



Estd. 1962
"A++" Accredited by
NAAC (2021)
With CGPA 3.52

SHIVAJI UNIVERSITY, KOLHAPUR - 416 004,
MAHARASHTRA

PHONE : EPABX - 2609000, www.unishivaji.ac.in, bos@unishivaji.ac.in

शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र

दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग - ०२३१-२६०९०९४



जा.क्र./शिवाजी वि./अ.मं./१८१

दि.२४/०१/२०२३

प्रति,

मा. प्राचार्य/संचालक,
सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,
शिवाजी विद्यापीठ, कोल्हापूर

विषय : बी. एस. डब्लू व एम. एस. डब्लू, भाग १ कोर्सच्या अभ्यासक्रमाबाबत...
संदर्भ : या कार्यालयाचे पत्र क्र.५१ दि.२८/१०/२०२२.

महोदय,

उपरोक्त संदर्भिय विषयास अनुसरून आपणास आदेशान्वये कळविण्यात येते की, शैक्षणिक वर्ष २०२२-२३ पासून लागू करण्यात आलेल्या बी. एस. डब्लू व एम. एस. डब्लू, भाग १ कोर्सच्या अभ्यासक्रमामध्ये किरकोळ दुरुस्ती करण्यात आलेली आहे. सोबत सदर अभ्यासक्रमाची प्रत जोडली आहे. तसेच विद्यापीठाच्या www.unishivaji.ac.in (Online Syllabus) या संकेतस्थळावर ठेवण्यात आला आहे.

सदर अभ्यासक्रम सर्व संबंधित विद्यार्थी व शिक्षकांच्या निदर्शनास आणून द्यावी ही विनंती.

कळावे,



आपला विश्वासू,

उपकुलसचिव

सोबत : अभ्यासक्रमाची प्रत.

- प्रत : १. अधिष्ठाता, आंतरविद्याशाखा अभ्यास विद्याशाखा.
२. समन्वयक, सोशल वर्क आणि संबंधित विषय अभ्यास मंडळ.
३. संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास.
४. परिक्षक नियुक्ती ए व बी विभागास.
५. इतर परीक्षा विभागास.
६. संगणक केंद्र/आय. टी. सेल विभागास.
७. दूरस्थ व ऑनलाईन शिक्षण विभाग.

माहितीसाठी व पुढील कार्यवाहीसाठी.

 Estd. 1962 "A++" Accredited by NAAC(2021) With CGPA 3.52	SHIVAJI UNIVERSITY, KOLHAPUR - 416 004, MAHARASHTRA PHONE : EPABX – 2609000, www.unishivaji.ac.in , bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग दुरध्वनी ०२३१-२६०९०९३/९४	 शिवाजी विद्यापीठ
--	---	---

SU/BOS/IDS / 51

Date: 28 OCT 2022

To,

The Principals,
 All Concerned Affiliated Colleges / Institutions.
 Shivaji University, Kolhapur.

Subject : Regarding syllabi of B.A., M.A., BSW, MSW, BJ, MJ. Part - I & M.A. Mass Communication Part – I. under the Faculty of Inter-Disciplinary Studies.

Sir/Madam,

With reference to the subject, mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the syllabi of B.A., M.A., BSW, MSW, BJ, MJ. Part - I & M.A. Mass Communication Part – I. under the Faculty of Inter-Disciplinary Studies. as per National Education Policy 2020.(NEP)

1)	B.A. Social Work Part - I	6)	Bachelor of Social Work. Part - I
2)	B.A. Dress Making and Fashion Coordination. Part - I	7)	Master of Social Work. Part - I
3)	B.A. Journalism Part - I	8)	Bachelor of Journalism (BJ) Part - I
4)	B.A. Music Part - I.	9)	Master of Journalism (MJ) Part - I
5)	M.A. Home Science Part - I	10)	M.A. Mass Communication Part - I

This syllabi shall be implemented from the academic year 2022-2023 onwards. A soft copy containing the syllabi is attached herewith and it is also available on university website www.unishivaji.ac.in. (Online Syllabus)

The question papers on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October /November 2022 & March/April 2023. These chances are available for repeater students, if any.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully,


 Dy Registrar

Copy to:

1	Director, Board of Evaluation and Examination	7	Centre for Distance Education
2	The Dean, Faculty of IDS	8	Computer Centre / I.T.cell
3	The Chairman, Respective Board of Studies	9	Affiliation Section (U.G.) / (P.G.)
4	B.A.,B.Com.,B.Sc. Exam	10	P.G.Admission / P.G.Seminar Section
5	Eligibility Section	11	Appointment Section -A/B
6	O.E. I, II, III, IV Section	12	Dy.registrar (On/ Pre.Exam)

SHIVAJI UNIVERSITY, KOLHAPUR.



Accredited By NAAC with 'A⁺⁺' Grade

Faculty of Interdisciplinary Studies

Syllabus For

Master of Social Work

Sem - I

Syllabus to be implemented from June, 2022 onwards.



Shivaji University, Kolhapur
Rules, Regulations Ordinance and Revised Syllabus for MSW Academic Program,

Choice Based Credit System (CBCS)
Introduced from June 2022 onwards

1. TITLE: Master of Social Work

2. YEAR OF IMPLEMENTATION:

A new syllabus on MASTER OF SOCIAL WORK will be implemented from the academic year 2022-23 onwards in Shivaji University, Kolhapur.

3. PREAMBLE:

The profession of Social Work seeks to improve the quality of life for individuals and to effect system-wide change through the pursuit of social justice. Like any helping profession, such as nursing and teaching, Social Work seeks to help people overcome some of life's most difficult challenges. Social workers not only consider individuals' internal struggles but also work with people to examine their relationships, family structure, community environment, and the systems and policies that impact them to identify ways to help address challenges. Bachelor of Social Work programs prepares students for Generalist social work practice. Students learn to practice social work with individuals, families, groups and communities. Social workers help clients cope with poverty, abuse, addiction, unemployment, educational problems, disability, trauma and mental illness. Social workers provide individual, family and group counselling, case management services, connecting clients with resources and service providers, and other services to empower clients to meet their needs. Master of Social Work programs combines classroom learning with field education. Students gain work experience while applying their classroom training to real-world work settings. After completing the MSW programme, one can start practicing as a Professional Social Worker.

4. GENERAL OBJECTIVES OF THE MASTER OF SOCIAL WORK PROGRAM :

1. The objective of the M.S.W programme is to impart Social Work education at the postgraduate level to groom competent Social Work professionals who can bring positive change in the world.
2. To conduct Social Work research by involving students to train them in methodologies and techniques of research.
3. To undertake field action projects in Social Work and allied fields and carry out the Institute's social responsibility programmes.
4. To maintain diversity among students and faculty for nurturing cultural exchange and national integration.
5. Organize lectures, seminars, and workshops; publish books and courses to enrich the knowledge base and disseminate current academic information and messages.
6. To collaborate with similar organizations and like-minded professionals for academic excellence and professional growth.
7. To take regular feedback from students and stakeholders to maintain the quality of teaching and learning.

5. DURATION

- a. The Program shall be a Post-Graduate Full-Time Program
- b. The duration of the Program shall be of Two years /Four Semesters.

6. PATTERN:

The examination pattern will be Semester with Credit System and Continuous Internal Evaluation [CIE].

7. FEE STRUCTURE:

i) Entrance Examination:

The fees for the Entrance Test shall be as per the rules and regulations of the University, applicable from time to time.

* For international students, the Tuition Fee will be five times (per Govt. norms).

8. PROGRAM CENTERS AND INTAKE:

As per the rules and regulations of the University, applicable from time to time.

9. Admission Committee:

The composition of the Admission Committee will be as per the rules of Shivaji University.

10. MERIT LIST FOR ADMISSION ROUNDS:

1. There will be a common entrance examination for University Department and affiliated colleges which run the MSW program.
2. A merit list will be prepared based on a common written test.
3. In case two or more candidates have equal marks in the entrance Test, the total marks obtained by these students in the *Bachelor's degree* examination (qualifying examination) shall be considered.
4. Even after this, if the students continued to obtain equal position/ merit, then the marks obtained by the students in the subjects excluding English and another language shall be considered.
5. Even after this, if the students continue to obtain the same merits/ marks, the marks scored in the English language shall be considered.
6. If the tie continues, the student's age from the date of birth will be considered.

11. Reservation:

The reservation quota for admission will be as per the rules of the State Government.

12. ELIGIBILITY:

- i] Candidates who have passed any bachelor's degree [10+2+3] of any Statutory University recognized equivalent to that must have obtained a minimum aggregate 45 per cent marks (for reserved categories, minimum 40 per cent marks).
- ii] They should have obtained non-zero scores in the Entrance Test conducted by Shivaji University. However, the admission committee will decide the minimum cut-off score from time to time.
- iii] While preparing the Merit list, equal weightage shall only be given to written tests.

14. MEDIUM OF INSTRUCTION:

The medium of instruction shall be in English and Marathi

15. STRUCTURE OF THE PROGRAM AND SCHEME OF EXAMINATION
Semester – I, II, III and IV

Specification of Programs	Programs	Compulsory Programs
(CC) - Core Course (Compulsory)	16	16 (Minimum 4 courses in each semester)
(DSEC) – Discipline-Specific Elective Course	08	04 (Minimum 1 course in each semester)
(OEC) – Other Elective Course	08	04 (Minimum 1 course in each Semester)
(SEC) – Skill Enhancement Course	04	04 (Minimum 1 course in each Semester)
(AECC) – Ability Enhancement Core Course (Compulsory)	04	04 (Minimum 1 course in each Semester)
Total	40	32 (28 courses of 100 Marks (4 Credits) and 4 courses of 200 Marks (8 Credits))

Paper No.	Program Title	CBCS Title	Semester Exam. Marks	CIE Marks	Total Marks	Duration of theory Examination
I Semester [First Year]						
MSW: 1.1	Introduction to the social work profession	CC-1.1	60	40	100	3 hrs.
MSW: 1.2	Work with Individuals	CC-1.2	60	40	100	3 hrs.
MSW: 1.3	Work with Groups	CC-1.3	60	40	100	3 hrs.
MSW: 1.4	Human Growth and Development	CC-1.4	60	40	100	3 hrs.
MSW: 1.5	Social Work Practicum	SEC-1	-	-	200	-
MSW: 1.6	Communication Skills	AECC -1	60	40	100	3 hrs.
MSW: 1.7	Social Exclusion and Social Inclusion	DSEC-1.1	60	40	100	3 hrs.
	OR					
	Sociology for Social Workers	DSEC-1.2	60	40	100	3 hrs.
MSW: 1.8	Disaster, Displacement and Rehabilitation	OEC-1.1	60	40	100	3 hrs.
	OR					
	Paralegal Studies	OEC-1.2	60	40	100	3 hrs.

II Semester [First Year]						
MSW: 2.1	Orientation of Ideologies to Social Work	CC-2.1	60	40	100	3 hrs.
MSW: 2.2	Sustainable Development Goals- I	CC-2.2	60	40	100	3 hrs.
MSW: 2.3	Work With Communities and Social Action	CC-2.3	60	40	100	3 hrs.
MSW: 2.4	Social Work Research and Statistics	CC-2.4	60	40	100	3 hrs.
MSW: 2.5	Social Work Practicum	SEC-2	-	-	200	-
MSW: 2.6	Computer Application for Social Work	AECC -2	60	40	100	3 hrs.
MSW: 2.7	Research Project Work	DSEC-2.1	-	100	100	3 hrs.
	OR					
	Term Paper	DSEC-2.2	-	100	100	3 hrs.
MSW: 2.8	Health and Nutrition	OEC-2.1	60	40	100	3 hrs.
	OR					
	Political Economy	OEC-2.2	60	40	100	3 hrs.

16. SCHEME OF TEACHING: -

The scheme of teaching and examination should be given as applicable to MSW.

FIRST-YEAR/ SEMESTER – I/ II

Sr. No.	Subject /Paper	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)		
		L	T	P	Total	Theory	Term Work	Total
MSW: 1.1	Introduction to the social work profession	3	3	-	3	60	40	100
MSW: 1.2	Work with Individuals	3	3	-	3	60	40	100
MSW: 1.3	Work With Groups	3	3	-	3	60	40	100
MSW: 1.4	Human Growth and Development	3	3	-	3	60	40	100
MSW: 1.5	Social Work Practicum	15		15	15	-		200
MSW: 1.6	Communication Skills	3	3	-	3	60	40	100
MSW: 1.7	Social Exclusion and Social Inclusion	3	3	-	3	60	40	100
	Sociology for Social Work	3	3	-	3	60	40	100
MSW: 1.8	Disaster, Displacement and Rehabilitation	3	3	-	3	60	40	100
	Paralegal Studies	3	3	-	3	60	40	100
MSW: 2.1	Orientation of Ideologies to Social Work	3	3	-	3	60	40	100
MSW: 2.2	Sustainable Development Goals- I	3	3	-	3	60	40	100
MSW: 2.3	Work with Communities and Social Action	3	3	-	3	60	40	100

MSW: 2.4	Social Work Research and Statistics	3	3	-	3	60	40	100
MSW: 2.5	Social Work Practicum	15		15	15	-		200
MSW: 2.6	Computer Application for Social Work	3	3	-	3	60	40	100
MSW: 2.7	Research Project Work	3	3	-	3	-	100	100
	Term paper	3	3	-	3	-	100	100
MSW: 2.8	Health and Nutrition	3	3	-	3	60	40	100
	Political Economy	3	3	-	3	60	40	100

1. The entire MSW program has 28 theory courses of 100 marks (4 credits for each)
2. One (1) Project work (Research work) Program of 100 marks (4 credits)
3. Four (4) Social Work Practicum Programs of 200 Marks (8 credits for each). Detail of marking scheme is provided in the paper of Social Work Practicum

Summary of Credits

Sr. No.	Courses	No of Courses	Hours (Each Course) per week	Total Credits
1.	Theory Courses	28 (4 credits each)	3	112
2.	Practical Courses	04 (8 credits each)	15	32
		32		144

17. SCHEME OF EXAMINATION: SEMESTER WITH CIE AND CREDIT SYSTEM

1. THE NUMBER OF THEORY COURSES AND PRACTICAL COURSES:

The Entire MSW Program shall have 28 theory courses, each with 100 marks. Four practical courses [Every semester shall have one practical paper] carrying 200 Marks divided into 150 marks for the field work visits (minimum 150 hours per semester including orientation visits during the Program work) and 50 marks for viva-voce.

2. **SEMESTER EXAMINATION:** The examination system would be Semester with a credit system and Continuous Internal Evaluation (CIE). The examination shall be conducted at the end of each semester.

3. CIE COMPONENT:

Criteria for Continuous Internal Evaluation: The total CIE component carries 40 Marks for each theory paper, which is divided as follows:

CIE component	Semester and Marks			
	I	II	III	IV
Attendance	10	10	10	10
Article Review	5	5	5	5
Class Participation	5	5	5	5
Seminar Presentation	10	10	10	10
Book Review (Book of minimum 100 pages)	5	5	5	5
Class Assignment	5	5	5	5
Total	40	40	40	40

4. **CIE - Re-examination:** If any unforeseen or unpredictable event fails any of the students fail to appear for the CIE examination or fails in the CIE, the re-CIE examination for such students can be held during the same Semester.
5. **SEMESTER-Re-Examination:** If candidates fail in any course in any semester examination, they can appear for the re-examination in the subsequent semester.
6. The ATKT rules framed by the University apply to the Program.

18. STANDARD OF PASSING:

- 1) In every paper, a candidate should obtain a minimum of 40 % of the total marks, i.e. 24 out of 60 marks.
- 2) For every CIE component, a candidate should obtain a minimum of 40 % of the total marks, i.e. 16 out of 40 marks.
- 4) A candidate must obtain minimum marks in both the Heads of Passing. In other words, they must pass both the Semester and CIE examinations.
- 5) For the practical work (150 marks) and viva voce (50 marks), a candidate should obtain 40% marks, i.e. 60 marks and 20 marks, respectively.
- 6) The other details regarding passing standards, credits, grade-points and grades have been given under credit system.

18. Credit System:

Introduction:

Students can earn credit towards their post-graduation through credit allotted to the course or the program. The credit system permits to follow horizontal mobility towards the post-graduation Courses irrespective of the faculty's boundaries or within the faculty's boundaries. Besides, it provides a cafeteria approach to higher education. A scheme has been worked out to put the credit system within the framework of the present education system in the University.

What is Credit?

Credits are a value allocated to Course units to describe the student's workload (i.e. Lectures, Practical work, Seminars, personal work in the library or at home and examinations or other assessment activities) required to complete them. They reflect the quantity of work each course requires, concerning the total quantity of work necessary to complete during a full year of academic study in the Department. Credit thus expresses a relative value.

Students will receive credit through various testing courses if they have studied a subject independently or have completed department-level regular course work. The objective of the credit system is to guarantee the academic recognition of studies throughout the world, enabling the students to have access to regular vertical and or horizontal courses in any Institution or the Universities in the world.

Mechanism of Credit System:

Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. It is 30 contact hours in the European system. The instructional days as worked out by the UGC, are 180 days (30 Weeks). The paper-wise instructional days with a norm of 4 contact hours per week per paper will be 120 days. That is, 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, four credits will be allotted to each paper.

GRADE POINTS TABLE

Theory Paper Grade Points: Conversion: The marks obtained by a candidate in each Theory paper and CIE (out of 100) or any fractions like 80: 20 shall be converted into grades based on the following table:

Range of Marks obtained out of 100	Grade Points	Range of Marks obtained out of 100	Grade Points
00 to 5	0	51 to 55	5.5
6 to 10	1	56 to 60	6
11 to 15	1.5	61 to 65	6.5
16 to 20	2	65 to 70	7
21 to 25	2.5	71 to 75	7.5
26 to 30	3	76 to 80	8
30 to 35	3.5	81 to 85	8.5

36 to 40	4	86 to 90	9
41 to 45	4.5	91-95	9.5
46 to 50	5	95-100	10

LETTER GRADES AND CGPA CREDIT POINTS

GRADES	CGPA CREDIT POINTS
O	8.60 To 10
A+	7.00 To 8.59
A	6.00 To 6.99
B+	5.50 To 5.99
B	4.50 To 5.49
C	4.00 To 4.49
D	0.00 To 3.99

OVERALL GRADING

Overall Final Grades	Class		Grade
8.60 To 10	Higher Distinction Level	Extra Ordinary	O
7.00 To 8.59	Distinction Level	Excellent	A+
6.00 To 6.99	First Class	Very Good	A
5.50 To 5.99	Higher Second Class	Good	B+
4.50 To 5.49	Second Class	Satisfactory	B
4.00 To 4.49	Pass	Fair	C
0.00 To 3.99	Fail	Unsatisfactory	D

CREDIT SYSTEM

Students can earn credit towards their post-graduation through credit allotted to the course or the Program. The credit system permits to follow horizontal mobility toward the post-graduation Program s irrespective of the faculties' boundaries or within the faculties' boundaries. Besides, it provides a cafeteria approach to higher education. A scheme has been worked out to put the credit system within the framework of the present education system in the University.

Mechanism of Credit System: Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. It is 30 contact hours in the European system. The instructional days as worked out by the UGC, are 180 days (30 Weeks). The paper-wise instructional days with a norm of 4 contact hours per week per paper will be 120 days. That is, 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, four credits will be allotted to each paper.

COMPUTATION OF SGPA & CGPA

Semester Grade Point Average (SGPA): The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the Courses taken by a student and the sum of the number of credits of all the Programs undergone by a student.

Cumulative Grade Point Average (CGPA): The CGPA is also calculated in the same manner taking into account all the Courses undergone by a student over all the semesters of a programme. The SGPA and CGPA shall be rounded to 2 decimal points and reported in the transcripts.

ILLUSTRATION OF SGPA CALCULATION

Program	Credit	Grade Point	Letter Grade	Credit Point (Credit X Grade Point)
Program 1	4	8	A+	32
Program 2	4	7	A+	28
Program 3	4	6	A	24
Program 4	4	5	B	20
Program 5	4	5	B	20
Program 6	4	6	A	24
Program 7	4	7	A+	28
Program 8	4	9	O	36
	32			212
SGPA = 212 / 32 = 6.62				

ILLUSTRATION OF CGPA COMPUTATION

Semester I	Semester II	Semester III	Semester IV
Credit : 36	Credit : 36	Credit : 36	Credit : 36
SGPA:6.9	SGPA:7.8	SGPA:5.6	SGPA:6.0

$$\text{CGPA} = (36 \times 6.9 + 36 \times 7.8 + 36 \times 5.6 + 36 \times 6.0) / 212 = 4.46$$

19. NATURE OF QUESTION PAPER AND SCHEME OF MARKING: -

CC 1.1.	
Day:	Duration: 3 Hours
Date:	Total Marks: 60
Instructions:	

- A) Question no. 1 and 7 is compulsory.
- B) Figures to the right Indicate full marks.
- C) Minimum passing marks is 24.

Section I: Short notes (Maximum 200 words) -Answer any 4	4x5=20
---	---------------

- 1) Question from Unit 1
- 2) Question from Unit 2
- 3) Question from Unit 3
- 4) Question from Unit 4
- 5) Question from Unit 5
- 6) Question from Unit 6

Section II: Descriptive Questions (Maximum 400 words) –Answer any 4	4x10=40
--	----------------

- 7) A generic Question, which covers the entire syllabus.
- 8) Question from Unit 6
- 9) Question from Unit 5
- 10) Question from Unit 4
- 11) Question from Unit 3
- 12) Question from Unit 2 or 1

Fieldwork Marks (Total Marks: 200):

A) Fieldwork (Total Marks: 200):

The teacher/ Fieldwork supervisor will assess the candidate's performance for 150 marks. Total 200 mark's Classification is as below:

MSW I Semester I

- 1. 50 marks for Orientation Visits (Minimum five Visits- 10 marks for each visit)
- 2. 100 marks for Concurrent Field Work

MSW I Semester II

1. 50 marks for Participatory Community Appraisal Camp (10 Days including training)
2. 100 marks for Concurrent Field Work

MSW II Semester III

1. 50 marks for Orientation Visits (Minimum five Visits- 10 marks for each visit)
2. 100 marks for Concurrent Field Work

MSW II Semester IV

1. 50 marks for Field Visits/ Study Tours/ Exposure Visits (Minimum five days)
2. 100 marks for Block/Concurrent Field Work Practice

B) Viva-Voce

A viva-voce examination shall be conducted for each candidate in all semesters. The viva-voce Examination for 50 marks will be conducted by the committee consisting of the Coordinator / Chairman (appointed by the Exam Department of the University in the respective exam), teacher/ Fieldwork supervisor and one external examiner (appointed by the Exam Department of the University in the respective exam).

20. EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF COURSE - (FOR REVISED SYLLABUS): Not applicable

21. SPECIAL INSTRUCTIONS, IF ANY:

At the beginning of the third semester, an eligible student will apply for the Specialization they want by writing an application. It should be submitted to the concerned Department where they are studying within the stipulated time. After receiving such applications, the Department scrutinized the application for eligibility and their overall performances in the first and second semesters. The specializations mentioned in this Program structure will be offered subject to a minimum of five students opting for the specialization

25) A COPY OF THE NEW SYLLABUS FOR THE MSW PROGRAM (SEMESTER-I AND II) IS ENCLOSED HEREWITH.

PROGRAM CURRICULUM

M.S.W.: Part I Sem. I Paper No. MSW.1.1		INTRODUCTION TO THE SOCIAL WORK PROFESSION	
Core Course (CC 1.1.)			
Specific Objectives:			
<ol style="list-style-type: none"> 1. Upon completion of the course students will have in-depth knowledge and understanding of the Social work Profession. 2. This course is indented to develop competencies among students with necessary inputs for preparing them as Professional Social Worker.. 			
			Lectures
Unit – I	Core Concepts		10
	A	Definition of Social Work given by International Federation of Social Work and others.	
	B	Concepts related to Social Work: Charity, Philanthropy, Human Service, Social Service, Social Welfare,	
	C	Social Reforms, Social Movements, Social Action,	
	D	Social Development, Social Empowerment, Social justice, Social defense and Social security.	
Unit - II	Understanding the Profession of Social Work		10
	A	Definition and attributes of a Profession. Difference between Occupation and profession.	
	B	Nature of Social Work, Characteristics, functions, values, principles, Philosophy,	
	C	Goals and scope of social work. Professional Pledge, Code of ethics for Indian social worker towards clients, colleagues and agency professionals.	
	D	Professional social work associations at International, national and regional level and their roles.	
Unit - III	Social Work Education and Training		10
	A	Inception and growth of social work education and practice in U.S.A, United Kingdom, South Asia and India.	

	B	Contribution of Mary Richmond, Jane Adams in pioneering Social work education in west. Contribution of Dr. Clifford Manshardt in pioneering Social Work education in India.	
	C	Factors that influenced the emergence of method approach in Social Work Practice. Current trends, problems and challenges in social work education and practices in India.	
	D	Impact of Social Reform Movements on Social Work Education and Profession	
Unit -IV	Theories, Approaches and Models of Social Work		10
	A	Systems Theory and System approach, Psychodynamic Theory, Social Learning Theory.	
	B	Social Work practice models: Generalist Social Work practice Models, Remedial Model, Preventive model, Developmental model,	
	C	Evidence based or task centered practice model, Problem solving model, Cognitive Behavior Model.	
	D	Crisis Conflict Theory, Intervention Model, Empowerment and Justice Model and Integrated social work model.	
Unit - V	Areas of Social Work Intervention		10
	A	Brief Introduction about the methods of Social Work	
	B	Areas of Social Work Intervention: Correctional setting, Rehabilitation setting, Health setting, Urban, Rural and tribal setting, School setting, Industrial setting,	
	C	Intervention with Broken families, run away children, Orphan and vulnerable children,	
	D	Youth and adults, People with Disabilities and people living with HIV/AIDS.	
Unit -VI	Development and Social work		10
	A	Livelihood promotion Programs and social work Intervention	
	B	Agriculture and allied development activities and social work Intervention	
	C	Empowerment of weaker sections and Social work response	
	D	Environment Protection and role of social work	

Reference Books:

1. A.R. Wadia: History & Philosophy of Social Work in India, Allied publication Mumbai.
2. Cox, David and Manohar Pawar. 4006. International Social Work. Vistar Publications. New Delhi.
3. D.Paul Choudhary, 1985: Introduction to Social Work, Atmaram and sons Delhi.
4. Desai, Murli, 4006: Ideologies and Social Work: Historical and contemporary analyses, Rawat Publication, New Delhi.
5. Friendlander W R: Introduction to Social Work
6. Gore, M. S. (1965). Social Work and Social Work Education. Bombay: Asia Publication House
7. Hajira Kumar, Theories in social work practice, Friends publication new Delhi.
8. H.R. Mukhi, History of Social Thought, Sarjeet Book Depot, Delhi, 1960. Hynes Karen S., Holmes Karen A, 1994, Invitation to Social Work, Longman , Newyork.
9. John Pierson (4012), Understanding Social Work: History and Context, Rawat Publications, Jaipur.
10. Jha, Jainendra kumar, 4001, Encyclopedia of Social Work, Vol.1,2 Practice of Social Work, Anmol Publication Pvt, Ltd, New Delhi.
11. Miley, Karla Krogsrud, O'melia Michael: Generalist Social Work practice: An Empowering Approach, Allyn & Bacon, Massachusetts.
12. Kendall K. A., Reflection on social work education, International association of school of social work Network
13. Louise C. Johnson (1998) Social Work Practice A Generalist Approach, Allyn and Bacon, London.
14. Pamela Trevithick (4009) Social Work Skills: A Practice Hand Book, Rawat Publications, Jaipur.
15. Payne, Malcolm. 4007. What is Professional Social Work? Rawat Publications. New Delhi
16. Richard Hugman (4010) Understanding International Social Work: A Critical Analysis, Palgrave Macmillan, UK

--

M.S.W.: Part I Sem. I Paper No.		WORK WITH INDIVIDUALS AND FAMILIES	
MSW 1.2			
Core Course CC- 1.2			
Specific Objectives:			
<ol style="list-style-type: none"> 1. Understand casework as a method of social work, and its place in social work practice. 2. Understand the values and principles of working with individuals and families. 3. Develop the ability to critically analyze the problems of individuals and families and the factors affecting them. 4. Enhance understanding of the basic concepts, tools and techniques in working with individuals and families, problem-solving and developmental work. 5. Develop appropriate skills and attitudes to work with individuals and families. 			
			Lectures
Unit – I	Social Case Work as a Method of Social Work		10
	A	Concept, Definitions, and knowledge base for Social Case Work.	
	B	History and Development of Social Case Work in UK, USA and India.	
	C	Philosophical assumptions and values of Social Casework.	
	D	Principles of casework. Components of social casework	
Unit - II	Process of Casework -I		10
	A	Communication and Interviewing, the treatment plan,	
	B	Collection of information about the client: assessment, a brief description of the client and the problem.	
	C	Historical issues. Diagnostic statement.	
	D	Contract /agreement preparation. (Teacher should share field experience in conducting Case Work)	
Unit - III	Process of Casework-II		10
	A	Case Work Intervention process: Phase-1: Exploration- Engagement, assessment and planning,	
	B	Phase-2: Implementation and goal attainment. Follow up	

	C	Phase-3: Termination- monitoring, evaluating and follow up	
	D	Evaluation and Follow up	
Unit -IV	Tools, Skills and Techniques of Social Case Work		10
	A	Case work tools: Interview, home visit, observation listening, and communication.	
	B	Techniques of casework: Supportive, resource enhancement and counseling.	
	C	Skills for working with individuals and families	
	D	Records: Nature, purpose and principles of recording, Types: Summary, Process	
Unit - V	Theories and approaches for Social Casework		10
	A	Application of therapeutic approaches in Case Work practice:	
	B	Behaviour Modification approach, Psychoanalysis approach, Psycho-social approach,	
	C	Problem-solving approach, Eclectic approach, Promotive approach,	
	D	Development approach, Remedial approach, Functional approach	
Unit -VII	Application of case work		10
	A	Application of methods in Family, Women and child welfare settings	
	B	Marriage counseling centers, Schools settings	
	C	Medical and Psychiatric settings	
	D	Limitation of the Method	

Recommended Readings:

1. Aplekar, harbert, *The Dynamics of case work and counseling*, New Yark, Houghtan miffincd.
2. Banerjee, G. R. 1967 "*Concept of Being and Becoming in the Practice of Social Work*", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
3. Banerjee, G. R. 1971 "*Some Thoughts on Professional Self in SocialWork*", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
4. Banerjee, G. R. *Course on Social Work - An Indian Perspective*, Bombay, Tata Institute of Social Sciences.
5. Barba, J. G. 1991 *Beyond Casework*; London: Macmillan.
6. Biestek, F. P. 1957 *The Case Work Relationship*, London, George Allenand Unwin.
7. Grace Mathew, *Introduction of Case Work*, Tata Institute of Social Sciences, Mumbai

8. Hamilton, G. 1946 *Principals of Social Case Recording*, New York, Columbia University Press.
9. Hamilton, G. 1950 *Theory and Practice in Social Case Work*, New York, Columbia University Press.
10. Hartman, A. and Laird, J. 1983 *Family Centered Social Work Practice*, New York: The Free Press.
11. Hollis, Florence. 1964 *Case Work ~ A Psychological Therapy*, New York: Random House.
12. Joel Fisher. 1978 *Effective Case Work Practice ~ An Eclectic Approach*, New York: MacGraw Hill.
13. Mathew, Grace 1992 *An Introduction to Social Case Work*, Bombay, Tata Institute of Social Sciences.
14. Nursten, Jean. 1974 *Process of Case Work*, G.B: Pitman Publications.
15. Perlmen, H. H. 1957 *Social Case Work: A Problem Solving Process*, Chicago: The University of Chicago Press.
16. Pippins, J. A. 1980 *Developing Case Work Skills*, California: Sage Publications.
17. Richmond, M. E. 1922 *What is Social Case Work? An Introductory Description*, New York: Sage Foundation.
18. Richmond, Mary E. 1917 *Social Diagnosis*, New York, Free Press.
19. Sainsbury, Eric. 1970 *Social Diagnosis in Case Work*, London: Routledge and Kegan Paul.
20. Sena F. Fine and Paul H. Glass. *The First Helping Interview Engaging the Client 1996 and building Trust*, Sage Publication.
21. Timms, N. 1964 *Social Case Work: Principles and Practice*, London: Routledge and Kegan Paul.
22. Upadhyaga R K(2003) *Social Case Work*, Jaipur New Delhi,Rawat Publications

MSW: Part I Sem. I Paper No MSW 1.3		WORK WITH GROUPS	
Core Course CC-1.3			
Specific Objectives:			
<ol style="list-style-type: none"> 1. Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention. 2. Gain knowledge about group formation and the use of a variety of group approaches. 3. Develop understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups. 4. Identify the various situations and settings where the method could be used, in the context of social realities of the country. 			
			Lectures
Unit – I	Introduction and History of Group Work		10
	A	Understanding of groups -Characteristics and significance of group.	
	B	Definition of Social Group Work - Characteristics of Social Group Work - Purpose of Social Group Work.	
	C	Historical evolution of group work with special emphasis on the Indian Context.	
	D	Types of groups and approaches to group work based on objectives, purpose and type of membership.	
Unit - II	Values and Principles in group work and Characteristics of Group formation		10
	A	Values and Principles in social group work	
	B	Pre group and initial phase of group development -Characteristics of this stage - Roles, responsibilities and skills of group worker in facilitation	
	C	Factor of group formation - Formulation of goals -Identification of problems for work.	
Unit - III	Group Processes and Group Dynamics		10
	A	Middle phase of group development, Characteristics of middle phase	
	B	Group dynamics - Group bond, Sub groups, Decision making, isolation Leadership, Conflict	

	C	Roles and responsibilities and Skills of group worker to handle the dynamics and for problem solving.	
	D	Concept and principles of Program planning, Skills in program planning	
	E	Evaluation – Importance, Types and Methods of evaluation Termination – Needs, Characteristics and Types of termination.	
Unit -IV	Recording and Application of Method		10
	A	Recordings in Group work- Importance, Principles and Types of recording.	
	B	Application of group work- Health settings, School settings, Family welfare settings, Industry settings,	
	C	Models of Group Work	
Unit -V	Skills for Group Workers		
	A	Establishing purposeful relationship, Analyzing group situation	
	B	Participating with Group Dealing with Group feeling Building group cohesiveness	
	C	Program Development Using Internal and external resources	
	D	Evaluation	
Unit -VI	Models of Group Work		10
	A	Concept and definition of model	
	B	Remedial Model	
	C	Reciprocal or Mediating Model	
	D	Developmental Model	
	A	Social Goal Model	

M.S.W.: Part I Sem. I Paper No. MSW 1.4	HUMAN GROWTH AND DEVELOPMENT
Core Course CC-1.4	

Specific Objectives:

1. Develop an overall understanding of the principles of growth, their relevance and application to behaviour at various phases in the life span.
2. Understand the twin roles of an individual's heritage and environmental influences in growth and Development.
3. Understand the interactional nature of growth and behaviour at various stages in the life span.
4. Develop sensitivity towards needs, developmental tasks, health status, and the need for developmental programs.

Apply the information on growth, Development and health in social work practice in general and individuals, groups and communities in particular.

		Lectures
Unit – I	Introduction to Human Development	10
	A Meaning and principles of growth and Development	
	B Influences on human development: heredity, environment, family and community	
	C Human reproductive system and process.	
	D Prenatal care, Postnatal care.	
Unit - II	Stages of Human Life Span	10
	A Infancy, Babyhood, Childhood- Early, Middle & late: Characteristics, needs, tasks & problems	
	B Puberty & Adolescence: Major physical and emotional changes and their influence on personal and social adjustments, hazards, and effects.	
	C Adulthood: Growth, personal and social adjustment, health, sexuality, vocational and marital adjustment.	
	D Ageing: Hobbies, adjustment, health, mental health, death, dying and bereavement,	
Unit - III	Basic Concepts in Human Development	10
	A Personality: Definition, nature, determinants and types	
	B Behaviour: Definition, nature, determinants and types	
	C Intelligence: Concepts, levels of intelligence, the influence of heredity and environment.	
	D Concept and assessment of intelligence (I.Q.)	

Unit -IV	Theories of Human Development		.
	A	Freud's psychosexual theory	
	B	Erikson's psychosocial theory	
	C	Karl Jung's theory of Personality	
	D	Maslow's theory of need hierarchy	
Unit - V	Society and Human Development		.
	A	Concept of Socialization	
	B	Process of Socialization	
	C	Agencies of Socialization	
	D	Concept of Social Quotient	
Unit -VII	Emotional management		10
	A	Emotions and emotional behavior.	
	B	Concept of Emotional Quotient	
	C	Motivation and its importance in life	
	D	Frustration and conflicts. Stress -Coping and Social support	

REFERENCES

- Anastasi, Anne 1988 *Psychological Testing*, New York, Macmillan Publishing Company.
- Baltes, P. B. (Ed.) (1978) *Life span Development and Behaviour*, New York: Academic Press, Inc.
- Bronfenbrenner, U.1979*The Ecology of Human Development*, Cambridge: Harvard University Press.
- Chowdary, D. P. 1992 *Aging and the Aged*, New Delhi: Inter-India Publications.
- Gore, M. S. 1978 *Changes in the Family and the Process of Socialisation in India*, In Anthony, E. J. & Colette, C. (Eds.). *The Child in his Family* Wiley, 365-374.
- Gore, M. S. 1992 *Aging and the Future of the Human Being*, The Indian Journal of Social Work, 53 (2), 210-219.
- Hurlock, Elizabeth B. 1978 *Child Growth and Development*, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
- Hurlock, Elizabeth B. 1975 *Developmental Psychology*, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
- Kail, R. V. and Cavanagh, J. C. *Human Development*, Pacific Grove, CA: Brooks/ 1996 Core Publishing Company.
- Kakar, S. 1979 *Indian Childhood, Cultural Ideals and Social Reality*, Delhi: Oxford University Press.
- Kakar, S. 1982 *Identity and Adulthood*, Delhi: Oxford University Press.

- Kakar, S. 1970 *Conflict and Choice ~ Indian Youth in a Changing Society*, Bombay: Somaiya Publications.
- Kakar, S. 1978 *Images of the Life Cycle and Adulthood in India*, In Anthony, E. J. and Colette, C. (Eds.) *The Child in his Family*, Wiley, 319-332.
- Kaplan, P. S, 1988 *The Human Odyssey: Life-Span Development*, St. Paul, West Publishing Company.
- Le francois, G. R, 1990 *The Life Span*, Third Edition, University of Alberta.
- Magmesson, D. and Allen, V. C. *Human Development: An International Perspectives*, 1983 New York: Academic Press, Chapters 1,5,6,11,14,16,19,21.
- Maier, H. W. 1965 *Three Theories of Child Development*, N.Y.: Harper and Row Publishers.
- Misra, G. (Ed.) 1990 *Social Psychology in India*, New Delhi: Sage Publications.
- Rapoport, Rhona and *Growing through Life, Lifecycle Book*, New York: Rapoport, Robert 1980 Harper & Row Publishers.
- Sharma, N. 1999 *Adolescent Girl Child in India*, News Bulletin of the Indian Council of Child Welfare.
- Sheehy, G. 1976 *Passages: Predictable Crisis of Adult Life*, New York: Bantam Books.
- Sigelman, C. K. and Shaffer, D. R *Life-Span Human Development*, 2nd Edition, Pacific 1995 Grove, CA: Brooks Cole Publishing Company.
- Smolack, L. 1993 *Adult Development*, New Jersey: Prentice-Hall.
- Sternberg, R. J. and Wagner, R. K *Practical Intelligence: Nature and Origin of 1986 Competence in Everyday World*, London: Cambridge University Press.
- Veeton, R. 1993 *Death in Old Age and Bereavement Counselling*, Indian Journal of Social Work, 54 (1), 85-92.
- Weiner, E. A. and Stewart, B. J. 1984 *Assessing Individuals: Psychological and Educational Tests*

MSW: Part I Sem. I Paper No. 1.5	SOCIAL WORK PRACTICUM
SEC-1	

Specific Objectives:

Aims and Objectives of Field Work:

The broad aim of Social Work Practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations.

Rules and Regulation of Field Work

A student who does not fulfill the field work requirement during the given semester will not be eligible to continue with the programme, until he/she repeats the Field Work training programme for that semester to the satisfaction of the Institution/Department. Field Work requirements include. The rules and regulation for field work are as follows:

- a. 100% Attendance is essential to be considered to be eligible to pass in Field work component (Students who face serious medical emergencies can be given relaxation not more than 40 % of the total attendance, provided student submits the appropriate medical records.).
- b. Student should be given through orientation regarding Social Work Code of Ethics. Student should demonstrate appropriate Code of Conduct in field work practice. Student should fulfill the Workload Norms as prescribed by the Department /Institution.
- c. Student should submit Field Work Reports timely and regularly. Regular Attendance of the Field Work Conference is mandatory.

The decision of the Department/Institution regarding the satisfactory completion of the, orientation visits, Field Work and Block Placement Training/Internships/ Rural Camp or any other field assignment like survey, relief work in case of any disaster will be final and binding on the student.

Component	Credit	Details	Marks	Means of Evaluation	
Concurrent placement training	5	5 orientation visit different types of organization (5* 2 marks each)	10	125	Active participation for learning
		Submission of orientation visit report (5* 1 marks each)	05		Content, quality of report
		10 days rural camp (10* 2 marks each)	20		Active participation Group Behaviour
		Submission of rural camp report and presentation (10* 1 marks each)	10		Quality and content of the report, Presentation
		Concurrent field placements in structured agencies 20 days (20 days * 1 marks each).	20		Confidential Report from agency , Attendance Certificate

		Concurrent placement report (20*1)	20		Content, quality of report
		Conduct one case work	10		Content, quality of report
		Conduct one group work	10		Content, quality of report
		Participation in survey, rally, observation of important days for social cause	10		Active participation , Innovative ideas and leadership Group Behaviour
		Participation in Fieldwork Conference (10 Conference *1 mark each)	10		Active participation Progress Assessment
Continuous Internal evaluation	1	Fieldwork Diary	10	25	Presentation Content
		Presentation on Field Learning's	15		
Viva Voce Exam	2	External Exam	50	50	Field Work Journal and Viva Voce
			Total	200	Total

M.S.W.: Part I Sem. I Paper No. MSW 1.6		COMMUNICATION SKILLS	
AECC 1.1.			
Specific Objectives:			
1. Introduce the important communication skills to students			
2. Familiarize the students with the use of modern equipment for Communication			
			Lectures
Unit – I	Meaning of Communication		10
	A	Communication: Definition, Process and elements of Communication.	
	B	Purpose, Types and Barriers in Communication.	
	C	Approaches and Theories of Communication.	
	D	Models of Communication-Lasswell, Osgood and Schramm, Gerbner, Shanon and Weaver and David Berlo.	
Unit - II	International and Electronics Communication		10
	A	Importance of international Communication.	
	B	Principles for effective oral presentation.	
	C	Use of modern electronic equipment.	
	D	Telecommunication, Fax, email, video conferencing, lecture	
Unit - III	Skills in Communication		10
	A	Listening and speaking, group discussion	
	B	Interview techniques	
	C	F.G.D.s	
	D	Presentations by using modern equipment.	
Unit -IV	Skill training		10
	A	Public speaking, organizing meetings, workshop, conferences, seminars, written communication, circulars, applicant letters, resource interview letters, letters of appointment, confirmation and promotion letters.	

	B	Theatre Workshop, Puppetry, Public Relations, Social networking through social media.	
	C	Media Research and Evaluation. Need for Communication in social work practice.	
	D	Concept of Participatory Communication. Meetings: Agenda, minutes of meetings, enquiries.	
Unit - V	Mass Communication and Mass Media		10
	A	Mass communication and Mass Media concepts; use with different target groups.	
	B	Therapeutic, education, entertainment and organization building media and its impact	
	C	Commercialization, Religion and media	
	D	Mass Media in Social Work: Exhibition, Cinema, Television, Radio, Print Media, Theatre & Local or Folk Media, Information Technology, World Wide Web.	
Unit -VII	Public Relations & Correspondence		10
	A	Meaning & Concept of Public Relations.	
	B	Growth of Public Relations, Public Relations in various Social work Settings	
	C	Training and Ethics in Public Relations.	
	D	Effective Presentations Strategies.	

Reference Readings

1. Andal, N., (1998). Communication Theories and Models. New Delhi: Himalaya publishing house.
2. Balsubramanium. M:Business Communication
3. Croteau David; Hoynes Williams (4000). Media/Society: Industries, Images, and Audiences, Pine Forge Press
4. Culliton&James.w.: Hand Book of case Writing
5. Diwakar Sharma (4004), "Mass Communication" Theory and practice in 21st Century, Deep and Deep Publication Pvt. Ltd New Delhi.
6. Kumar, Keval J., (4002). Mass Communication in India. Jaico Publishing House
7. Murthy: Effective Business Communication
8. Mefalopulos, Paolo. (4008). Development communication sourcebook: broadening the boundaries of Communication. World Bank.
9. Pradhan&thakur :Business Communication:

10. Prasad, Kiran. (4009). Communication for Development-Reinventing Theory and action. New Delhi: B R Publishing Corporation.
11. Robert MaArcher:Basic Business Communication
12. Sengupta Sailesh. (1997). Management of Public Relations and Communication. Vikas publishing house
13. Urmila Rai and Rai, S M (4003). Principles of business communication. Mumbai: Himalaya publishing house
14. Leena Sen(4004), "Communication Skills" Prentice Hall Of India, New Delhi.
15. Andar, N., (1998). Communication Theories and Models. New Delhi: Himalaya publishing house.
16. Balsubramanium. M:Business Communication
17. Croteau David; Hoynes Williams (4000). Media/Society: Industries, Images, and Audiences, Pine Forge Press
18. Culliton&James.w.: Hand Book of case Writing
19. Diwakar Sharma (4004), "Mass Communication" Theory and practice in 21st Century, Deep and Deep Publication Pvt. Ltd New Delhi.
20. Kumar, Keval J., (4002). Mass communication in India. Jaico Publishing House
21. Murthy: Effective Business Communication
22. Mefalopulos, Paolo. (4008). Development communication sourcebook: broadening the boundaries of communication. World Bank.
23. Pradhan&thakur :Business Communication:
24. Prasad, Kiran. (4009). Communication for Development-Reinventing Theory and action. New Delhi: B R Publishing Corporation.
25. Robert MaArcher:Basic Business Communication
26. Sengupta Sailesh. (1997). Management of Public Relations and Communication. Vikas publishing house
27. Urmila Rai and Rai, S M (4003). Principles of business communication. Mumbai: Himalaya publishing house
28. Leena Sen(4004), "Communication Skills" Prentice Hall Of India, New Delhi.

M.S.W.: Part I Sem. I Paper No. MSW 1.7		SOCIAL EXCLUSION AND SOCIAL INCLUSION	
DECC.1.1			
Specific Objectives:			
1. To provide an overview on social exclusion concepts and debates			
2. To introduce the learner to the magnitude and extent of social exclusion in India			
3. To introduce the basic concepts related to research on social exclusion and various inclusion policies and processes			
			Lectures
Unit – I	Title Content 1 Introduction to the Concept		10
	A	Defining social exclusion	
	B	Dimensions of social exclusion	
	C	Interdisciplinary approaches to the study of social exclusion	
	D	Social inclusion debates in Europe, America and India	
Unit - II	Social Exclusion in India		10
	A	Social exclusion of dalit, and tribal communities	
	B	Politics of exclusion and marginalization	
	C	Social movements against exclusionary practices- historical and contemporary	
	D	Contemporary politics for inclusion	
Unit - III	Researching Social Exclusion		10
	A	Social exclusion of minority and other communities	
	B	Politics of exclusion and marginalization	
	C	Social movements against exclusionary practices- historical and contemporary	
	D	Contemporary politics for inclusion	
Unit -IV	Inclusion Policies and Processes		10
	A	Social inclusion policy and programs	

	B	Ideological challenges to inclusion	
	C	Social legislations on social inclusion	
	D	Role of civil society organizations to address social exclusion	
Unit - V	Global experiences on Inclusion		10
	A	Global survey on communities which are socially excluded	
	B	European social inclusion policies and programs	
	C	UK and Scandinavian Experiences	
	D	New Zealand and Australian Experiences in Addressing Social Exclusion	
Unit -VI	Action for Inclusion		10
	A	Skills in identifying social exclusion practices, Mobilizing people for social change	
	B	Advocacy for social inclusion , Networking strategies	
	C	Researching on social exclusion in India, Qualitative and Quantitative debate Participatory approaches in measuring social exclusion	
	D	Some popular measures and indices of social exclusion, Need for contextual data	

References:

- Jordan, B. (1997) A Theory of Poverty and Social Exclusion. Cambridge: Polity Press.
- Hills, J. le Grand, J. and Piachaud, D (eds.) (2002) Understanding Social Exclusion, Oxford University Press, Oxford.
- Sukhadeo Thorat and Narender Kumar (2008), B.R Ambedkar Perspective on Social and Inclusive Policies, Oxford University Press, New Delhi
- Sen, A. (2000) Social Exclusion: Concepts, Application and Scrutiny. Social Development Course No. 1, Asian Development Bank, Manila

MSW: Part I Sem. I Paper No. MSW1.7 DSEC-1.2		Sociology for Social Work	
Specific Objectives:			
<ol style="list-style-type: none"> 1. Understand the concepts to examine the social phenomenon. 2. Develop skills to analyze Indian society and change. 3. Understand change and conflict. 4. Understand challenges to national integration 			
			Lectures
Unit – I	Sociology and Indian Society:		10
	A	Definition, scope and significance of studying sociology	
	B	Its relationship with other social sciences such as economics, political science, psychology, anthropology and social work	
	C	Composition of Indian Society: Tribal, Rural and Urban	
	D	The concept of unity amidst diversity	
Unit - II	Basic concepts in sociology:		10
	A. Group: Primary and Secondary, in-groups and out-groups, reference groups		
	B. Social structure: meanings, status and roles of individuals and groups		
	C. Culture: Meaning and Contents-Tradition, customs, values, norms, Folklore and mores.		
	D. Socialization: Meaning, process and agencies of socialization.		
Unit - III	Social Institutions and social change in India		10
	A	Social Institutions: Marriage, Family, Religion, State and Law	
	B	Social stratification: Meaning, Race, Caste and Class divisions in India.	
	C	Social Control: Meaning and functions exercised through the social institutions	

	D	Social Change: Meaning, characteristics and factors inducing change.	
UNIT IV		Western Social Thinkers and their Theories in sociology	10
	A	Auguste Comte	
	B	Herbert Spencer	
	C	Émile Durkheim	
	D	Karl Marx	
UNIT V		Indian Thinkers and their Theories in sociology	10
	A.	Dr. G.S Ghurye	
	B.	Dr. Iravati Karve	
	C.	Mahatma Jotiba Phule	
	D.	Dr. B. R. Ambedkar	
UNIT VI		Challenges before National Integration	10
	A.	Fundamentalism, Terrorism,	
	B.	Naxalism, Maoism	
	C.	Communalism & Communal riots	
	D.	Regionalism, Criminalization of Politics	
REFERENCES:			
<ul style="list-style-type: none"> • Acuff, F. Gene; Allen, Donald E. <i>From Mun to Society</i>, Hinsdale, Illinois, The and Taylor Lloyd, A. 1973 Dryden Press, • Agrawal, A. N. and Lai Kundan <i>Economics and Development and Planning</i>, New 1989 Delhi: Vikas Publishing House Private Limited. • Augushine, John S. (Ed.) 1989 <i>Strategies for Third World Development</i>, New Delhi: Sage Publications. • Basu, Durga Das 1983 <i>Introduction to the Constitution of India</i>, New Delhi, Prentice-Hall of India Private Ltd. 			
<ul style="list-style-type: none"> • Bert N. Adams. 1975 <i>A Sociological Interpretation</i>, Chicago: Rang McNally 			

College.

- Bharadwaj, A. N. 1979 *Problems of SC/S.T. in India*, New Delhi: Light and Life Publication.
- Bhushan, Vidya and Sachdev, *An Introduction to Sociology*, Allhabad, Kitab Mahal. D. R. 1999
- Broom, Leonard, *Sociology*, Wadsworth Publication Co. Belmont. Charles M. Bonjean, Dorothy, H. Broom. 1990
- Chakraborty, Bimal 1996 *The United Nations and Third World*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Descrochers, John . 1977 *Methods of Social Analysis*, Bangalore: Centre for Social Action.
- Deshpande, *Society Economy of Polity in India*, Mumbai:
- Srinivasan Narain. 1978 University of Mumbai.
- Elsenhans, Hartmut. 1991 *Development and Under Development: The History Economics and Potitics of North South Relations*, New Delhi: Sage Publications.
- Ely Chinoy. 1967 *Society - An Introduction to Sociology*, New York: Random House.
- Haralambos, Michael. 1980 *Sociology*, Delhi: Oxford University Press.
- Jain, P. C. 1991 *Social Movements among Tribals*, New Delhi: Rawat Publication.
- Kapadia, K. M. 1966 *Marriage and Family in India*, London: Oxford University Press.
- Kingsley, David. 1969 *Human Society*, New York.
- Kolenda, Pauline, 1987 *Regional differences in Family Structure in India*, Jaipur: Rawat Publication.
- Maudelbaum, David M. 1970 *Society in India*, Vol. I and H, University of California Press.
- Nagardra, S. P. 1994 *Development and Change*, New Delhi: Concept Publishing Company.
- Nana Poku Lloyd Pettiford (Ed.) *Rebuilds up the Third World*, London: Macmillan 1998 Press Limited.
- Narang, B. S., and Dhawan, R. C. *Introduction to Social Sciences*, Delhi: C.B.S. 1983 Publication.
- Panday Rajendra, 1986 *The Caste System in India-Myth and Reality*, New Delhi: Criterion Publication.
- Pandey, A. K. 1997 *Tribal Society in India*, New Delhi: Manak Publishing Ltd.
- Rao, D. Bhaskar, 1998 *World Summit for Social Development*, New Delhi: Discovery Publications.
- Rao, V. Lakshmana 1994 *Essays on Indian Economy*, New Delhi: Ashish Publishing House.
- Reddy, D. V. 1994 *Development and New International Economic Order*, New Delhi: Deep and Deep Publications.
- Ross, Aileen D. 1961 *The Hindu Family in its Urban Setting*, Delhi: Oxford University Press.

- Rugman, Alan 2000 *The End of Globalization*, London: Random House.
- Sharma, S. L. (Ed.) 1986 *Development: Socio-Cultural Dimensions*, Jaipur; Rawat Publications.
- Sharma, K. L. (Ed.) 1999 *Caste and Race in India*, Mumbai: Popular Prakashan.
- Sharma, R. K. 1997 *Indian Society - Institution and Change*, New Delhi: Atlantic Publishers.
- Schdeva D.R. and Vidhya Bhushan,(2000), *Introduction to Sociology*,New Delhi,Rawat Publication.
- Singh, K. S. 1985 *Tribal Society in India*, New Delhi: Manohar Publishing House.
- Srinivas, M. N. 1996 *Village, Caste, Gender and Method (Essay in Indian Social Anthropology)*, Delhi: Oxford University Press.
- Steveus Smart M., *Families Developing Relationships*, New York: Laura S. Smart. 1976 Macmillan Publishing Co.
- Tandon, B. B., and K. K, Tandon. *Indian Economy*, New Delhi: Tata McGraw Hill 1997 Publishing Company Limited.
- Verghese, K. 19J2 *eneral Sociology*, Delhi: Macmillan Co.

Journals/ Magazines

- Sociological Bulletin (Journal of the Indian Sociological Society).
- Contribution to Indian Sociology.
- Social change, Issues and Perspectives (Journal of the Council for Social Development)
- Economic and Political Weekly, E.P.W. Research Foundations, Mumbai.

MSW: Part I Sem. I Paper No. MSW1.7 DSEC-1.2		DISASTER, DISPLACEMENT AND REHABILITATION	
Specific Objectives:			
<ol style="list-style-type: none"> 1. To develop an understanding of Disasters and Disaster Management, Displacement and Rehabilitation 2. To gain knowledge of various disaster management strategies 3. To learn the international and national policies, institutional mechanisms in disaster and rehabilitation services 4. To introduce various disasters and displacements that has occurred in India and their management 5. To study the role of Social Work practice in Disaster management and Rehabilitation 6. Critically examine the rehabilitation policies. 7. To familiarize the students about the scope of intervening in sorting out the issues of displacement and rehabilitation 			
			Lectures
Unit – I	Disaster Management - Core Concepts		15
	A	Disaster: Definition, Meaning - Concept of Hazard and Risk.	
	B	Vulnerability and Disaster, Types and Classification of Disasters, Nature Induced Disasters and Human Induced Disasters.	
	C	Disaster Management Cycle Disaster Management Cycle: Mitigation and prevention, Preparedness, Prediction and Early warning, Rescue and Relief, Impact assessment, Response, Recovery, Reconstruction; Disaster Risk Reduction.	
	D	Community Based Disaster Management (CBDRM); Gate Keeping, Advocacy and Networking; Levels of Intervention – Individual, Community and Societal - National Disaster Profile.	
Unit - II	Post Disaster Intervention		15
	A	Interventions, Post trauma care and counseling including grief counseling with survivors,	

	B	Integrated Disaster Management Approach, Institutional and Non-Institutional care for the survivors.	
	C	Case Studies: Mumbai Serial Blasts : A case Study, Air strike on World Trade Center in New York on 11 th September, 2001, Mander Devi Temple disaster , Slow Disasters (famine, draught, epidemics) and Rapid Onset Disasters (Air Crash, tidal waves, Tsunami), Road accidents.	
	D	Role of the Central and the State Governments, Local bodies, Community, Media, International and National Non-Governmental Organizations, Charitable trusts, Educational Institutions, Voluntary Organizations, Community Based Organizations, Youth groups, Others in Disaster management.	
Unit - III		Displacement	15
	A	Meaning and concept of displacement, types of displacement, causes and consequences of displacement,	
	B	A Case Analysis: Irrigation projects, Industrial projects, Hydro - electric project, Mining project.	
	C	Impact of displacement on Indigenous people	
	D	Basic Concepts of Rehabilitation and Resettlement: theory of R & R developed by Michael Cernea, model of Michael Cernea	
UNIT IV		Legal Framework	15
	A	Institutional Arrangement and Legal Framework: Preparation of Community Development activities for displaced people.	
	B	The Forest Policy	
	C	The Land Acquisition Act (LAA),	
	D	Wildlife (Protection Act), 1972	
UNIT V		Rehabilitation procedures	15
	A	Policies, assessing the livelihood loss.	

	B	Livelihood impact assessment and skill mapping surveys	
	C	Income restoration strategies	
	D	Training strategy for skill up gradation	
UNIT VI		Participatory approach in Resettlement & Rehabilitation	15
	A	Use of participations in resettlement, participatory tools for resettlement planning.	
	B	Institutional arrangement for resettlement,	
	C	Role of NGOs/CBOs and other local, state, national and international organization for rehabilitation.	
	D	Monitoring and evaluation of R&R interventions.	

References:

1. Abarquez I. & Murshed Z. Community Based Disaster Risk Management. (4004). Field Practitioner's Handbook, ADPC, Bangkok, Asian Disaster Preparedness Center Bangkok.
2. Anderson M and Woodrow P. (1998). Rising from the Ashes: Development Strategies in Times of Disaster. London: ITDG Publishing, www.itdgpublishing.org.uk.
3. B.K.Khanna. (4005). Disasters: All You Wanted to Know About, Delhi: New India Publishing Agency, Delhi.
4. Blaikie P, Cannon T, Davis I and Wisner B. (4004). At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.
5. Maheswari, Sudha Disaster damage estimation models: Data needs vs. ground reality: By Sudha Maheshwari, Rutgers The State University of New Jersey - New Brunswick.
6. Disaster Management Act. (4005). Ministry of Home Affairs, Delhi: Government of India.
7. Hyogo Framework for Action 4005 – 4015: building the resilience of nations and communities to disasters <http://www.unisdr.org/we/coordinate/hfa>
8. Kapur, A. (4005). Disasters in India: Studies of Grim Reality, Jaipur: Rawat Publications.
9. Manual on Natural Disaster Management in India. (4001). New Delhi: NCDM.
10. Narayana R.L., Srinivasa Murthy, R., Daz P. (4003). Disaster mental health in India: Monograph. New Delhi: American Red Cross. Indian Red Cross.
11. National Policy on Disaster Management. (4009). New Delhi: NDMA.
12. Singh, R.B. (4009). Natural Hazards and Disaster Management, Jaipur: Rawat Publications.
13. Parasuraman. S., and Unnikrishnan. P.V. (Eds). (1999). India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
14. Sahni, Pardeep et.al. (eds.) 4002. Disaster Mitigation Experiences and Reflections, New Delhi: Prentice Hall of India.

15. The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response <http://www.sphereproject.org/handbook/>
16. Fernandes, Walter and Thakria, Enekshi G., Development, Displacement and Rehabilitation.
17. Gangopadhyay, T. and Mankodi, K.A., Rehabilitation: The Ecological and Economic
18. Crisis.
19. Keiler, Stephen L., Uprooting and Social Change.
20. Schdder, T., The Human Ecology and Big
21. Projects: River Basin Development and Resettlement.
22. Bose, B.P.C., Disaster Policies and Administration: A Study of Three Andhra Disasters.
23. Goldsmith and Hildyad, N., The Social and Environmental Effects of Large Dams

M.S.W.: Part I Sem. I Paper No. MSW.1.8		PARALEGAL STUDIES	
OEC1.1			
Specific Objectives:			
<ol style="list-style-type: none"> 1. To impart knowledge to students regarding paralegal system of India 2. To help the students to understand its application in Social Work profession. 3. To familiarize the students about legal procedures. 4. To bring awareness among students regarding various means that provide justice to the people 			
			Lectures
Unit – I	Module I: Introduction to Indian Judiciary system		10
	A	History, Salient Features of Indian Judiciary, Role of Indian judiciary system.	
	B	Structure & Hierarchy of Courts in India- Supreme Court, High Court, District Court, Subordinate court-Civil Court, Criminal Court,	
	C	Family Court, Specialized Tribunal courts- Labor Court, Consumer Court.	
	D	Quasi Judicial system-Lok adalat, Independence of Judiciary as a Constitutional Safeguard.	
Unit - II	Module II: Introduction to India Penal Code 10 Sessions and Criminal procedural code		10
	A	Sources of Indian law, India Penal Code, Definition of crime.	
	B	Brief about Criminal procedural code 1973-Classification of Cognizable and non cognizable offences.	
	C	First Information report, Charge sheet, Warrant, Bail, Probation, Parole.	
	D	Civil law, Civil procedure code, family law , Industrial and labor law.	
Unit - III	Module III: Dispute resolution in India		10
	A	Litigation, arbitration, mediation, case laws.	
	B	Writs- Writs of prohibition, Habeas Corpus, Certiorari, Mandamus.	
	C	Quo-warranto Roles, Functions and Classification of Lawyers.	
	D	Public Interest litigation,	
Unit -IV	Module IV: Legal Aid		10

	A	Legal aid: Concept and application, Brief History of Legal aid, , Free Legal Aid under Criminal Law , Legal Aid by the State.	
	B	Criteria for Giving Free Legal Services, Pre-litigation legal services and Post-litigation legal services.	
	C	Legal Aid in Context of Social Justice and Human Rights.	
	D	Lokpal and Lokayukta- Meaning and Origin A Lokpal.	
Unit - V	Module V: Cyber Crime and Cyber Law		10
	A	The Internet in the Context of International Commerce and trade.	
	B	Use of Internet for Cyber crime, Types of Cyber Crime,	
	C	Statistics regarding Cyber crime in India.	
	D	Mode of reporting, Mode of Cyber Crime Investigation.	
Unit -VI	Module VI: Laws related to women and children		10
	A	Prevention of women from sexual harassment at work place Act; Domestic violence prevention Act 2005;	
	B	Child marriage restrain Act; Child labor prevention Act; Prevention Of Child Sexual Offences (POCSO) Act;	
	C	Help line numbers for women and children, disabled and oppressed members of society	
	D	Emergency numbers to approach police, fire brigade, ambulance, etc.	
Reference Books			
1. Introduction to the Constitution of India – Brig Kishre Sharma.			
2. Social Legislation in India: Gangrade K D			
3. Social Legislation in Social Development in India: Kulkarni P D.			
4. Cyber Law in India by Farooq Ahmad – Pioneer Books			
5. Information Technology Law and Practice by Vakul Sharma – Universal Law Publishing Co. Pvt. Ltd.			

M.S.W.: Part I Sem. II Paper No. MSW 2.1		ORIENTATION OF IDEOLOGIES TO SOCIAL WORK	
Core Course CC- 2.1			
Specific Objectives: To introduce the concept and philosophy of social change to students.			
			Lectures
Unit – I	Module I: Social change		10
	A	Social Change: Definition and Features.	
	B	Concept of Evolution Progress and development.	
	C	Theories of Social Change.	
	D	Evolutionary, Cyclical, Functionalist and Conflict Factors of Social Change: Technology, Education and Law.	
Unit - II	Module II: Buddha: History, Work and philosophy		10
	A	Historical background on the formation of Indian Buddhism.	
	B	The central doctrines of Buddhist philosophy.	
	C	Contribution of Buddhism to social change	
Unit - III	Module III : Dr. Ambedkar: Work and philosophy		10
	A	Ambedkar’s philosophy of social democratic liberalism, vision of a just and equal society.	
	B	Liberation from oppressive structures and reconstruction of a newsocial order, egalitarianism, dalit liberation movement.	
	C	Ambedkar’s ideologies of liberation and education.	
	D	Incorporation of gender in the historical processes of social change.	
Unit -IV	Module IV: Mahatma Phule: Work and philosophy		10
	A	Feminism and Women Empowerment.	
	B	Philosophy of Education.	
	C	Ideas on Social Justice and Equality	
	D	Philosophy of Politics and Economics, Philosophy of Religion.	
Unit - V	Module V: Mahatma Gandhi: Work and philosophy		10

	A	Revolutionary ideas and concepts: satyagraha (truthful force), Sarvodaya(welfare of all: equality, non discrimination.	
	B	Non exploitation, poverty alleviation), Shantisena (peace brigade), trust, non -violence (Ahimsa), ends and means, non possession.	
	C	Trusteeship, vows, lifestyle, constructive work, basic education,swadeshi and gram swaraj.	
Unit -VII	Module VI: M.N. Roy and Ram Manohar Lohiya: Work and philosophy		10
	A	M.N. Roy Philosophy of Materialism, Theory of Human Nature.	
	B	From Humanism to Radical Humanism, Communism.	
	C	Ram Manohar Lohiya : Sociopolitical reforms: abolition of the caste system the adoption of Hindi as India’s national language.	
	D	Stronger protection of civil liberties.	

REFERENCES:

1. Introduction by G. D. Parikh (1964): M. N. Roy’s Memoirs, Allied Publisher Private Limited, Bombay,
2. K. Hindi (1938) : M. N. Roy: The Man Who Looked Ahead,The Modern Publishing House, Ahmedabad.
3. M. N. Roy (1955) : Reason, Romanticism and Revolution, Vol I& II, Renaissance Publishers, Calcutta.
4. M. N. Roy (1961) : New Humanism, Renaissance Publishers,Calcutta.
5. Dutta, D.K., (1960) : Social, Moral and Religious Philosophy ofMahatma Gandhi, Intellectual Book Corner,New Delhi.
6. Unnithan, T. K. N. , (1979) : Gandhi and Social Change, RawatPublications, Jaipur.
7. Marx, Karl (1987) : The Poverty of Philosophy, ProgressPublishers, Moscow.
8. Sunil Goyal and Sangeeta Goyal 4007 : Social Thought, RBSA Publishers, Jaipur.

9. Dr. B. R. Ambedkar : The Buddha and His Dhamma, The Corporate Body of the Buddha Educational

10. Foundation. Taiwan.P. G. Patil (1993) : Collected Works of Mahatma Phule, Vol. I and

II. Govt. of Maharashtra.Compiled by Vasant Moon : Dr. Babasaheb Ambedkar Writings and Speeches, Education Department, Govt. of Maharashtra.

M.S.W.: Part I Sem. II Paper No. MSW 2.2	SUSTAINABLE DEVELOPMENT GOALS-I
Core Course CC- 22	

Specific Objectives:

This course helps students to understand meaning and concept of sustainable development.

Sustainable development is more inclusive, and ownership is shared with key stakeholders.

Needs, Approaches, and strategies of sustainable development are discussed in this course.

Course learning outcome:

Students will gain a basic understanding on needs of sustainable development.

As an outcome of this course, students will recognize the feasibility, approaches, techniques and outcomes of sustainable development. Practically students will be equipped to implement integrated strategies of sustainable development

		Lectures
Unit – I	Introduction to sustainable development	10
	A Definition, scope and elements.	
	B Stake holders of sustainable development: People, Government, Investors, Industry, Judiciary & international organizations working for sustainable development.	
Unit - II	Social Development: Diversity and social exclusion	10
	A Concept and implications, human development of the socio-cultural and other ethnic groups of the society.	
	B Contemporary Issues of Development — Bottom of the pyramid approach; understanding the importance of social capital and social mobilization.	
	C Social security: Systems and role in development. People’s participatory processes in development.	
	D Millennium Development Goals, Sustainable development Goals	
Unit - III	Social Interventions for Sustainable Development:	10
	A Education, skill development, people’s participation in decision making.	
	B Tolerance to diversity, women empowerment, inclusive society, human rights.	

	C	Reduction of health inequality, social security and Population control.	
Unit -IV	Developmental Needs of Indian Society		10
	A	Poverty, unemployment, inadequate housing	
	B	Unsafe drinking water, deficiency of energy sources and supply, sanitation,	
	C	Unscientific waste management, lack of transportation facilities.	
	D	Unskilled work force and apathy towards political activities.	
Unit - V	Environment Protection measures		10
	A	Environment protection policies.	
	B	Waste management, Pollution control	
	C	Refuse, Reduce the use, reuse and recycle	
	D	Sustainable energy, preservation of forest and water sources.	
Unit -VII	Integrated approaches		10
	A	Innovative models of sustainable development.	
	B	Public private partnership, decentralization of power.	
	C	Strategies to become a developed country.	
	D	Future trends in integrated approaches.	

References:

Ghate, P. (2007). Indian microfinance: The challenges of rapid growth, New Delhi: SAGE Publications.

Green, F.J., & Chambers, B.W. (2006). The Politics of Participation in Sustainable Development Governance, University of California: United Nations University Press.

Green, G.P., & Haines, A. (2008), Asset Building and Community Development, Los Angeles: Sage Publications,

Kumari, A. K. (2007). Understanding Sustainable Development, Hyderabad: ICFAI University.

Soubbotina, & Tatyana, P. (2004). Beyond Economic Growth : An Introduction to Sustainable Development, Washington DC: World Bank.

World Bank (2003) World Development Report 2003: Sustainable Development in a Dynamic World: Transforming Institutions, Growth, and Quality of Life. New York: Oxford University Press.

Chopra, K., &Gopal, K. (1999). Operationalising Sustainable Development, New Delhi: Sage Publications. Hans, C.B., & Christina, V. (2008). Sustainable Development in International and National Law, Groningen: Maunsbach Europa Law Publishing.

Pierre, A., Shukla, P.R., &Prederic, G. (2000). India's Energy: Essays on Sustainable Development, New Delhi: Manohar Publications.

Rattan, V. (1997). Women and Child Development & Sustainable Human Development, New Delhi: S Chand & Co.

Sathyanarayan, B. (1998). Social Sciences and Planning for Sustainable Development, Bombay: Himalaya Publications.

M.S.W.: Part I Sem. II Paper No. MSW2.3		WORK WITH COMMUNITIES AND SOCIAL ACTION	
Core Course CC-2.3			
Specific Objectives:			
<ol style="list-style-type: none"> 1. Understand the concept of community and community organization practice. 2. Enhance critical understanding of the models and strategies for community organization practice. 3. Make the micro-macro connections between the range of complex issues in practice. 4. Develop attitudes conducive to participatory activities for civil society. 			
			Lectures
Unit – I	Understanding the Community:		10
	A	Concept and characteristics of community	
	B	Types and Functions of the Community	
	C	Understanding Gender, Class and Caste as an axis of inequality within the community	
	D	Participation of the people in community affairs and its importance in social life	
Unit - II	Community organization as a method of social work:		10
	A	Definitions and characteristics, Values, Ethics and Principles in Community Organization Practice	
	B	Community organization and Community Development -	
	C	Process of Community Organization (steps)	
	D	Rothman's Models of Community Organization.	
Unit - III	Strategies and techniques of community organization:		10
	A	PRA, working with subgroups, leadership, participatory planning, monitoring and evaluation, networking,	
	B	Roles of Community Organizer	
	C	Skills in Community Organization	
	D	Recording and documentation	
Unit -IV	Social Action as a method of social work:-		10

	A	Definitions and characteristics, Values Ethics and Principles in Social Action	
	B	Community Empowerment- concept and strategies	
	C	Concept of Power and Perspectives of Power Relevant to Community Organization	
	D	Social Action –advocacy as a strategy of social action (concept, public interest mobilization, dealing with authorities)	
Unit - V	Western models and theories in Social Action		10
	A	Talcott Parson	
	B	Max weber	
	C	Saul Alinsky	
	D	Paolo Freire	
Unit -VII	Social Action Perspectives and strategies in India		10
	A	Mahatma Gandhi	
	B	Mahatma Jotiba Phule	
	C	B. R. Ambedkar	
	D	Citizen's Rights perspectives after independence	

REFERENCES

Arora R. K. (Ed.) 1979 *People's Participation in Development Process: Essays in honpur^of-B. Mehta,.* Jaipur: the H.C.M.: State Institute of Public Administration.

Battem, T. R. 1962 *The Non-Directive Approach in Group and Community Work*, London: Oxford University Press.

Brager, G. and Specht, H. 1969 *Community Organisation*, New York: Columbia University Press.

Battem, T. R. 1965 *The Human Factor in Community Work*, London: Oxford University Press.

Dandavate, M. 1977 *Marx and Gandhi*, Bombay: Popular Prakashan Pvt. Ltd.

Dayal, R. 1960 *Community Development Programme in India*, Allahabad: Kitab Mahal Publishers.

Dunham, Arthur E 1970 *The Community Welfare Organisation*, New York, Thomas Y. Crowell.

Gandhi M. K. *Sarvodaya (The Welfare of all)*, Ahmedabad: Navjivan Publishing House.

GangradeK. D1971 *Community Organisation in India*, Bombay: Popular Prakashan.

Henderson, Paul; Jones, David and *The Boundaries of Change in Community Work*, Thomas, David N. 1980 Boston, George Allen and Unwin.

Lai, A. K. 1977 *Politics of Poverty: A Study of Bonded Labour*, New Delhi: Chethana Publications.

'Marulasiddaiah, H. M. 1987 *Community : Area and Regional Development in India*, Bangalore, Bangalore University.

Mayo H., Jones D. 1974 *Community Work*, London: Routledge and Kegan Paul.

- McMiller, W. 1945 *Community Organisation for Social Welfare*, Chicago: University of Chicago Press.
- Murphy, C. G. 1954 *Community Organisation Practice*, Boston: Houghton Mifflin Co. IIEd (1998) P.L.A. nots 31- Participatory Monitoring and Evaluation- International Initiative of Educational Development
- Patnaik, U. and Dingwaney, M. *Chains of Servitude, Bondage and Slavery in India*. 1985' Madras; Sangam Books Pvt Ltd.
- Poison and Sanderson. 1979 *Rural Community Organisation*, New York: JohnWiley and Sons.
- RamchandraRaj, G. 1974 *Functions and Dysfuctions of Social Conflict*, Bombay: Popular Prakashan.
- Ross Murray G. 1967 *Community Organisation; Theory, Principles andPractice*, New York: Harper and Row.
- Siddiqui, H. Y. 1997 *Working with Communities: An Introduction toCommunity Work*, New Delhi; Hira Publications.
- Sussman, M. B. 1959 *Community Structure and Analysis*, New York: Thomas Y. Crowell Co.
- Volken, H. et al. 1982 *Learning from the Rural Poor: Shared Experiencesof the Mobile Orientation and Training Team*, New Delhi: Indian Social Institute.
- Warren, R. L. 1965 *Studying Your Community*, New York: Free Press.
- Zaltman, G. and Duncan, R. 1977 *Strategies for Planned Change*, New York: Association Press.
- Journals**
- Community Development Journal: An International Forum, U.K., Oxford University Press.
- Development and Change, Hague Blackwell Publishers.
- Social Action, A quarterly of Social trends and Social Action trusts Delhi seminar, New Delhi.

MSW: Part I Sem. II Paper No. 2.4		SOCIAL WORK RESEARCH AND STATISTIC
Core Program CC-2.4		
Specific Objectives:		
<ol style="list-style-type: none"> 1. Develop an understanding about the scientific approach to human inquiry 2. Develop an appreciation of the value and approach in social research and social work research in addressing problems in the field of professional practice 3. Develop skills for use of library and documentation in research work 4. Acquire the skills for data analyses and research based writing. 		
		Lectures
Unit – I	Fundamentals of scientific methods and research	
	A	Meaning of Science, Meaning of Scientific approach, Difference between Common sense approach and scientific approach.
	B	Definition of Research. Purpose of Research. Characteristics of Research.
	C	Basic elements of social research- concepts, constructs, variables, hypothesis
	D	Research Designs and approaches; meaning, types: Descriptive research design, experimental research design, Explorative design, action research design, evaluation research design, survey research design, qualitative research design, quantitative research design and integrated approach.
	E	Ethics in research: Ethical considerations and guidelines.
Unit - II	Hypothesis and Sampling	
	A	Meaning of hypothesis, sources of hypothesis, functions of hypothesis, types of hypothesis, research hypothesis, and null hypothesis. Steps in testing hypotheses Type I and Type II errors.
	B	Sampling and Sampling designs: Purpose of sampling, Concepts related to sampling, population, universe, sampling frame and sampling unit.
	C	Meaning of probability and non probability sampling, Types of probability and non-probability sampling.
	D	Techniques and procedures in sample selection.
Unit III	Method and Tools of Data Collection	
	A	Types and Sources of data- Primary and secondary sources of data, problems in the use of secondary data.
	B	Methods of data collection: Interview and type, observation and types, questionnaire method, Case Study method, Focus Group Discussion.
	C	Tools of data collection: Interview schedule, questionnaire, observationnaire, case study inventory, questions: content, types, format and sequence of question.
	D	Plagiarism
Unit - III	Social Work Research	
		15

	A	Definition of Social Research and Social Work Research. Objectives, Nature and Scope of Social Work Research.	
	B	Social work research designs: Single subject research design, multiple subject research designs and intervention research design.	
	C	Social Work Research Process: Identification of Research Problem, Need Assessment, Selection of Social Work Research Design, Pre-Intervention Measurement, Introduce Intervention, Assess the Intervention effects.	
	D		
UNIT IV		Data Processing, Analysis and research report	
	A	Meaning of data processing, analysis and preparation of report.	
	B	Steps of Data processing, editing, coding, code book, muster chart, data analysis: classification, tabulation, setting up analytical model, univariate, bivariate, trivariate, multi variate analysis, data interpretation.	
	C	Scales: Need, importance, types and application of scales.	
	D	Application of computers: Data processing, analysis, Excel and SPSS.	
	E	Research reporting: Contents, style and types of research report, Functions of research report , Major steps in planning report, Foot-note, references, bibliography, preparation of abstract and publication.	
UNIT V		Statistics for research, techniques and its application	
	A	Statistics: Definition, functions, levels of measurements, role and importance of statistics in research.	
	B	Descriptive statistics: Measures of central tendency (mean, median, mode),	
	C	Measures of dispersion (standard deviation, coefficient of variation),	
	D	Measures of correlation	
UNIT VI		Testing of hypothesis. Inferential Statistics Parametric and Non-Parametric statistical tests.	
	A	Need and importance of hypothesis testing	
	B	Chi-square, Phi and crammers test of difference, test of correlation, analysis of variance, regression analysis.	

	C	Non Parametric tests, The Komogorov- smirnov Test, The sign Test, Wilcoxon Matched pairs, singled ranks test, the mann-Whitney U Test.	
	D	Writing of Research Project Proposal for Funding Agency	

Reference Books

1. Ahuja, Ram (4001) Research Methods, Jaipur : Rawat publications.
2. Alston, M. Bocolos, W. (Indian Edition 4003) Research for Social Workers-An Introduction to Methods, Jaipur : Rawat publications.
3. Bernard, H. R. 4000. Social Science Research Methods: Qualitative and quantitative
4. Baker, Therese L. (1994) Doing Social Research, Singapore : McGraw Hill
5. Goode, W.J., Hatt, P.K. (1981) Methods in Social Research, Singapore: McGraw Hill
6. Grinell, Richard M. (Jr.) (1988) Social Work Research and Evaluation, Illinois F. E. Peacock Pub. Inc.
7. Jacob, K. K. (1965) Methods & Fields of Social Work in India, Bombay: Asia Publishing
8. Kothari, C. R. (4004 2nd edition reprint) Research Methodology: Methods & Techniques, New Delhi, New Age International.
9. Laldas, D. K. , (4008) approaches to social science research methods new royal book co. Luknow publication.
10. Ramchandran, P. (1968) Social Work Research and Statistics, Bombay : Allied Publishers

MSW SEMSTER II

SOCIAL WORK PRACTICUM				
Program Code	Total Credits	Internal Evaluation Marks	Viva Voce Marks	Total Marks
SEC-2	8	150	50	200

Aims and Objectives of Field Work: The broad aim of Social Work Practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. The basic objective of field work during semester II is to understand structure and dynamics of Panchayat Raj Institutions and train students to practice social work methods in the field.

Component	Credit	Details	Marks		Means of Evaluation
Concurrent Placement	5	Concurrent field placements in rural settings 20 days (20 days * 1 marks each).	20	125	Confidential Report from Sarpanch of village. Attendance Certificate
		Concurrent placement report (20 x 1)	20		Reports
		Conduct Community organization in field on any issue and report submission	25		Relevance & Sustainable outcome
		Preparation of village profile through PRA	15		Content ,seeking participation of villagers,
		Conduct awareness programme on any social issue in field	10		Participation of villagers, report, photograph
		Case study on any successful Community development project	15		Visit report and learning
		participation in survey, rally, observation of important days for social cause	10		Active participation, innovative ideas and leadership
		Participation in Fieldwork Conference (10 Conference *1 mark each)	10		1. Attendance 2. Progress Assessment
Continuous Internal evaluation	1	Fieldwork Diary	10	25	Presentation Content
		Presentation on Field Learning's	15		
Viva Voce Exam	2	External Exam	50	50	Viva Voce
Total			200	Total	

MSW: Part I Sem. II Paper No. MSW2. 6 AECC- 2.1	COMPUTER APPLICATION FOR SOCIAL WORK
--	---

Specific Objectives:

1. To orient the students to the basic operations of computer.
2. To integrate computer applications in research and fieldwork practices.
3. To equip the students with the basic knowledge of computer applications required for a social work administrator.
4. To acquaint the students to perform Statistical data analysis required in social work research.
5. To prepare the student to use internet for social work practice.

		Lectures
Unit – I	Orientation to the basics of computer	10
	A Definition, Characteristics of Information technology and computer, Evolution of computers, Different types of input-output devices and secondary storage devices.	
	B History of innovations in computer technology.	
	C Applications of computers, Use of computers in social work	
	D Basic Computer Organization: Input unit, Output unit, Storage Unit, Arithmetic Logic Unit, Control Unit, Central processing unit, system concept.	
Unit - II	Types of Software and use of Computer in Research	10
	A Types of Software, Computer languages, Operating Systems, its functions, popular operating systems, Windows, its features.	
	B Use of computer in research: Accessing moodle, Urkund, Mindley, Conducting Online Survey by creating Google form, Shodhganga,	
	C Internet: Introduction, history, Basic Services, Electronic mail, File transfer protocol	
	D World Wide Web, www Browsers, internet search engines, Uses of internet.	
Unit - III	Application Software Packages: MS Windows	10
	A MS Windows: Introduction to M.S. Windows	

	B	Features of Windows; Various versions of Windows & its use; Working with Windows, Office Packages, Office activates and their software requirements,	
	C	Word processing, Spreadsheet, Presentation graphics, Database	
	D	Introduction and comparison of various office suites like MSOffice, Lotus Office, Star Office, Open Office etc.	
Unit -IV	MS Excel		10
	A	MS Excel: Introduction and area of use; Working with MS Excel.; concepts of Workbook & Worksheets	
	B	Various Data Types; Using different features with Data, Cell and Texts; Inserting, Removing & Resizing of Columns & Rows	
	C	Working with Data & Ranges; Different Views of Worksheets; Column Freezing, Labels, Hiding, Splitting etc.	
	D	Using different features with Data and Text; Use of Formulas, Calculations & Functions; Cell Formatting including Borders & Shading; Working with Different Chart Types; Printing of Workbook & Worksheets with various options.	
Unit - V	MS Power Point and Internet		10
	A	MS PowerPoint: Introduction & area of use; Working with MS PowerPoint; Creating a New Presentation, Working with Presentation.	
	B	WORLD WIDE WEB (WWW), History, Working, Web Browsers, Its functions, URLs, web sites, Domain names, Portals. Concept of Search Engines, Search engines types, searching the Web	
	C	E,-Mail: Concepts, POP and WEB Based E mail, merits, address, Basics of Sending & Receiving, E-mail Protocols, Mailing List, Free Email services, email servers and e-mail clients programs.	
	D	Application and importance in social work education and practice	
Unit -VII	SPSS package		10
	A	Introduction and demonstration of SPSS. Data View, Variable view, Data entry, Defining variables in SPSS	
	B	SPSS: Menu, Creating data file, sorting, splitting file, selecting cases, computing new variable, recoding variables.	
	C	Data Analysis, Descriptive statistics, graphs, t tests, Chi-square tests, correlation	

References:

1. Sinha P K & Sinha P (4011) Computer Fundamentals, PBP Publications.
2. Saxena S (4003) A First Course in Computers, Noida, Vikas Publishing House Pvt. Ltd.
3. Frye C (4012) Microsoft Excel 4010 Step by Step, Delhi, PHI Learning Pvt. Ltd.
4. Pandya K, Bulsari S and Sinha S (4012) SPSS in simple steps, Delhi, Dreamtech Press
5. Gupta S L and Gupta H (4011) SPSS 17.0 for Researchers, New Delhi, international book house Pvt. Ltd.
6. Leon A and Leon M.(4012) Internet for Everyone, Chennai, Leon Vikas.
7. Schwartz S. (4012). Microsoft Office 4010, Noida, Pearson.
8. Cunningham J B and Aldrich J O (4012) Using SPSS: An Interactive Hands-On Approach, New Delhi, SAGE

MSW Part I Sem. II
Paper No. 2.7
Discipline specific Elective Program (DSEC- 2.1)
Research Project Work

Specific Objectives:

1. To understand the research methodological processes.
2. To expose students to different research practices.

Guidelines:

Title: It should be clear and should not exceed 13 to 15 words (It should not be in a sentence form).

Introduction: It should cover theoretical background of the subject, present status of the subject matter as reflected in current literature and magnitude of the formulated research problem. (*Limit: 3000 to 5000 words*)

Review of literature: Refer standard national journals and surf internet to accumulate the studies related to theme of the study. Present the studies in a concise manner. Minimum of *twenty plus studies* is to be referred for this chapter. In extraordinary situations, the Guide should use discretion to allow less number of studies (*Limit: 3000 to 5000 words*)
Significance of study: Based on reviews, explain the importance and need of study.

Methodology:

➤ Explain the rationale and context for the present study theme. (*Limit: 300 words*)

➤ Objectives: State clearly the objectives of the study (*4 to 6 objectives*)

Ex.: To study the socio-economic background of the respondents

➤ Hypotheses: Formulate hypotheses of the study (*2 to 5 hypotheses*).

Alternative or null hypothesis should be formulated on the following conditions –

- Indicate relationship or no relationship between two quantitative variables
- Indicate significant or not significant difference between two groups on a quantitative variable
- Indicate association or no association between two qualitative variables

Ex: There is significant relationship between height and weight of the respondents. OR

There is no significant relationship between height and weight of the respondents

There is significant difference in the socio-economic status of M.S.W. and M.B.A. faculty students. OR

There is no significant difference in the socio-economic status of M.S.W. and M.B.A. faculty students.

Ex: There is significant association between the level of parental education and the level of respondents' education. OR

There is no significant association between the level of parental education and the level of respondents' education

➤ Research studies and types of hypotheses:

Research study	Hypotheses
Survey study	1) Attributive hypothesis: Presence or absence of variables and their values. Ex: Social work colleges in Kolhapur have or do not have adequate library facilities 2) Relational hypothesis: Indicate positive, negative and inverse relationship between two variables Ex. Height and weight are related
Association study	3) Directional differential hypothesis: Indicate direction or difference between two groups. Ex: Boys are taller than girls 4) Non-directional differential hypothesis: Do not indicate any direction in difference between the groups. Ex: Boys and girls differ in their heights.
Experimental study	5) Causal hypothesis: Ex: Farmers' indebtedness increases suicide rate

- **Operational definitions:** Explain the meaning of each of the concepts and terminologies used in the study. Define the concept in the context of the present study.
- **Approach of the study:** Define the social work approach followed for the present study
- **Research design:** Explain whether the study is descriptive, diagnostic, exploratory, and experimental or intervention.
- **Scope of the study:** Geographic area the study covered and conceptual understanding of the study be explained very clearly.
- **Universe and Sample:** Universe and sample of the study be explained very systematically. The sample size should be normally proportionate to the universe of study. Explain the procedure of sample selection. Take more than 50 samples in case of critical population. Take more than 80 samples in case of general population. Take 40 samples and above in case of intervention research.
- **Methods of data collection:** Interview method, observation method, focused group discussion (FGD) method.
- **Tools of data collection:** Interview schedule, questionnaire, psychological or educational scales, FGD format, Participatory research tools & techniques
- **Variable design:** State the variable design in accordance with the objectives and hypotheses of the study. Define the types of variables of the study.

Nominal variables: sex, gender, rural-urban, religion, caste etc.

Categorical variables: Socio-economic status, level of intelligence, poverty level (BPL & APL).

Ordinal variables: Rank, development index,

Numerical variables: Height, weight, nutritional status

Construct variable design: Relationship, difference or association between variables according to the study.

- **Statistical analysis:** Explain the statistical tests used to fulfill the objectives and hypotheses of the study. Univariate analysis (ratio, percentage, standard

deviation) and Bivariate analysis (Chi Square, correlation and t – test) need to be carried out to fulfill the objectives and hypotheses of the study. Parametric tests like t – test and correlation test may be used for a sample more than 30. For the sample less than 30, non-parametric tests like rank correlation test, Mann Whitney U Test, Willcoxon Matched Pairs Test, Kolmogorov – Smirnov Test may be used.

- **Data interpretation:** The tables generated from the data needs explanation of the figures in the table. What exactly the figures indicate or explain needs to be clearly written. It is a process to present the quantified and tabulated data in a qualitative form.
- **Conclusion, inferences and interventions:** The major findings of the study need to be explained clearly. Inferences may be drawn based on the findings of the study and correspondingly interventions may be proposed.
- **References:** References may be in a standard style. Follow the examples.

Ex: Author, year, title of book or article, Place: Publisher.

- 1) Book reference: Murali Desai, 2002, Ideologies of social work, Jaipur: Rawat Publications.
- 2) Journal reference: Gupta, S. P., 2008, Planning and liberalization, Economic and Political Weekly, Vol. XXVII, No. 43, Oct. 23, pp. 2349-2355
- 3) Internet reference: www.parenting.com

Chapter Scheme:

Chapter	Chapter title	Chapter content
I	Introduction	Give theoretical background of the theme of the study. Concepts related to the theme of the study shall be explained with clarity. Magnitude and extent of the research problems shall be explained.
II	Review of Literature	State the abstract form of the research studies. The research studies extracted from the journals, books and internet shall be written precisely.
III	Methodology	Rationale and context of the theme of the study shall be explained. Complete research design has to be stated with precision.
IV	Data presentation and interpretation	Tables generated from the SPSS package has to be presented in the tabular form with univariate and bivariate analysis. The presented tables needs to be interpreted.
V	Conclusion, inferences and intervention	Major findings of the study shall be explained. Based on the findings of study inferences may be drawn and correspondingly interventions may be proposed.
	Appendix	<ul style="list-style-type: none"> • References • Interview Schedule/ Questionnaire / Psychologico squale

MSW Part I Sem. II
Paper No. 2.7
Discipline specific Elective Program (DSEC- 2.2)
Term Paper

MSW TERM PAPER POLICY

1. About Term Paper

M.S.W. students opt for either conducting a research project or writing a comprehensive paper which is known as a term paper. The student is expected to start working on the term paper in the second semester and complete it by the fourth semester. A term paper gives students an opportunity to write a comprehensive paper based on an in-depth literature review. It offers an exercise whereby the student is able to read and review different forms of academic literature and develop an academic write up. The goal is to provide the student the learning experience to critically view trends, developments, research findings and theoretical perspectives with respect to any problem in order to enhance social work practice. The objectives of the term paper are as follows:

- To read and review literature in various forms on subjects relevant to social work practice.
- To develop the capacity to critically analyze literature and write a paper in an academic and scholarly style.
- To practice and learn the ethics of academic writing and literature review.
- To encourage independent study and orderly presentation that contributes to social work education and training.

2. Topic Selection

Selection of Topics In the first part of the second semester, a meeting will be organized to select topics suggested either by the students or faculty members. Within a week of this meeting, the final list of topics with names of the students and their guides will be put up on the notice board by the Term Paper Committee. Topics could be selected from any of the 6 options listed below:

S.No	Options	Example
a)	Review on Social Problem Relevant to Social Work Practice	<ul style="list-style-type: none">• Domestic violence in joint families• Child abuse in schools
b)	Review on Social Legislations and Policies Relevant to Social Work Practice	<ul style="list-style-type: none">• Laws, Policies and Programs for Slum Development• Laws and Policies with respect to Adoption
c)	Documentation/ Compilation of Intervention Models of Government, Private, and NGOs	<ul style="list-style-type: none">• Social Center's Model of Watershed Management and Sustainable Development• Pratham's Model of Learning at Right Level
d)	Comprehensive Review on New Social Movements	<ul style="list-style-type: none">• Music and Folk Media in select social change movements• The Internet and Me Too Movement
e)	Review on Life History, Ideas and Work of Modern Indian Social Reformers	<ul style="list-style-type: none">• Relevance of Gandhian Ideas for Rural Development• Ambedkar's Vision of Modern India

f)	Analysis of Social Problems through Creative Literature	<ul style="list-style-type: none"> • Marxian Analysis on Phule's 'Gulamgiri' • Caste and Gender Interplay in Mahasweta Devi's 'Bayen'
----	---	---

3. Sources of Data

The data is collected from mainly secondary sources such as:

- Books
- Articles
- Doctoral theses
- Legislations, government policies and schemes
- Judicial judgments
- International reports (from UN, ILO, etc)
- National reports (NCRB, NSSO, NFHS, Census)
- Annual reports, minutes of meetings and publications of NGOs
- Letters, diaries, autobiographies
- Poems, songs, novels of authors

Note: Opinions/ interviews of established authorities such as academicians, activists, social workers, scientists and government officials can be utilised in case of documentation/ compilation of intervention models

4. Submission Schedule

A term paper schedule will be declared after allotment of guides which includes the dates of periodic submission of term paper drafts to the respective guides and the dates of return of corrected drafts by the guides. There will be **three centralised submissions** as per the dates mentioned in the schedule. The students are expected to meet the guides regularly and strictly adhere to the schedule.

5. Term Paper Workshops and Seminars

Three mandatory workshops and seminars will be organized at each stage of writing the term paper. This is meant to assist students in improving their skills and performance. ATTENDANCE IS MANDATORY (10 marks). The **three workshops** will be on the following: (a) Orientation to term paper; (b) inputs on writing skills; and (c) formatting and presenting the report. The seminars will address the following areas: (a) presentation of **outline** of the proposed term paper by students; (b) **midterm presentation** of the manuscript. In the third seminar, along with the pre-submission presentation, there would also be scope to discuss on the **issues regarding submission**, non-availability of data and other general problem concerning the term paper. The details of this will be provided in the Term Paper Schedule.

6. Final Report

The final report should be made as per the guidelines given in this manual. The final typed unbound manuscript must be submitted to the guide for review, ten days before the date of final submission to

the College office in March. The student should submit the final unbound copy of the report to the College (Administration Section) for assessment on the stipulated date and time as given in the College calendar. Under no circumstances will this condition be relaxed. After the viva-voce (examination) the student is expected to submit the bound copy of the manuscript to the College office, with corrections if any.

7. Assessment Overview

The following are the three components and pattern of examination for Term Paper at the MSW degree Examination:

A) Assessment of the process of work and product: 40 marks (30 for process and 10 for product *)

B) Assessment of the final report (hard bound product-external): 40 marks

C) Viva Voce examination (oral presentation-external): 20 marks

- The assessment of component A will be done by the guide*
- The assessment of component B and C will be done by external examiners

8. Rubrics for Internal Assessment

Name of the Student:

Roll Number:

Component		Maximum Allotted Marks in 1 st Centralised Submission	Maximum Allotted Marks in 2 nd Centralised Submission II	Maximum Allotted Marks in 3 rd Centralised Submission	Maximum Allotted Marks Sub-Sub-Total)	Marks Given (Sub-Total)
a. Process (30 Marks)	Content, Relevance, Analysis, Language	5	5		10	
	Regularity, Punctuality, Initiative throughout the process and Compliance with the Guides' suggestions	5	5		10	
	Participation in Term paper Workshops and Prompt in Centralized submissions				5	
	Presentation in Term Paper Seminars				5	
b. Product (10 Marks)	Logical organization of the paper			5	10	
	Referencing and Formatting			5		

Total	40	
-------	----	--

Signature of Guide

Note: 5-point scale will be used in rating the performances, ranging from Exceptional (5), Good (4), Satisfactory Average (3), Less than Acceptable (2), Unacceptable (1), and No Record (0).

5-Point Grading Scale

Marks	Rating	Criteria
5	Exceptional.	<ul style="list-style-type: none"> • Extremely effective performance. • Significantly above criteria for successful performance. • Surpassed expectations.
4	Good	<ul style="list-style-type: none"> • No major deficiencies exist in the areas assessed. • Consistently demonstrated better than average level of performance.
3	Satisfactory Average	<ul style="list-style-type: none"> • Meets several of the major / essential / core criteria one or two of the minor / additional criteria or acceptable equivalents. • Some of the major and minor criteria were met; some deficiencies exist in the areas assessed but none of major concern.
2	Less than Acceptable	<ul style="list-style-type: none"> • Insufficient for performance requirements. • Generally does not meet criteria relative to quality and quantity of behaviour required for successful job performance • Does not describe / demonstrate a sufficient range of skills
1	Unacceptable.	<ul style="list-style-type: none"> • Few or no criteria met. • Many deficiencies. • No answer or inappropriate answer. • Describes/demonstrates counter-productive behaviours that have negative outcomes or consequences.
0	No Record	<ul style="list-style-type: none"> • If student does not submit the manuscript on time allotted, then 1 mark will be deducted for every passing day. If the student does not provide the manuscript within 5 days after the last date of submission of the draft, then it is treated as no record

		and he/ she will receive 'O' marks in that particular criteria
--	--	--

Quality Protocol

1. To facilitate internal assessment, the student is expected to maintain a file of all the drafts submitted along with the remarks given by the guide and produce the same whenever required.
2. Students should adhere to time schedule and regularly submit of drafts
3. Students should meet guide with prior appointment for at least half an hour once a fortnight
4. It is the responsibility of the students to comply with the guide's suggestions and recommendations
5. Students are expected to write QUALITY REPORT. Poor quality report will invite necessary academic action
6. The college expects students to AVOID PLAGARISM. Products which are found to be plagiarised will be dealt under UGC provisions of academic integrity norms.
7. In case of any breach of the above protocols, the concerned guide will issue warning letters to the student for failing to comply with the guidelines with copies of the same to the term paper coordinator.
8. The term paper committee will review the course of students after the centralized submission of the completed paper in the in the fourth semester. By the second week of February in the fourth semester, the student will be informed about the quality of the paper and will be given due notice regarding the changes to be made wherever necessary in consultation with the Term Paper Committee.
9. By the 1st of March of the fourth semester, if the paper still does not meet the academic requirements, then the student will be informed about the guide's decision to withhold his/her signature. Withholding of the signature by the guide will result in non-acceptance of the term paper for final submission and the administrative section of the College will be duly informed in writing to that effect.
10. If this manual is lost, a copy can be obtained from the Audio-Visual Unit upon a payment of Rs.100/- (Rs. one hundred only).

1. General Organisation of Term Paper

The Term Paper consists of three parts:

a. Introduction

The introduction should explain the issue in a suitable context and stimulate the reader's interest. The initial part includes the nature, definition, magnitude, history, philosophy and conceptual framework of the problem, and rationale, supported by a thorough review of available literature.

b. Main Body

The main body includes the analysis/discussion about the subject matter in a logical and orderly way, moving forward from the introduction. The rationale stated in the introduction should be adequately dealt with in the main body. All points stated in the conclusion should necessarily be dealt with in the main body. A sequential and logical organization of ideas is essential. Though units must be orderly, students need to aim for continuity in words, concepts and thematic development from the opening statement to the conclusion. They should also aim for clear and logical communication.

c. Conclusion

The developments brought out in the main body should be succinctly restated, important areas discussed and conclusions drawn. The implications for social work practice should be clarified. Unanswered questions and areas for further exploration could be listed. The conclusion should leave the reader with the impression of completeness and of positive gain.

Since the term paper includes secondary data, it is important for the student to understand the background of the issue being written about. This can be done through an exhaustive literature review. It consists of data from previous course, journal articles, books and other sources on the same subject. The theories and recommendations put forward by the various authors and their relevance to the term paper are presented in the review.

Literature Review (a) provides the background, perspective and knowledge useful in writing a paper. (b) It helps to select and develop a topic, (c) enables acquisition of deeper knowledge and understanding of previous work done on the topic, and d) helps organize thoughts and gives additional insight into a topic with greater clarity and focus.

Steps in Literature Review includes the following:

- (a) Seek help to sharpen the focus of the topic
- (b) Make a list of the libraries, internet sites etc to be visited for information
- (c) List relevant books, journals, articles, abstracts, annual reports and other sources of data. Remember that you will not necessarily find material/data having the exact title of your term paper. You will have to look for related material
- (d) Read the identified relevant sources of information and take notes to help remember and organize ideas (Note-taking should be on note cards where only key ideas are recorded in the student's own words to facilitate understanding and encourage selectivity. Use of reference cards, the numbers on which are transferred to note cards, is recommended.)
- (e) Read, review, debate and shuffle the note cards to get the order and content in sufficiently good form to enable writing the first draft of the paper

2. Components of Term Paper Report

The term paper should include

- The preliminaries
- The text
- The reference matter

The preliminaries are the opening course of the term paper which include on separate pages:

- (i) The title page
- (ii) The acknowledgement
- (iii) Table of contents
- (iv) List of tables
- (v) List of abbreviations
- (vi) List of illustrations (if any)
- (vii) List of annexures (if any)

Title Page - Includes the exact title of the term paper, centred at the top of the page using all upper case letters and single spaced. At the centre of the page, the following should be typed:

Acknowledgement - This page gives the student the opportunity to write directly to the reader in the first person. The acknowledgement of various kinds of help received must be written in simple and restrained language. Flattery and effusive recognition should be avoided.

Table of Contents - The table of contents should follow the acknowledgement. It serves the important purpose of providing an outline of the contents of the report. The titles of different parts of the term paper should not be numbered but should be in title case letters and the sub-titles in lower case with the corresponding page numbers.

List of Tables - This should (if used) follow the table of contents and include the table numbers in Arabic numerals and the titles in lower case letters.

List of Annexures - This should (if used) mention the annexures added and include the table numbers in Arabic numerals and the titles in lower case letters.

The text of the term paper includes the introduction, main body and conclusion. This follows the preliminaries on a new unnumbered page with (2) being the number on the following page. The title of the paper should not be repeated on the page on which the text starts.

References - Information and ideas taken from published and unpublished sources need to be identified and hence referencing is an essential part of academic scholarship.

3. Rules

a) Referencing

- Gives credit where it is due as a form of ethics and courtesy
- Acknowledges an intellectual debt to another author when ideas have been implicitly or explicitly drawn from her/his published or unpublished work
- Supports specific facts or claims made in the text of the term paper
- Makes it easier for the reader to obtain more details from the source
- Cite the sources of all direct quotations
- Cite the source(s) of particular facts, figures, ideas and methods such as theories, data, formulae and procedures as well as ideas
- Cite references - whenever possible, cite the primary i.e. original sources of the information presented

b) Numbers

- Numbers from one to ten should be in words and those beyond in Arabic numerals e.g. 11, 12...
- All numbers involved in statistical discussions, percentages, decimals, dates, street and telephone numbers and exact sums of money should be in Arabic numerals such as 1, 2, ..
- c) Do not begin a sentence with a numeral. Spell out the number or rephrase the sentence.
- Spell out ordinals and fractions except when they are part of a number of three digits or more. Spell out the time of the day except when A.M. or P.M. is used

c) Grammar

- The language used should be grammatically correct.
- As a general rule, personal pronouns such as I, we, me, my, our and us should not appear except in quotations, and the third person is used otherwise.
- Sentences should not be too complex or cramped with jargon.
- Accurate spelling is a must. This applies to both common words and proper names.
- The term paper should be written in the past tense as far as possible.
- Words should be chosen carefully.
- Using a thesaurus is recommended

d) Headings

- Do not label headings with numbers or letters.
- Any of the five levels of headings can be used according to the importance of the heading in the term paper. For example, the title of the term paper should have the first level of heading - all upper case letters centred on the page and not underlined.
- The second level is upper case, underlined and bold.
- The third level is bold, upper case and lower case letters, not underlined.
- The fourth is upper case and lower case letters, not bold and not underlined.
- And the fifth is lower case and in italics.
- All headings from the second level onwards are on the flush left side of the page.

AGRARIAN CRISIS IN INDIA Level 1

INTRODUCTION..... Level 2

Historical Background (Indented, bold) Level 3

Pre-Independence Period (Indented) Level 4

Reform Movement (Indented, italicized) Level 5

Note: As far as possible, students should not use more than 3 levels of headings

e) Style of Referencing/ Citation

The reference list is a list of sources, published and unpublished, which are cited in the paper. The list is arranged in alphabetical order according to the last name (surname) of the author. If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.

Every item in the references should provide the following information:

1. Name of author
2. Identification of work
3. Publishing information

Note: The following are only examples of citations with fictitious names.

1) Basic Form Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number (issue number), pages.	Sharma, H. F. (1983). Fundamentals for preparing psychology journal articles. <i>Journal of Comparative and Physiological Psychology</i> , 55, 893-896.
2) Article in Journal Paginated by Volume (begins with page one in issue one, and continues numbering issue two where issue one ended)	
3) Article in Journal Paginated by Issue In journals paginated by issue, the issue number gets indicated in parentheses after the volume followed by the page numbers.	Reddy, R. (1996). The eclipse of listening. <i>The New Criterion</i> , 15(30), 5-13
4) Article in a Magazine	Murthy, W. A., III. (1990, April 9). Making the grade in today's schools. <i>Time</i> , 135, 28-31.
5) Article in a Newspaper Unlike other periodicals, p. or pp. precedes page numbers for a newspaper reference in APA style. Single pages take p., e.g., p. B2; multiple pages take pp., e.g., pp. B2, B4 or pp. C1, C3-C4.	Hussain, S. (2005, December 28). Calls made to strengthen state energy policies. <i>The Country Today</i> , pp. 1A, 2A.
6) Basic Format for Books Author, A. A. (Year of publication). Title of work: Capital letters also for subtitle. Location: Publisher	Zaidi, S. S., & Akhtar, S. K. (1991). <i>APA guide to preparing manuscripts for Journal publication</i> . Washington, DC: American Psychological Association.
7) Edited Book, No Author	Azmi, A. J., & Khan, J. (Eds.). (1997). <i>Consequences of growing up poor</i> . New York, NY: Russell Sage Foundation.
8) Edited Book with an Author or Authors	Seth, S. (2000). <i>The unabridged journals K.V. Kumar</i> , (Ed.). New York, NY: Anchor

9) A Translation	<p>Dutt, P. S. (1951). A philosophical essay on probabilities. (A. K. Younis & S. A. Afridi, Trans.). New York, NY: Dover. (Original work published 1814).</p> <p>Note: When you cite a republished work, like the one above, in your text, it should appear with both dates (1814/1951).</p>
10) Edition Other Than the First	<p>Helfer, M. E., Keme, R. S., & Drugman, R. D. (1997). The battered child (5th ed.). Chicago, IL: University of Chicago Press.</p>
11) Article or Chapter in an Edited Book	<p>Kohli, A. A., & Sen, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), Title of book (pages of chapter). Location: Publisher.</p> <p>Note: When you list the pages of the chapter or essay in parentheses after the book title, use “pp.” before the numbers: (pp. 1-21).</p> <p>This abbreviation, however, does not appear before the page numbers in periodical references, except for newscourse .</p> <p>Das, J. M., & Gupta, J. (1992). Men’s and women’s gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Dasgupta (Ed.), Gender issues across the life cycle (pp. 107-123). New York, NY: Springer.</p>
12) Multivolume Work	<p>Chopra, P. (Ed.). (1973). Dictionary of the history of ideas (Vols. 1-4). New York, NY: Scribner</p>
13) An Entry in An Encyclopedia	<p>Roshan, P. G. (1993). Relativity. In The new encyclopedia Britannica (Vol.26, pp. 501-508). Chicago: Encyclopedia Britannica</p>
14) Work Discussed in a Secondary Source	<p>List the source the work was discussed in: Kumar, M., Das, B., Sen, P., & Roy, M. (1993). Models of reading aloud: Dualroute and parallel-distributed-processing approaches. Psychological Review, 100, 589-608.</p> <p>NOTE: Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland’s work is cited in Coltheart et al and you did not read the original work, list the Coltheart et al reference in the references. In the text, use the following</p>

	<p>citation: In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993), ...</p>
15) Dissertation Abstract	<p>Rai, A. (2001). Essays in urban transportation (Doctoral dissertation, Boston College, 2001). Dissertation Abstracts International, 62, 7741A.</p>
16) Government Document	<p>National Institute of Mental Health. (1990). Clinical training in serious mental illness (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.</p>
17) Report From a Private Organization	<p>American Psychiatric Association. (2000). Practice guidelines for the treatment of patients with eating disorders (2nd ed.). Washington, DC: Author</p>
18) Conference Proceedings	<p>Sharma, J. L., & Kumar, P. L. (Eds.). (1995). Proceedings from CSCL '95: First International Conference on Computer Support for Collaborative Learning. Mahwah, NJ: Erlbaum</p>
19) Article From an Online Periodical	<p>Online articles follow the same guidelines for printed articles. Include all information the online host makes available including an issue number in parentheses.</p> <p>Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Online Periodical, volume number (issue number if available). Retrieved from http://www.someaddress.com/full/url/</p> <p>Ali, M. (2002). 10 tips on writing the living Web. A List Apart: For People Who Make Websites,149. Retrieved from http://www.alistapart.com/articles/writeliving</p>
20) Article From an Online Periodical	<p>Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Journal, volume number. Retrieved from http://www.abc.com/full/url/Das, I. A.(2000). A Buddhist response to the nature of human rights. Journal of Buddhist Ethics, 8. Retrieved from http://www.cac.psu.edu/jbe/twocont.html</p> <p>If the article appears as a printed version as well, the URL is not required. Use "Electronic version" in brackets after the article's title.</p> <p>Sen, J. M. (2000). Power through appointment [Electronic version]. Social Science Research, 29, 535-555.</p>

21) Newspaper Article	Author, A. A. (Year, Month Day). Title of article. Title of Newspaper. Retrieved from <a href="http://www.abc.com/full/url/Kumar, T. (2008, May 6). Psychiatry handbook linked to drug industry. The New York Times. Retrieved from http://www.nytimes.com
22) Single Author	Last name first, followed by author initials. Shah, T. J. (2002). Friendship quality and social development. <i>Current Directions in Psychological Science</i> , 11, 7-10.
23) Two Authors	List by their last names and initials. Patel, D. T., & Mehta, R. A. (1994). Mood management across affective states: The hedonic contingency hypothesis. <i>Journal of Personality & Social Psychology</i> , 66, 1034-1048.
24) Three to Seven Authors	List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand. Kumar, M. H., Patel, D. P., Mehta, C. R.. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. <i>Journal of Personality and Social Psychology</i> , 65, 1190-1204.
25) Organization as Author	American Psychological Association (2003).
26) Two or More Works by the Same Author	Use the author's name for all entries and list the entries by the year (earliest comes first). Shah, T. J. (1981). Shah, T. J. (1999).
27) Two or More Works by the Same Author in the Same Year	If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year. Refer to these sources as they appear in your reference list, e.g.: "Berdnt (1981a) makes similar claims..." Shah, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. <i>Developmental Psychology</i> , 17, 408-416.

	Shah, T. J. (1981b). Effects of friendship on pro-social intentions and behavior. <i>Child Development</i> , 52, 636-643.
28) Use of Quotations	<p>They should correspond exactly with the originals in wording, spelling and punctuation.</p> <p>1. A prose quotation which runs into more than three type written lines should be set off from the text on single spacing and indented in its entirety four spaces from both the sides of the page, with no quotation marks at beginning and end. In the case of a citation of poetry, it should be centered on the page.</p> <p>2. In quoted matter, the following changes from the originals are permissible.</p> <ul style="list-style-type: none"> • An interpolation into a quotation made by the writer must be in square brackets and not parentheses. • The first word of a quotation is not capitalized. It is related grammatically to what precedes even though in the original it begins a sentence. <p>For example: The problem of apraxia is well illustrated in the case of Mrs. F.</p> <p><i>Mrs. F had always enjoyed knitting. When she abruptly gave up this hobby her daughter could not understand what had happened. Mrs.F said only that she did not like to knit any longer. In fact her increasing apraxia was making knitting impossible and she was ashamed of her awkwardness. (p. 53. Mace & Rabins, 1991)</i></p>
29) Use of Graphs, Pictures	Black and white graphs may be used in the text where necessary. These should be properly numbered and titled. Pictures or photographs are not permitted.

f) Presentation of Final Report

The final manuscript of the term paper should be typed in accordance with a generally recognized format. A4 (11 3/4 x 8 1/4 inches) bond paper is to be used, the text typed one and half spaced with a minimum of 22 lines per page and a maximum of 25 lines per page. Only if a new paragraph or table has to be accommodated, space of four or five lines can be left blank. On the computer, font size 12 of Times New Roman should be used. For those writing in Marathi, font size 16 may be used.

Margins of 1 1/2 inches should be kept on the left side for binding and margin of 1 inch should be kept for the bottom for numbering. Margins of 1 inch should be left on the right hand side and the top. Pages should be numbered consecutively in the centre at the bottom.

Each new paragraph should begin from the flush left. There should be 1.5 spacing between lines. Do not end a page with a heading or sub-heading. Photographs must be strictly avoided. Use of colored graphics in the paper is not allowed. The text of the term paper should be on A4 bond paper. The recommended Term Paper may range is from **30 pages (minimum)** to 60 pages (maximum).

The student can use Ink jet computer print or Laser print for the final copy of the term paper. The term paper is to be bound in black vellum, corners uncut, with title and date lettered boldly on the spine in gold (1/4 inch) as well as on the front co

M.S.W.: Part I Sem. II Paper No. 2.8		HEALTH AND NUTRITION	
OEC-2.1			
Specific Objectives:			
4. Understand the functions of food and the role of various nutrients, their requirements and effects of deficiency and excess (in Brief)			
5. To understand the function of food and the role of various nutrients, their requirements and effect of deficiency and excess.			
			Lectures
Unit – I	Module I: Nutrition: Basics		10
	A	Importance of nutrition: role of nutrition in fitness approaches for keeping fit.	
	B	Nutrients: Carbohydrates, proteins, vitamins, minerals, nutritional supplements	
Unit - II	Module II: Understanding Fitness		10
	A	Understanding Fitness: Definition of fitness, health and related terms.	
	B	Approaches for keeping fit. Importance of Physical Activity:	
	C	Assessment of fitness Importance and benefits of physical activity	

	D	Physical Activity – frequency, intensity, time and type with examples, Physical Activity Guidelines and physical activity pyramid	
Unit - III	Module III: Weight Management		10
	A	Weight Management - Assessment, etiology, health complications of overweight and obesity.	
	B	Diet and exercise for weight management,	
	C	Principles of planning weight reducing diets.	
	D	Water -Functions of water in human body, water balance, sources of water in human body, effect of dehydration and its prevention.	
Unit -IV	Module IV: Nutrition during Life Cycle		10
	A	Nutrition during Lifecycle: Infants, Preschool children, adolescent children, pregnant women, Nursing women and infant, aged people.	
Unit - V	Nutrition policy and programs		10
	A	Nutrition policy and programmes: ICDS	
	B	National Nutrition Policy Role of National organizations (ICAR, ICMR, NIN, CFTRI)	
	C	Mid day Meal Programme National Programme for prevention of anaemia,	
	D	International organizations (FAO, WHO, UNICEF, CARE) in Community Nutrition and Health	
Unit -VII	Nutritional problems affecting the community		10
	A	Nutritional problem affecting the community: Under nutrition-Protein, Energy, Malnutrition ,Severe acute malnutrition, moderate acute malnutrition, iodine deficiency disorder.	
	B	Over nutrition –obesity, coronary heart disease, diabetes.	

Reference Readings:

1. Wardlaw, Smith. Contemporary Nutrition: A Functional Approach. 2nd ed: 4012.Mc Graw Hill.
2. Nutrition and Dietetics : Shubhangini A.Joshi , Tata McGraw Hill Publishing Co. Ltd., New Delhi,1992
3. Williams Melvin. Nutrition for health, fitness and sports. 4004.Mc Graw Hill

4. Joshi AS. Nutrition and Dietetics 4010. Tata Mc Graw Hill
5. Nutritional Research: Current Scenario and Future Trends Editor: K, Krishnaswamy, Oxford and IBH Publication Co. Pvt. Ltd., 4000.

M.S.W.: Part I Sem. II Paper No. 2.2		Political Economy and Development
General Elective Program – (OEC 2.2)		
Specific Objectives:		
1. To enable students to understand political economy and systems for economic order;		
2. To assist students in understanding Development and its impact and develop social analysis skills.		
		Lectures
Unit – I	Introduction to Political Economy:	10
	A Meaning of Political Economy	
	B Significance of the study of political economy	
	C Marxian approach to Political Economy	
	D The modern approach to studying Political economy	
Unit - II	Socio-Economic Order of the world	10
	A Capitalism and Socialism- Their features, merits and demerits;	
	B Mixed Economy –Their features, merits and demerits	
	C Privatization, liberalization	
	D Role of International financial institutions	
Unit - III	Concept of Development and under-development	10
	A Meaning and characteristics of Development and under-development	
	B Globalization and its impact on developing countries	
	C Theories of Economic Development- W.W. Rostow and Central Periphery	

	D	Politics in Aid	
Unit -IV	Development – A Human Right Perspective:		10
	A	Fundamental Rights and Development;	
	B	Human Rights and Development;	
	C	Directive principles of state policy and Development	
	D	Role of U.N. Organizations in Development	
Unit - V	Approach to Development-		10
	A	Modernization	
	B	Capitalist	
	C	Socialist	
	D	Gandhian	
Unit -VII	Debates on Development and social work response		10
	A	Poverty– A structural Problem: causes, effects and implications;	
	B	World Hunger – Myths Magnitude, Causes and Remedies	
	C	Current debates on Development	
	D	Role of voluntary organizations and Social workers in Development	