position of Field Work Coordinator shall be honorary and will be kept on rotating among the faculty members of the Department after three years interval.

11.7. Field Work Attendance

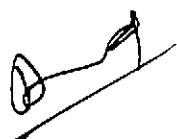
The students in this course are being trained to become professional social workers. They are expected to meet the following responsibilities related to attendance:

- a. The Department expects from students to be regular and punctual in the field work. Only in special cases, there is a provision of leave of absence from field work on the grounds of sickness or important personal reasons. Leave from field work should generally be applied in advance.
- b. A student is not required to attend field work on institutional holiday, however, it may be utilized as per the instructions of the department supervisor/instructor and all such days will be called additional field work.
- c. Eighty five percent (85%) attendance in the concurrent field work is compulsory.
- d. Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, skills workshops, special lectures and seminars is also compulsory.
- e. In case, a student is unable to attend scheduled days of concurrent field work in a semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the department supervisor/instructor.

If the required hours of field work are not fulfilled and its components are not completed by any student by the end of the semester in which he/she is studying, an assessment of the performance of the student with a 'fail' recommendation will be issued by the respective department supervisor/instructor. After receiving 'fail' recommendation in the field work assessment, the student will be deemed to have failed in both theory and field work.

11.8. Submission of Field Work Records/Assignments

The students are expected to meet the following responsibilities related to submission of records/assignments:



- a. To prepare and submit learning plan, agency/community profile in a timely and appropriate manner to the respective department supervisor/instructor.
- b. To maintain a cumulative record of actual hours spent at the field work.
- c. To complete and submit weekly records of concurrent field work along with log-sheet in a prescribed manner.
- d. To prepare and submit records of observation visits, orientation programme, field visits, rural camp, skill development workshops etc. separately as prescribed by the Department.
- e. To complete and submit field work self-assessment form after termination of field work for a semester.

11.9. Discipline at the Field Work

The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of individuals. Following acts may be treated as misconduct during the field work:

- a. Frequently late at the field work without intimating department and agency supervisors/instructors;
- b. Absent from field work and/or individual or group conference without intimating department and agency supervisor/instructor;
- c. Frequently late in completion of task assigned by agency and/or the department;
- d. Missing appointments with the clients or agency supervisor/instructor without intimation;
- e. Exploiting clients or client's family;
- f. Breaching client's confidentiality;
- g. Initiating physical confrontation with a client, client's family members, agency supervisor/instructor, agency staff or community people;
- h. Acting in a discriminatory manner towards clientele;
- i. Falsifying documentation in agency records and field work reports;
- j. Exploiting the agency/community by misuse of agency's/community's services/resources;
- k. Engaging in behaviour that would constitute malpractice;
- l. Engaging in abusive or degrading behaviour towards a client, client's family, agency supervisors/instructors, agency staff or community people; and
- m. Exhibiting disruptive or harmful behaviour; acting in an unprofessional or inappropriate manner while at the field work such as - inappropriate display of emotions or immature behaviour.

If the complaint is received by the department supervisor/instructor against a student or if he/she feels or is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:





- i. Issuing show-cause notice to the student duly signed by respective department supervisor/instructor, Field Work Coordinator and Head of the Department/In-charge;
- ii. Receiving written explanation from the student;
- iii. Holding inquiry into complaints by the Head of the Department/In-charge, Field Work Coordinator and respective department supervisor/instructor(if not satisfied with the explanation);
- iv. Making decision for disciplinary action against the student including dismissal from the course; and
- v. Issuing punishment order.

11.10. Assessment of Field Work Practicum

At the end of each semester (both odd and even) of first and second year, a field work assessment will be done both internally and externally. The students will submit all the reports to the respective department supervisors/instructors after the termination of field work. Students will have to prepare a field work self-assessment report and summary of work done as per the guidelines in a prescribed form and submit the same to the respective department supervisors/instructors. The department supervisors/instructors will also prepare the field work internal assessment report regarding the performance of the concerned students using the following parameters:

Parameters of Assessment of Field Work		
S. No.	Parameters	Reflections
1.	Personal Traits (0.5% weightage)	Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	Attendance (2.5% weightage)	Attentiveness in field work, individual & group conferences, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities including orientation visits, orientation programme, concurrent field work, rural camp, block field work/internship, skill workshops, etc.
3.	Theoretical Knowledge (1.0% weightage)	Understanding about the fundamental concepts, philosophy, ethics & values, methods, principles, skills & techniques of social work etc.
4.	Knowledge about Agency/Community (1.0% weightage)	Knowledge about agency and/or community, structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
5.	Performance in the Field (2.0% weightage)	Identification and assessment of needs/problems; ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques) in accordance with learning plan; ability to utilize

		administrative skills etc.
6.	Professional Development (1.0% weightage)	Development of professional attitude towards assigned tasks, programme planning and management, decision making, ability to work within agency limitations, willingness to accept mistakes and ready to remove them with use of practice learning instructions, sense of responsibility and professional commitment, ability to adjust with co-workers, agency staff, clients and/or community people, ability to work co-operatively etc.
7.	Quality of Reports (1.5% weightage)	Clarity of learning plan, agency/community profile; Narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.
8.	Group Conferences (Student's Seminar) (0.5% weightage)	Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.

Source: Based on Verma, R.B.S. & Singh, Atul Pratap (2013). *Standard Manual for Field Work Practicum in Social Work*. Lucknow, Uttar Pradesh: New Royal Book Company. p. 29-30.

Field work assessment marks (both internal and external) shall be awarded keeping in view the following break-up:

Basis	Marks
Field Work Internal Assessment (By Department Supervisors/Instructors)	70
Viva Voce (By External Examiner)	30
Total	100

(A) Field Work Internal Assessment: Field work internal assessment marks will be awarded by the respective department supervisors/instructors as per the performance of the students upon the above mentioned parameters of assessment of field work. While awarding field work internal assessment marks, the department supervisors/instructors should place reasons on record for awarding less than 45% marks or more than 75% marks to the students. The minimum marks required to pass in the field work will be forty (40%) percent including both internal & external marks.

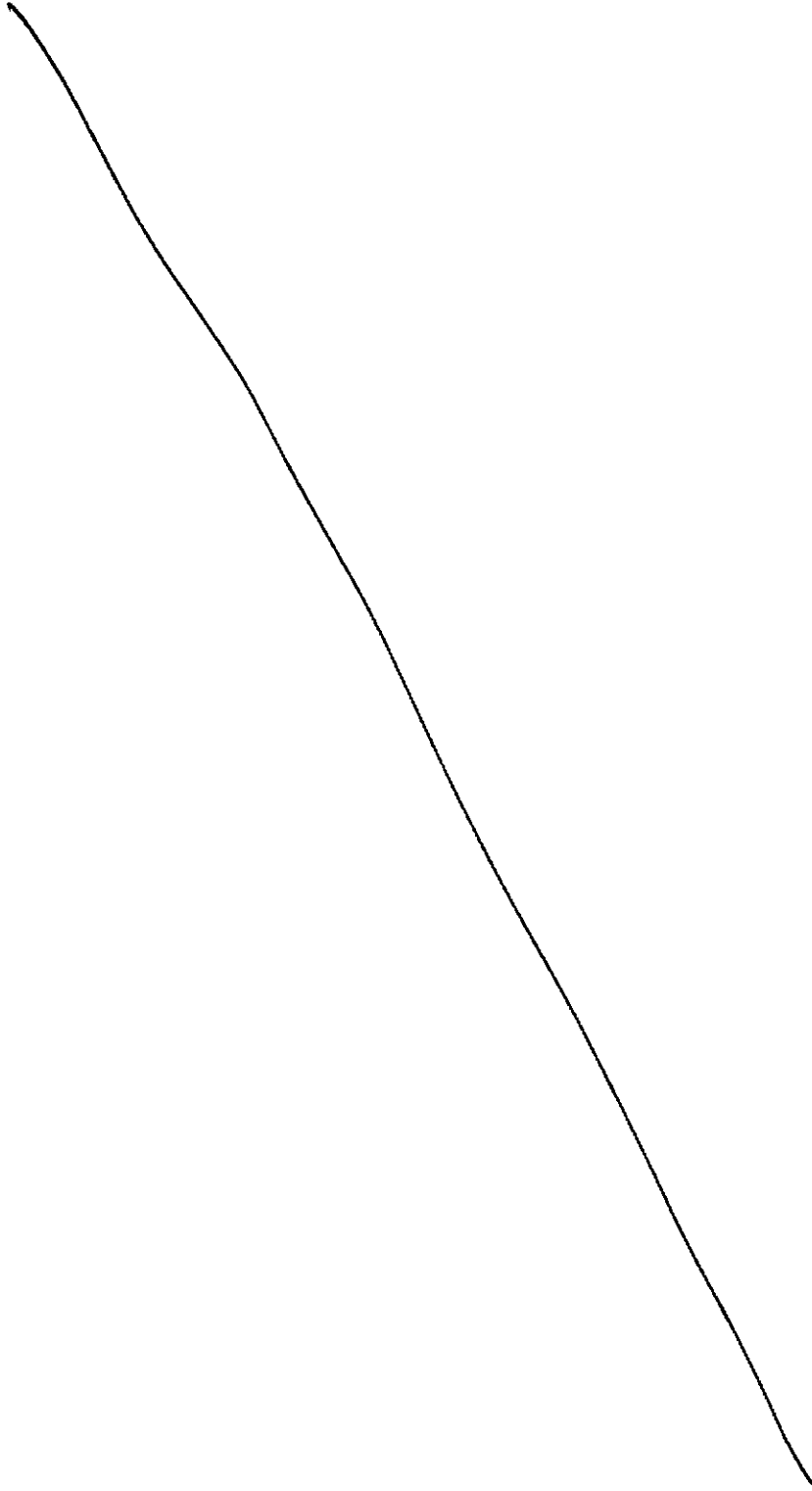
(B) Viva Voce: Viva-Voce will be conducted by the Department i.e. Centre for Social Work of ASU. Viva-voce will be held in the presence of External Examiner appointed by the ASU.

12. Course Structure

The Master of Social Work course is divided into two parts. Each part will be consisting of two semesters to be known as 'Odd Semester' and 'Even Semester' which are as follows:

Part	Year	Semester-Odd	Semester-Even
Part-I	First Year	Semester - 1	Semester - 2
Part-II	Second Year	Semester - 3	Semester - 4

The schedule of papers prescribed for various semesters and marks shall be as follows:



D. G. *Sanjay* *17/12*

Distribution of Papers and Marks				
Semester-1				
Paper Code	Title of Paper	End Semester Exam	CIA	Total
MSW101	Social Science Concepts for Social Workers	70	30	100
MSW102	Social Work: Nature and Development	70	30	100
MSW103	Human Psychology and Personality Development	70	30	100
MSW104	Skills and Techniques of Field Work Practice	70	30	100
MSW105	Field Work Practicum	30 (Viva-Voce)	70	100
Total Marks		310	190	500

Semester-2				
Paper Code	Title of Paper	End Semester Exam	CIA	Total
MSW201	Working with Individuals and Groups	70	30	100
MSW202	Working with Communities	70	30	100
MSW203	Social Welfare Administration and Social Action	70	30	100
MSW204	Human Rights, Social Justice and Social Work Practice	70	30	100
MSW205	Field Work Practicum	30 (Viva-Voce)	70	100
Total Marks		310	190	500

Semester-3				
Paper Code	Title of Paper	End Semester Exam	CIA	Total
Compulsory Papers				
MSW301	Research in Social Work	70	30	100
MSW302	Social Policy, Planning and Development	70	30	100
MSW303	Field Work Practicum	30 (Viva-Voce)	70	100

Elective Papers*				
Group A				
MSW304	Employee Welfare and Social Security	70	30	100
MSW305	Trade Union and Industrial Relations	70	30	100
Group B				
MSW306	Livelihood and Development	70	30	100
MSW307	Rural Society and Panchayat Raj Institutions	70	30	100
Group C				
MSW308	Gender, Family and Social Work	70	30	100
MSW309	Women Empowerment in India	70	30	100
Group D				
MSW310	Health and Medical Social Work	70	30	100
MSW311	Psycho-Somatic Factors of Health	70	30	100
Total Marks		310	190	500

Semester-4				
Paper Code	Title of Paper	End Semester Exam	CIA	Total
Compulsory Papers				
MSW 401	Integrated Social Work Practice	70	30	100
MSW 402	Social Problems and Social Legislations	70	30	100
MSW 403	Field Work Practicum	30 (Viva-Voce)	70	100
Elective Papers*				
Group A				
MSW 404	Human Resource Management	70	30	100
MSW 405	Labour Legislations in India	70	30	100
Group B				
MSW 406	Urbanisation and Community Development	70	30	100
MSW407	Urban Planning and Development	70	30	100
Group C				
MSW 408	Child Welfare and Development	70	30	100
MSW 409	Youth Development and Welfare of Aged	70	30	100
Group D				
MSW 410	Mental Health and Psychiatric Social	70	30	100

	Work			
MSW 411	Mental and Personality Disorders	70	30	100
Total Marks		310	190	500
Grant Total of Marks		1240	760	2000

* Note: Each elective paper shall be offered/taught subject to availability of minimum number of 5 students.

12.2. Theory Papers

- Papers/per Semester:** There will be total four theory papers and one field work practicum in each semester.
- Elective Papers:** In the beginning of the Semester-3 of second year, each student will have to select any one elective group for elective papers from the elective groups offered and that elective group must be the same in the Semester-4 of second year. These elective papers will be offered to the students as per their choice and merit subject to the availability of seats allotted to the particular elective group.

13. Scheme of Examinations

- English/Hindi shall be the medium of instruction and examination.
- Examinations shall be conducted at the completion of all units in each paper of a semester as per the academic/examination calendar notified by the ASU.
- Each theory paper will be valued for 100 marks, out of which 30 marks are for continuous internal assessment (CIA) and 70 marks will be for end-semester written examinations.

For continuous internal assessment (CIA) in each paper, the following method will be followed:

Scheme of Continuous Internal Assessment (CIA)		
S.No.	Components	Marks
1.	Attendance*	05 marks
2.	Assignment (Oral Presentation and Written Submission)	10 marks
3.	Class Test (Written)	15 marks
Total		30 marks

* Note: As far as the marks of attendance for internal assessment is concerned, below 67% = 0 marks; From 67% to below 70% = 1 mark; From 70% to below 75% = 2 marks; From 75% to below 80% = 3 marks; From 80% to below 85% = 4 marks; and 85% and above = 5 marks shall be awarded.

For continuous internal assessment (CIA), the schedule of conduct of written class test, oral presentation sessions and/or submission of written assignment will be official/formally announced among the students well in advance (at least one month before) by each respective faculty member. After completion of internal assessment, the related records including award lists should be submitted in the Department at least two week before the commencement of

the end semester examinations. The criteria of 'pass' or 'fail' recommendation, division, re-examination etc. will be as per the ASU decision.

14. Infrastructural Requirement

- a) Lack of infrastructure and facilities reduces department supervisor's/instructor's interest in developing and implementing the field work programme. As a result, they may become demotivated after a few years. Ultimately this becomes a problem of the faculty members, students and also the Department. Therefore, the ASUA dministration should try to fulfill requirements such as- separate space for supervision/instruction, time and ratio requirements etc.
- b) All the forms required for field work such as - log-sheet, attendance sheet, self-assessment form along with field diary will be made available in the Department.
- c) The ASUA dministration should help its Department to initiate community development project, so that students could be placed in this project for field work training in an open community setting.
- d) The Department should have its own magazine or newsletter through which the students could be encouraged to contribute their field experiences in published form. The collection of such magazine or newsletter will be useful asset for potential students and will encourage them and boost their self-confidence.

15. Other Issues to be addressed

- a) Sometimes it is found that some agencies consider the students as visitors over there and engage them in some clerical/record keeping jobs and such students find it easy to satisfy the agency staff to obtain a good feedback about them. The department supervisors/instructors have to keep a vigil on such unholy compromises and resolve such issues with the concerned agency's administrative head in consultation with the agency supervisor/instructor.
- b) There is a need to find out the appropriate agencies providing a congenial environment for field work.

In addition, the Department will organize seminars, workshops, cultural programmes, special lectures etc. for the students to develop professional competencies among them.

16. Career Prospects

Professional social workers address contemporary social issues. concerns and challenges and work in the areas such as - local self-governance, rural development, development of scheduled castes and scheduled tribes, welfare of the persons with disabilities (both mental & physical), women and children, care for the aged, sex and child abuse, correctional administration, public health, drug addiction, poverty and unemployment, slum improvement, conflict-resolution, family & marriage counseling, labour welfare and the like. After successful completion of the Master of social work course, students can get employment both in the public and private sector in the country and abroad. Even, there is also an opportunity to be self-employed.



LEVEL : SEMESTER- 1
PAPER CODE : MSW 101
TITLE OF PAPER : SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORKERS
MARKS : 100

Objectives:

- Developing understanding about basic sociological concepts.
- Understanding of concepts related to polity.
- Familiarizing with basic concepts of economics relevant to social work.
- Development of knowledge about ecology.

Course Contents:

Unit -1: Sociological Concepts

Basic Concepts: Society, Community, Social Group, Institution, Culture, Caste & Class, Social Relationship.

Social Processes: Social Change, Social Control, Social Disorganization, Conflict & Cooperation.

Social Stratification, Social inclusion & Exclusion and Social Movement.

Unit -2: Concepts of Economics

Economy, Market and its Effect on Society, Factors of Production, Demand, Supply, Price, Wage, Work and Labor,

Public Goods, Property: Common and Private,

Liberalization, Privatization, Globalization, and Structural Adjustment.

Unit -3: Political Science Concepts

State, Welfare State, Democracy, Liberty, Equality, Rights and Human Rights, Social Justice, Power, Authority and Legitimacy,

Ideologies: Socialism, Capitalism, Mixed Economy,

Sarvodaya, Antyodaya, Civil Society and Local Self Governance.

Unit -4: Ecological Concepts

Eco-System, Biosphere, Diversity, Natural Resources, Environment, Human Ecology, Social and Political Ecology.

Learning Outcomes:

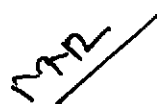
Know the society, its structure & institutions, various processes, economy, governance, ecology, etc. in order to get an insight about social phenomenon.

Suggested Readings:

1. Giddens, Anthony. (1999). Sociology. Cambridge: Policy Press.
2. McIver, R.M. (1931). The Contribution of Sociology to Social Work. New York: Columbia University Press.



3. Mandelbaum, David G. (1995). Society in India. Bombay: Popular Prakashan, Bombay, 1995.
4. Chakarbarty, Bidyut. (2008). Indian Politics and Society Since Independence: Events Processes and Ideology. London: Rutledge.
5. Mazumdar, Deepak & Sarkar, Sandeep. (2005). Globalization, Labour Markets and Inequality in India. London: Routledge.
6. Puniyani, Ram, Communal Politics. (2003). Facts vs Myth. New Delhi: Sage Publication.
7. Agarwal, A.N. (1993). Economics of Development and Planning. New Delhi: Vikas Publications.
8. Datt, Ruddar & Sundharam, K.P.M. (2005). Indian Economy. New Delhi: Sultan Chand and Sons.
9. Dhingra, I.C. (2003). Indian Economy Environment and Policy. New Delhi: Sultan Chand and Sons.
10. Barnhill, Davis Lands & Goltlieb, Roger S. (2001). Deep Ecology and World Religions: New Essays on Sacred Ground. Albany: State University of New York Press.
11. Chapman, J.L. Reiss, Michael J. (2000). Ecology: Principles and Applications, Cambridge: Cambridge University Press.
12. Pepper, David. (1993). Eco Socialism: From Deep Ecology to Social Justice. London: Routledge.



LEVEL : SEMESTER- 1
PAPER CODE : MSW 102
TITLE OF PAPER : SOCIAL WORK: NATURE AND DEVELOPMENT
MARKS : 100

Objectives:

- Knowledge about concepts related to professional social work.
- Familiarize students with historical evolution of professional social work in India and global context.
- Knowledge about core values and philosophy of professional social work.
- Develop insights about and approaches to social work practice.

Course Contents:

Unit -1: Professional Social Work: Conceptual Understanding

Social Work and Related Concepts: Charity, Social Service, Social Reform, Social Welfare.
Social Work and Related Processes: Social Change & Social Development, Empowerment.
Contemporary debates and sites of practice: settings and interventions.
Impact of globalization on social work education and practice.

Unit -2: Professional Social Work: Historical Roots

Roots of Professional Social Work in England and America.
Origin and Development of Professional Social Work in India.
Associations of Professional Social Work in India and abroad.
International Social Work.

Unit -3: Professional Social Work: Philosophical Base

Influence of Western Philosophy on the Development of Professional Social Work.
Gandhian Philosophy of Social Service.
Voluntarism and History of Social Work Profession in India
Professional Social Work: Objectives, Methods and Core Skills.

Unit -4: Nature and Approaches

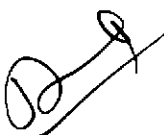
Values and Generic Principles of Professional Social Work.
Ethics of Professional Social Work Practice.
Approaches to Social Work Practice
Systems and Ecological Perspectives to Social Work Practice.

Learning Outcomes:

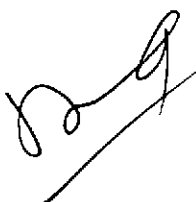
Thorough understanding of fundamental concepts of social work profession in order to develop an insight about professional attitude and attribute.

Suggested Readings:

1. Allan, June; Pease, Bob; & Briskman, L., Critical Social Work: An Introduction to Theories and Practice, Jaipur: Allen & Unwin, NSW/Rawat Publications, 2003.



2. Bogo, Marion, *Social Work Practice: Concepts, Processes, and Interviewing*, Columbia University Press, 2006.
3. Compton, B. R., *Introduction to Social Welfare and Social Work: Structure, Function and Process*, The Dorsey Press, Irwin-Dorsey (Homewood, Ill, Georgetown, Ont.), 1980.
4. Coulshed, Veronica & Orme, Joan, *Social Work Practice (4th Edn.)*, Palgrave Macmillan, 2006.
5. Derezotes, David S., *Advanced Generalist Social Work Practice*, Sage Pub., New Delhi, 2000.
6. Dubois, B. & Miley, K.K., *Social Work: An Empowering Profession*, Allyn and Bacon, London, 2005.
7. Higham, Patricia, *Social Work: Introducing Professional Practice*, SAGE, 2006.
8. Kulkarni, P.D., *The Indigenous Base of Social Work Profession in India*, IJSW, 54 (4), 2000.
9. Kumar, Hajira, *Social Work: An Experience and Experiment in India*, Gitanjali Publishing House, Delhi, 1994.
10. Lymbery, Mark; Postle, Karen, *Social Work: a Companion to Learning*, SAGE, 2007.
11. Midgeley, James, *Social Welfare in Global Context*, Sage Publications, New Delhi, 1997.
12. National Association of Professional Social Workers in India NAPSWI. (2015): Code of Ethics for Professional Social Workers in India. Available at: www.napswi.org
13. Parker, Jonathan; Bradley, Greta, *Social Work Practice: Assessment, Planning, Intervention and Review (2nd Edn.)*, Learning Matters Ltd., 2007.
14. Pathak, S.H., *Social Welfare: An Evolutionary and Development Perspective*, MacMillan India Ltd., New Delhi, 1981.
15. Reamer, Frederic G., *Social Work Values and Ethics*, Columbia University Press, 2006.
16. Shastri, Raja Ram, *Social Service Tradition in India*, Welfare Forum & Research Organization, Varanasi, 1966.
17. Watson, Florence, *Integrating Theory and Practice in Social Work Education*, Jessica Kingsley Publishers Ltd., London, 2002.
18. Wilson, Kate; Ruch, Gillian; Lymbery, Mark; Cooper, Andrew, *Social Work: An Introduction to Contemporary Practice*, Pearson/Longman, 2008.
19. Wood, Gale Goldberg; Tully, Carol Thorpe (3rd Edn.), *The Structural Approach to Direct Practice in Social Work: A Social Constructionist Perspective*, Columbia University Press, 2006.





LEVEL : SEMESTER- 1
PAPER CODE : MSW 103
TITLE OF PAPER : HUMAN PSYCHOLOGY AND PERSONALITY DEVELOPMENT
MARKS : 100

Objectives:

- Learning about the major concepts and theoretical perspectives in psychology.
- Understanding the nature and development of human behaviour in socio-culture concept.
- Enabling Students to understand the different theories.
- Imparting concepts related to social psychology.

Course Contents:

Unit -1: Foundations of Psychology and Human Growth

Cognitive Development: Basic Concepts and Theories

Life Span Perspective of Human Development, Development Tasks and Hazards in Various Life Stages

Social, Emotional and Cognitive Development during Different Developmental Stages

Unit -2: Human Personality and Psychological Disorders

Personality: Definition, Concept and Theories

Psychological Disorders and Positive Health

Stress: Causal Factors and Management

Unit -3: Therapeutic Approaches

Psycho analytic Therapy

Client-Centered Therapy

Cognitive Therapies

Indigenous Therapies

Bio-Feedback Therapy

Unit -4: Social Psychology

Social Psychology: Nature, Scope Methods of studying Social Behavior

Social Perception, Scheme, Schematic Processing, Attribution

Attitude: Nature, Formation and Measurement.

Public Opinion, Prejudices, Biases and Stereotypes

Leadership, Group Think, Crowd and Mob Behaviour.

Learning Outcomes:

Understanding of psychological concepts, and their application in order to deal with dynamics of human behaviour.



Suggested Readings:

1. Baron, R.A. & Byrne, D., Social Psychology (8th Edition), Prentice Hall, New Delhi, 1998.
2. Bron, Rober A.; Byrne, Donn, Social Psychology, Allyn and Bacon, Boston, 1997.
3. Hall, C.S.; Lindsay, G. & Campbell, J.B., Theories of Personality, John Willey & Sons, Inc. New York, 1998.
4. Hilgard Ernest R., Atkinson, Rital, Introduction to Psychology, Harcourt Brace Jovanovich Inc. New York, 1979.
5. Hurlock, E.A., Developmental Psychology, Lifespan Approach, Tata McGraw Hill, New Delhi, 1994.
6. Hurock, Elizabeth B., Child Development, McGraw Hill Book Company, London, 1978.
7. Loid, Dodge Farnald, Psychology - Six Perspectives, Sage Publication, New Delhi, 2007.
8. Maluccio, A.N., Pine, B.A. & Tracy, E.M., Social Work Practice with Families and Children, Columbia University Press, New York, 2002.
9. Mansead, A.S.R.; Strobe W. (Ed.), The Blackwell Reader in Social Psychology, Oxford: Blackwell, 1997.
10. Morgan, C.T.; King, R.A.; Welsz, J.R. & Schopler, J., Introduction to Psychology (7th Ed.), Tata McGraw Hill Publication Company Limited, New Delhi, 2003.
11. Myers, David G., Psychology, W H Freeman & Co., 2006.
12. Nevid Jeffrey S., Psychology: Concepts and Applications, Houghton Mifflin Co., 2007.
13. Rathus Spencer A., Psychology: Concepts and Connections, Wadsworth Publishing Company, 2006.
14. Robinson, Lena, Psychology for Social Workers, Routledge, London, 1995.
15. Sharma, Rajendra K. & Sharma, Rachna, Social Psychology, Atlantic Publishers, 2007.
16. William, James, Principles of Psychology, Cosimo Inc., New York, 2007.



LEVEL : SEMESTER- 1
PAPERCODE : MSW 104
TITLE OF PAPER : SKILLS AND TECHNIQUES OF FIELD WORK PRACTICE
MARKS : 100

Objectives:

- Add value in strengthening knowledge and skills, bringing uniformity and high quality standards in practice learning.
- Build confidence and develop aptitude and attitudinal base of the students.
- Develop sensitivity towards self-awareness, self-development, goal setting and time management.

Course Contents:

Unit 1: Developing Personal and Professional Self

Understanding perception, self-awareness and sensitivity

Goal setting and time management

Ethical concerns: Sense of responsibility, professional commitment and good conduct at field work

Unit 2: Planning for Field Work Practice

Field work learning plan and strategic planning for specific programmes

Thematic learning modules for targeted populations

Social & resource mapping and use of participative techniques

Unit 3: Documentation of Various Components of Field Work

Orientation, concurrent and block field work records

Group/Student conference paper: Preparation and presentation

Case records, field based assignments and records of rural camps

Unit 4: Essential Skills and Techniques

Public relation, advocacy, lobbying and networking

Effective use of simulation exercises, games, role play and social/mass media

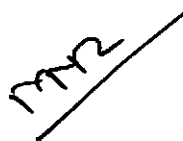
Observation & analysis, counselling and guidance, rapport building

Learning Outcomes:

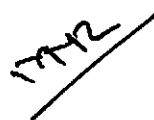
Conceptual clarity about various skills and techniques of field work practice in order to utilize them more effectively in real life situation during practice.

Suggested Readings:

1. CIDT. (2001). Participation, Learning and Action. Walsall: University of Wolverhampton.
2. Dave, Indu. (1983). The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt. Ltd.
3. Hastakshep: Advocacy Manual. (2007). New Delhi: Pairvi (Hindi).



4. Jackson, Adrian J. (1995). Leadership Circles from Participatory Learning and Action (PLA). London: IIED.
5. Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.
6. Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd
7. Sudha Datar, et al. (2010). Skill Training for Social Workers: A Manual. New Delhi: Sage.
8. Verma, R.B.S. & Singh, Atul Pratap. (2010). Handbook of Field Work Practice Learning in Social Work. Lucknow: New Royal Book Company.
9. Verma, R.B.S. & Singh, Atul Pratap. (2013). Standard Manual for Field Work Practicum in Social Work. Lucknow: New Royal Book Company.



LEVEL : SEMESTER- 1
PAPER CODE : MSW 105
TITLE OF PAPER : FIELD WORK PRACTICUM
MARKS : 100

Objectives:

- Give exposure to the students to various social welfare & development programmes and services.
- Develop sensitivity towards the needs, problems and issues affecting the life and living of individuals & families, groups and communities and level of their consciousness.
- Develop an understanding of agency's structure, function, service delivery system etc. and/or community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources and opportunities.
- Give an opportunity to learn to make use of professional relationship and referrals to deal with human problems.

Tasks:

- Establish contact and develop rapport with the agency personnel and/or community people.
- Get a self-orientation and prepare agency and/or community profile.
- Regular reporting to all concerned persons, perform the assigned tasks and work with agency personnel, volunteers and/or community people.
- Continuous self-assessment of field work experiences.

Concurrent field work will be required to be done simultaneously with class-room teaching of theory papers from the very beginning of the semester of second year and shall continue till the preparation leave before the commencement of the examinations. Two days in a week will be allotted to the students to perform concurrent field work. The students may be placed in social welfare agencies or open community settings to initiate and participate in the direct service delivery. A minimum of 15 hours (including report writing) per week of concurrent field work will be required for each student.

Learning Outcome:

Developing the ability to fulfill the objectives and perform assigned task in order to imbibe core competencies required for an efficient social work practitioner.

Note: The field work agency and/or community of the students will remain the same for two consecutive semesters of a year.



LEVEL : SEMESTER- 2
PAPER CODE : MSW 201
TITLE OF PAPER : WORKING WITH INDIVIDUALS AND GROUPS
MARKS : 100

Objectives:

- Introduction of historical background, nature, principles and components of Social Case Work and Group Work.
- Understanding of process involved in the application of these methods in diverse settings.
- Development of skills and attitudes to work with individuals and groups.
- Enhancement of competencies to critically analyze the problems related to individuals and groups.

Course Content:

Unit -1: Working with Individuals: An Introduction

Development and Significance of Case Work in Social Work, Relevance in Indian Context. Philosophical Assumptions, Human Need, Problem Faced by Individuals and Families, Social Roles, Social Functioning.

Principles of Case Work.

Approaches to Case Work: Psycho-social, Problem Solving, Task Centered Case Work and Integrated.

Unit -2: Application of Case Work and Counseling

Case Work Tools: Listening, Observation, Interview, Home Visits.

Skills for Effective Practice: Communication Skills, Rapport Building, Resource Mobilization, Case Work Recording.

Case Work Process: Components and Phases of Intervention, Case Work Practice in Different Settings

Unit -3: Understanding Group Behaviour

Group Dynamics: Determinants, Indicators and Outcomes

Specific Situations in Group Functioning: Sub Group Formation, Alliances, Coalitions and Triangulations, Emergence of Conflict Situations

Decision Making, Problem Solving

Unit -4: Working with Groups

Historical Development, Philosophy, Principles, of Group Work.

Skills and Techniques of Group Work

Phases of Group Work: Planning, Formation, Intervention and Termination

Group Work Process: Stages, Programme Planning, Development, Assessment.



Models of Group Work Practice: Remedial, Developmental, Group Therapy, Transactional Analysis and Gestalt Therapy.

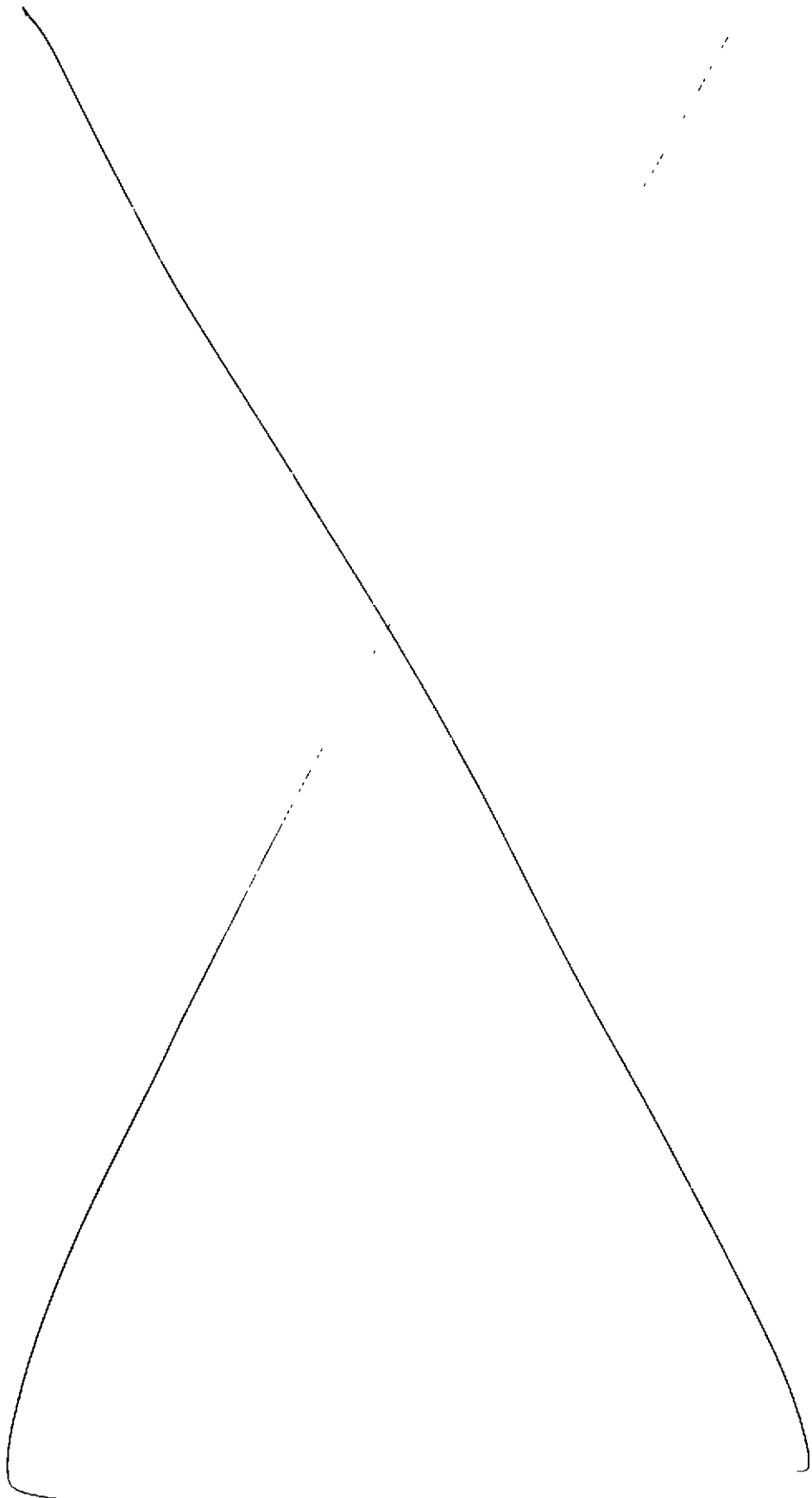
Learning Outcome:

Understand the methodology, tools, techniques and skills of direct/primary methods required for working with individuals, families and groups.

Suggested Readings:

1. Amnesty International USA. The Casework Manual: A Toolbox for Coordinators of Action Files, Cases, Dossiers, and Long-Term Campaigns. Palo Alto, Calif: Amnesty International USA Group 19, 1994.
2. Aptekar, Herbert H. The Dynamics of Casework and Counseling. Boston: Houghton Mifflin, 1955.
3. Biestek, Felix P. The Casework Relationship. Chicago: Loyola University Press, 1957.
4. Hepworth, Dean H., Ronald H. Rooney, Glenda D. Rooney, and Kim Strom-Gottfried. Direct Social Work Practice: Theory and Skills. Belmont, CA: Brooks/Cole, 2011.
5. Mathew, Grace. An Introduction to Social Casework. Bombay: Tata Institute of Social Sciences, 1992.
6. Perlman, Helen Harris. Social Casework: A Problem-Solving Process. [Chicago]: University of Chicago Press, 1957.
7. Pincus, Allen, and Anne Minahan. Social Work Practice: Model and Method. Itasca, Ill: F.E. Peacock, 1983.
8. Upadhyay, R. K. Social Casework: A Therapeutic Approach. Jaipur: Rawat Publications, 2003.
9. Woods, Mary E., and Florence Hollis. Casework: A Psychosocial Therapy. Boston; Toronto: McGraw-Hill, 2000.
10. Douglas, Tom 1972, Group Processes in Social Work, Chisestar Wiley.
11. Garvin, C., 1997, Contemporary Group Work (3rdEd.), Boston: Allyn and Bacon.
12. Henry, S., 1992, Group Skills in Social Work: A Four-dimensional Approach (2nd Ed.), Brooks/Cole Publishing Company, Belmont, CA.
13. Joseph Lassner, Kathleen Powell, Elaine Finnegan, 1987, Social Group Work: Competence and Values in Practice, Haworth Press, New York.
14. Northen, H. and Kurland, R., 2001, Social Work with Groups (3rd edition), Columbia University Press, New York.
15. Shulman, L., 2006, The Skills of Helping Individuals, Families, Groups, and Communities (Fifth edition), Thompson., Belmont, CA.
16. Siddiqui, H.Y., 2008, Group Work: Theories and Practices, Rawat Publications, Jaipur.
17. Toseland, R.W. and Rivas, R.F., 2005, Introduction to Group Work Practice (5th edition), Allyn & Bacon., New York.
18. Trecker, Harleigh B., 1990, Social Group Work: Principles and Practice, Association Press, New York.
19. Urania Glassman, 2008, Group Work: A Humanistic and Skills Building Approach, Second Edition, Sage Publications.





LEVEL : SEMESTER- 2
PAPER CODE : MSW 202
TITLE OF PAPER : WORKING WITH COMMUNITIES
MARKS : 100

Objectives:

- Develop a conceptual understanding of community and community power dynamics.
- Develop understanding of community organization as a method of social work.
- Develop skills in the use of various techniques and models of community organization.
- Promote attitude conducive to participatory practice in practice of community organization.

Course Contents:

Unit -1: Understanding Community Dynamics

Concept of Community: Sociological and Practitioners' Perspectives, Elements and Functions.

Dynamics of Community: Religion, Caste, Class and Gender Relations; Power Structure, Conflict and Control.

Urban, Rural and Tribal Communities: Characteristics, Structure and Functions.

Unit -2: Introducing Community Organization

Concept of Community Organization: Meaning, Nature, Evolution, Characteristics, Principles.

Community Development: Concept, Aims & Objectives and Basic Elements.

Community Organization, Community Work and Community Development

Unit-3: Processes of Community Practice

Models: Locality Development, Social Planning, Social Action, Alinsky Model and Women Centered Model.

Approaches: Welfarist, Social Development & Empowerment; and Indigenous Approaches to Community Work - Gandhi, Vinoba, Tagore.

Stages of Community Organization Process: Identification of Needs and Problems, Programme Planning, Resource Mobilization, Implementation of Programme, Networking, Networking, Evaluation and Follow-up.

Attitudes, Roles and Skills of a Community Worker.

Unit -4: Participatory Techniques in Development

People's Participation in Community Organization: Use of PRA, PLA, LFA, Problem Analysis, Stakeholder Analysis and Strategic Planning.

Limitations of Participatory Methods.

Empowerment and Capacity building of Communities



Learning Outcome:

Understand the methodology, tools, techniques and skills to work directly at macro level in the society.

Suggested Readings:

1. Giddens, Anthony (1993): Sociology. Polity Press. London.
2. Bottommore, T.B. (1971): Sociology: A Guide to Problem and Literature, George Allen and Unwin, Bombay.
3. Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
4. Gangrade, K.D. (1971): Community Organization in India. Mumbai: Popular Prakashan.
5. Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: KitabMahal.
6. Kumar, Somesh (2002): Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Sage Publication (Vistaar).
7. Lee, Judith (2001): The Empowerment Approach to Social Work Practice: Building the Beloved Community. Columbia Press.
8. Ross, M.G. (1967): Community Organization. Theory, Principles and Practice. New York: Harper & Row.
9. Siddiqui, H.Y. (1997): Community Organization in India. New Delhi: Harnam
10. Verma, R.B.S. & Singh, Atul Pratap (2015): Samudayik Sangathan Evam Abhyaas. Lucknow: New Royal Book Company (Hindi).
11. Verma, R.B.S., Singh, Atul Pratap & Verma, Jitendra Kumar. (Eds.) (2016): Community Engagement, Social Responsibility and Social Work Profession: Emerging Scope and Prospects. New Delhi: Alter Notes Press.
12. Weil, Merie (2005): Handbook of Community Practice. New Delhi: Sage.



LEVEL : SEMESTER- 2
PAPER CODE : MSW 203
TITLE OF PAPER : SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION
MARKS : 100

Objectives:

- Understand administration as method of social work
- Acquire knowledge about the basic principles and processes of administration
- Develop an understanding of social action as a method of social work.
- Impart knowledge about approaches and techniques of social action.

Course Contents:

Unit -1: An Introduction to Social Welfare Administration

Social welfare administration: Concept, Nature, Principles and Changing Context

Social Welfare Administration and Related Concepts: Social Administration, Social-Service Administration, Social Security Administration, Social Agency Administration, Public Administration.

Welfare and Development Organizations: Nature, and Forms, Roles, Types of Welfare and Development Services Rendered

Registration of Welfare and Development Organizations, Laws Relating to Societies, Trusts and Non-profit Organizations.

Unit -2: Elements of Administration

Planning & Organizing; Directing, Coordination; Decision-Making; Staff Recruitment, Training and Development; Record Keeping & Documentation; Budgeting; Communication; Public Relations; Monitoring and Evaluation.

Unit -3: Structures and Processes of Social Welfare Administration

Service Providers-NGOs/GO

Administrative Structures (GO): Central, State and Local Levels.

Administrative Structures of NGOs Engaged in Welfare and Development Service

Recent Trends in Welfare Administration: Parallel structures like - USAID-SIFSA, DSACS.

Sustainability of Welfare and Development Programmes: Phasing-out, Transferring Ownership and Informed & scheduled Termination.

Fund Raising, Grants-in-Aid, Resource Mobilization, Social Marketing

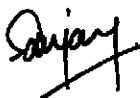
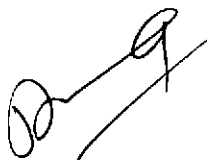
Unit -4: Social Action

Concept, Meaning, Models, Strategies.

Relationship between Social Action, Social Movement and Social Change

Advocacy and Public Interest Litigation (PIL): Steps and Processes

Approaches of Social Action: Paulo Freire, Saul Alinsky's, Gandhian Approach; Radical Practice; Critical Awareness.

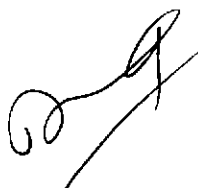


Learning Outcome:

Understanding of social welfare administration in order to get an insight about service delivery system and fundamental concepts for application of social action in addressing to the contemporary social issues and challenges.

Suggested Readings:

1. Lawler, J & Bilson, A social work Management and Leadership: Managing Complexity with Creativity, Routledge, London, 2010.
2. Atwater, Pierce, Problems of Administration in Social Work, University of Minnesota Press, 2009.
3. Bhattacharya, Sanjai, Social Work Administration and Development, Rawat Publications, Jaipur, 2006.
4. Goel, S.L. & Jain, R.K., Social Welfare Administration Organization and Working, Vol-I & II, Deep and Deep Publication Pvt. Limited, New Delhi, 1998.
5. Kohli, A. S., Administration of Social Welfare, Anmol Publication Pvt. Ltd., 1997.
6. Pandey, S. K., Social Welfare Administration, Mahaveer and Sons, New Delhi, 2007.
7. Patti, Rino, J., Social Welfare Administration: Managing Social Programmes in a Development Context, Prentice Hall, 1983.
8. Skidmore, Rex Awtin, Social Work Administration: Dynamics Management and Human Relationship, Prentice Hall, 1990
9. Gandhi, P.K., Social Action through Law: Partnership Through Law, Concept, 1985
10. Kothari, M., Development and Social Action, Routledgeand Kegan Paul, London, 2005.
11. Siddiqui, H.Y., Social Work and Social Action, Hanam, New Delhi, 1984.
12. Freire, P., Pedagogy of the Oppressed, Penguin Books, New Delhi, 1997.
13. Mooarthy, M.V., Social Action, Asia Publishing House, Bombay, 1966.
14. Rao, M.S.A., Social Movements in India, Manohar Publications, New Delhi, 1984.
15. Scott, A.C., Ideology and New Social Movements, Unwin Hyman, London, 1991.
16. Verma R. B. S. Introduction to Social Administration, Shipra Publications, New Delhi, 2015.
17. Verma R. B. S., Samajik Prashashan Ka Parichay, Rapid Book Co., Lucknow, 2016.



LEVEL : SEMESTER- 2
PAPER CODE : MSW 204
TITLE OF PAPER : HUMAN RIGHTS, SOCIAL JUSTICE AND SOCIAL WORK PRACTICE
MARKS : 100

Objectives:

- Understand concept of human rights and theories
- Know about instruments of human rights
- Know the concept of social justice
- Familiarize with instruments of social justices

Unit -1: Human Rights: Theoretical Introduction

Human Rights: Concept, Theories, Principles and Need & Significance.

Unit -2: Instruments of Human Rights

UN Declaration of Human Rights, Human Rights and Indian Constitution, Human Rights Act-1993, National Human Rights Commission and State Human Rights, Commission. Social Work and Human Rights.

Unit - 3: Social Justice: Conceptual Introduction and Instrument

Social Justice: Concept, Philosophy, Features and Forms

Instruments of Social Justice: Constitutional Base of Social Justice, Positive and Protective Discrimination, Public Interest Litigation, Legal Literacy, Free Legal and Rights to Information.

Unit-4: Social Work Intervention as Tools


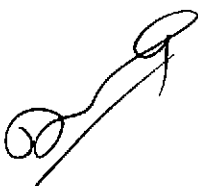
Child, Youth, Elderly, Women Empowerment, Disability, Natural Resource Management. SC/STC, Minorities and Weaker Section.

Learning Outcome:

Knowledge about concept and instruments of human rights and social justice.

Suggested Readings:

1. Amnesty International. 1993. Human Rights in India. New Delhi: Vistaar Publications.
2. Baxi, U. 2002. The Future of Human Rights, New Delhi: Oxford University press.
3. Chandra, A. 2000. Human Rights Activism and Role of NGO's, Delhi: Rajat Publications.
4. International Federation of Social Workers. 1994. Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession, Berne: International Federation of Social Workers.



5. Iyer, V.R.K. 1980. Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.
6. Mahajan, G. (ed.). 1998. Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.
7. Naseema, C. 2002. Human Rights Education: Conceptual and Pedagogical aspects, New Delhi: Kanishka Publishing House.
8. Nirmal, C.J. 1999. Human Rights in India – Historical, Social and Political Perspectives, Delhi: Oxford University Press.
9. Saraf, D.N. (Eds.). 1984: Social Policy, Law and Protection of Weaker Sections of Society. Lucknow: Eastern Book Company.
10. Singh, A.K., Singh, Atul Pratap & Krishna, G.R. 2011. Towards Inclusive Development: Perspectives, Approaches and Strategies for India. New Delhi: Serials Publications.
11. Verma, R.B.S. & Singh, Atul Pratap. 2012: Inclusive Development in India, New Royal Book Company, Lucknow.

