Sant Gadge Baba Amravati University, Amravati

Part A

Faculty- Interdisciplinary Studies

Progamme – M.S.W. Masters in Social Work

Programme Objectives -

1) To sensitize students about the needs of the haves not or the disadvantaged sections of the society

2) The students are able to think critically about the societal issues, its cross cutting nature, stakeholders, involved in the process, macro level perspective

3) The Students shall acquire knowledge about the legal rights of the client he/ she serve for, administrative machinery involved in it, procedures for facilitation of the issue

4) The Students shall acquire psycho-social and cultural aspects for the holistic understand

5) Students shall acquaint himself with the skills such as resource mobilization, facilitation of the process capacity building of the client groups and the care givers

6) To develop capacities in the students to organize training programmes, awareness campaigns

7) To build capacities like identification of the felt and unfelt needs of the client groups

8) To build-up training skills, organization of events for societal betterment, promoting livelihood aspects of the families and the community

9) To inculcate professional values and ethics that guide social work graduates in professional practice

10) To independently conduct social work research

11) To develop project proposals for the appropriate community needs

12) To take review the governments run schemes, projects implemented by NGOs, CSRs & Funding agencies

13) To undertake social audit process

Programme Outcomes

1) The Pass out students would be absorbed in the jobs of the various government departments meant for public welfare, protection of special groups and the posts where the participation of the special groups and the posts where the participation of the people / user groups is expected. The students shall also be getting jobs in the non government organizations, C.S.R groups, government sponsored projects, survey activities in which the need of the disadvantaged section count a lot.

2) Students would be able to make use of the knowledge acquired where critical thinking about the societal issues, roles of the different stake holders, legalities involved in the issues, micro and macro perspective, administrative procedures matters a lot while dealing with the client system

3) The socially sensitized students would be able to safe guard and advocate the needs, rights of the disadvantaged sections of the society and shall built up their capacities to fight against the exploitation

4) The Students would be able to protect the dignity of the individuals and groups irrespective of caste, creed, religion, gender, age, rationality, disability, marital status, sexual orientation etc.

5) Analysing the impact of social policies on individuals, groups and society

6) Student would be able to work in the multi disciplinary teams of Para professionals where the technical knowledge of the barefoot level helps each other while serving the needs of the client groups as well as in conducting the awareness, sensitization and training for their capacity building

7) Students while working in the agency structure shall be able to make use of acquired skills in planning, organizing, staffing directing and coordination, reporting, budgeting etc.

8) Students would design research module and integrate research findings to practice

9) Students would formulate need based project proposals and effectively deal with finding agencies

10) Students would participate in the evaluation of projects, schemes implemented by government agencies, CSR, NGOs,

11) Students shall conduct social audits by involving different stakeholders

Employability Potential in Social Work Program

There is a clear progression from the social work programme to professional practice. A significant number of our graduate students find work in the agency or authority where they have been placed and many others are successful in gaining employment within the region - many in a statutory setting, others in voluntary organizations or the private sector.

Employability as a set of achievements which constitute a necessary proponents of 'core', 'key' and 'transferable' skills and is strongly aligned with the academic valuing of good learning.

- Employers generally see a graduate's achievements related to the subject discipline as necessary but not sufficient for them to be recruited. In some employment contexts the actual subject discipline may be relatively unimportant. Achievements outside the boundaries of the discipline (such as the possession of so-called 'soft skills') are generally considered to be important in the recruitment of graduates.
- 'Employability' refers to a graduate's achievements and his/her potential to obtain a 'graduate job', and should not be confused with the actual acquisition of a 'graduate job' (which is subject to influences in the environment, a major influence being the state of the economy).
- Employability derives from complex learning, and is a concept of wider range than those of 'core' and 'key' skills.
- Employability is not merely an attribute of the new graduate. It needs to be continuously refreshed throughout a person's working life.
- The Social Work Programme is not only an academic discipline but also a practice based profession, hence the learner or student enroll to the Programme enhanced his/her skills through learning and doing process. The Social Work Programme prepared to student for performing certain roles which are purely depends on the various skill sets, which increases the opportunity of good employment. Some are as the follows;

- **Common Roles of Social Workers**

Over the course of their career, a social worker at any one time may perform multiple roles to varying degrees.

1) *Facilitator* :A social worker acting as a facilitator assists and links people with services or resources. In this role social workers assess the needs of the individual while also taking into account the client's overall capacity and motivation to use available resources.

2) *Case Manager* :A social worker acting as a case manager identifies the needs as well as the barriers of their clients. Occasionally case managers may also provide direct service to their clients. Case managers often engage with clients who require multiple services from a variety of agencies and work with the client to develop goals and implement interventions based on the identified goals.

3) *Advocate* :A social worker as an advocate seeks to protect client's rights and ensure access and utilization of services they are entitled to receive. Social workers may perform advocacy work by advocating for a single client or by representing groups of clients with a common problem or identified need. Social workers may advocate with other organizations/providers and encourage their clients to advocate for themselves in order to address a need or obtain a service.

4) *Educator* :Social workers acting as a teacher or educator often help in times of crisis for many clients. In this role social workers help clients develop insight into their behaviors through providing education aimed at helping clients learn skills to handle difficult situations and identify alternative life choices.

5) *Counselor* :A social worker acting as a counselor helps clients express their needs, clarify their problems, explore resolution strategies, and applies intervention strategies to develop and expand the capacities of clients to deal with their problems more effectively. A key function of this role is to empower people by affirming their personal strengths and their capacities to deal with their problems more effectively.

6) *Risk Assessor*: Social workers acting as risk assessors have been given a major role in the assessment of needs and risks over a variety of client groups. Assessment is a primary role for social workers and often times is what dictates the services and resources identified as needs for clients. While working as a risk assessor in the mental health field the social worker may experience conflict between encouraging client self-determination and addressing safety risks.

7) *Mediator* :It is common that social workers act as mediators and negotiators as conflict is the root of many areas of social work. Social workers acting in these roles are required to take a neutral stance in order to find compromises between divided parties.

8) *Researcher* :A social worker in the role of researcher or program evaluator uses their practice experience to inform future research. The social worker is aware of current research and able to integrate their knowledge with the current research.

Employability skills of effective social workers

The Social Work Programme not build the skill set of Students but also develops their personality by imparting values to them, through which they can work in any situation. Those skills and values are as follows;

1) Interpersonal Skills
2) Personal Qualities
3) Critical Thinking Skills
4) Applied Academics Skills
5) Resource Management Skills
6) Information Use
7) Technology Use
8) System Thinking
9) Communication Skills
10) Leadership Skills

Values of Social Work Programme

1) Service.
2) Social justice.
3) Dignity and worth of the person.
4) Importance of human relationships.
5) Integrity.
6) Competence

Employment opportunities for Students of Social Work Programme

There are plenty of employment opportunities in social work sector depending the skills set and employability of Social Worker. These opportunities are available in both the sector private and public. At National & International Level. These courses also develop the skills of entrepreneurship of students for building their capacities to work in social entrepreneurship sector. Some Employment opportunities for Students of Social Work Programme as follows; Student can work as independent professional Social Worker, Labour Welfare Specialist, Teacher, Social Security Officer, Criminology specialist, Family Counselor, Social Entrepreneur, Women & Child Welfare Officer, Social Welfare Officer, CSR executive, Human Resource Manager, Project Officer, Research Officer, Superintendent in Govt. Hostels, Departments, content writer etc.

Part B

Syllabus Prescribed for 2022Year   PG Programme

Programme: M.S.W.

Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC – 1	Sociology	60

COs:

The students would be able to:

1) Identify and apply sociological concepts and theories to understand social phenomena.
2) Critically evaluate explanations of human behavior, social phenomena and social processes locally and globally.
3) Identify how social structures create and reproduce different forms of social inequality, locally and globally.
4) Analyze the origins, mechanisms, consequences, and response to global systems and flow, and their implications for society.
5) Identify the limits of the scientific method in understanding social behavior and processes.

Unit	Content
Unit I	**Sociology and Its Relevance to Social Work Practice** - Meaning and Definition of Sociology. - Nature of Sociology (Sociology is a science). - Scope of Sociology - Relevance of Sociology to Social Work Practice. **(15 periods)**
Unit II	**Basic Sociological Concepts 20** - Society - Social System - Social Action - Social Structure **(15 periods)**
Unit III	**Culture and Socialization 20** 1) Culture : - Meaning, Definition and Characteristics of Culture. - Types and Elements of Culture 2) Socialization : - Meaning and Definitions of Socialization - Aims and Stages of Socialization - Agencies of Socialization - Importance of Socialization **(15 periods)**

Unit IV	**Social Stratification and Social Mobility 20**
	1. Social Stratification :
	- Meaning and Characteristics of Social Stratification
	- Basis of Social Stratification
	- Types of Social Stratification
	- Functions and Dysfunctions of Social Stratification
	2- Socialy Mobility
	   - Meaning and Definitions of Social Mobility
	   - Types of Social Mobility
	   - Effects of Social Mobility
	   - Relation between Social Stratification and Mobility in Indian Society
	 (15 periods)

• **Internal Marks- 20-** 1)Assignments / Subject related Innovative Activity/ Project

References:

1. सभाजळास्त्राची भूरतत्त्ले - म. श्री. भेहंदरे
2. सभाजळास्त्रीम संकल्ऩना आणि ससदधांत - डॉ. प्रदीऩ आगराले
3. सभाज ळास्त्रीम संकल्ऩना - डॉ. गुरुनाथ नाडगोंडे
4. सभाजळास्त्र संकल्ऩना ल ससदधांत - डॉ. ऩी. एर. बांडायकय
5. सभाजळास्त्र - या. ज. रोटे
6. सभाजळास्त्र - ळेख ळब्फीय
7. सभाजळास्त्र - डॉ. वलरास संगले
8. An Introduction to Society - Vidya Bhushan
9. Society a Systematic Introduction - Johnson Harry

Programme: M.S.W.

Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC – 2	Psychology	60

COs:

After completion of course, learner would be able to:

1. Explain and apply the knowledge of psychology in relation to social work field.
2. Assess critically the psychological processes related to social work context.
3. Explain the basic concepts, issues related to lifespan development.
4. Explain how different aspects of human development as progress through different stages of life.
5. Identify and evaluate the role of family, peers and community in influencing development at different stages.
6. Describe the concept of Personality in totality.

Unit	Content
Unit I	**Introduction-** • Psychology (Concept & Definition) • Definition& Explanation of Basic Psychological processes :- (Behavior, Sensation Attention, Perception, Memory, Learning, Emotions, Motivation, Intelligence, Creativity , Cognition, Thinking, State of consciousness), • Branches of Psychology:- Clinical Psychology, Counseling Psychology ,Rehabilitation Psychology, Developmental Psychology, Personality Psychology. • Psychology as a Science, • Schools of Psychology : (Structuralism, Functionalism, Behaviorism ,Gestalt, Psychoanalysis, Cognitive & Humanistic) Goals and Aim of Psychology, • Relevance of Psychology to Social Work. **(15 periods)**
Unit II	**Developmental Psychology-I** • PRE-NATAL PERIOD AND INFANCY • Stages of pre-natal development, Pre-natal environment- teratogens. • **Infancy:** The new-born child –actions of the neo-nat. Newborn appearances, reflexes, adjustments. • **Babyhood:** Physical and motor development, Cognitive and language development, Emotional and social development attachment , temperament (Characteristics, Developmental Task, Hazards, issues of the stage) • **CHILDHOOD AND ADOLESCENCE: Early and middle childhood** o Physical and motor development, o Cognitive and language development o Emotional, moral and social development o (Characteristics, Developmental Task, Hazards, issues of the stage) **Adolescence** o Physical development – puberty and its psychological impacts o Cognitive development o Emotional ,social and moral development o Predominant Issues during Adolescence –Peer relations, Adjustment problems at home, school & society, Delinquency. (Characteristics, Developmental Task, Hazards, issues of the stage) **(15 periods)**
Unit III	**Developmental Psychology-II** **ADULTHOOD-EARLY, MIDDLE AND LATE ADULTHOOD** • **Early adulthood** • Physical changes • Cognitive development - changes in the structure of thought • Perry's theory - dualistic thinking, relativist thinking • Pragmatic thought, expertise and creativity • Emotional and social development -close relationships, family life cycle, career development (Characteristics, Developmental Task, Hazards, issues of the stage) • **Middle adulthood** • Physical development, • Occupational adjustment – stable & unstable patterns • Preparation for retirement, psychosocial Changes, Empty nest syndrome. o (Characteristics, Developmental Task, Hazards, issues of the stage)

		• **Late Adulthood or Old age** o Physical change, Psycho-social development, theories of psychosocial development – o Peck's theory- three tasks of ego integrity, o Labouvie- Vief's theory- emotional expertise o Successful aging o Work-retirement and leisure (Characteristics, Developmental Task, Hazards, issues of the stage) **(15 periods)**
Unit IV		o **Personality & Development:** Definition of Personality, o Personality Development : Heredity & Environment o Determinants of Personality • Approaches to study Personality : o Type & Trait :Cattell,Eyesenck, Allport, Costa &MacCrae) o Psychodynamic : Erik EriksonKaren Horney, Erich Fromm o Behavioristic: Bandura. o Humanistic: Roger. o Defense Mechanism o Personality type (A,B,C,D). o Relevance of study of Personality in Social work context. **(15 periods)**

• **Internal Marks- 20-** 1)Assignments / Subject related Innovative Activity/ Project

References:

- Berk, L.E. (2007), Development through the lifespan (3rd Edition), Pearson Education
- Feldman, R.S. &Babu. N. (2011). Discovering the Lifespan. Pearson.
- Hurlock, E.B. (1980), Development Psychology: A Life Span Approach (5th Edition), New Delhi:Tata McGraw Hill pub. Co. Ltd.
- Papalia, D.E. (2004). Human Development. (9th Edition), New Delhi: Tata McGraw Hill
- Baron, R. &Misra. G. (2013).Psychology. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: PinnacleLearning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: PearsonEducation.
- Passer, M.W. & Smith, R.E. (2010).Psychology: The science of mind and behaviour. New Delhi:Tata McGraw-Hill.
- Santrock, J.W. (1997), Life Span Development (6th Edition) Chicago: Brown and Bench Mark
- Hall, C. S. &Lindzey, C. (1998). Theories of Personality. New York: John Wiley & Sons.
- Liebert, R.M. &Spiegler, M.D. (1994). Personality: Strategies and Issues. Pacific Grove. California:Brooks Cole Publishing Company.
- Sahakian, W.S. (1965). Psychology of Personality: Readings in theory. Chicago: Rad Mc-NallyCollege Publication Co.
- Schultz, D.P. & Schultz, E.S. (2014). Theories of Personality (10th edition). Cengage Learning: NewDelhi, India.
- Wolman, B.B. (1978). Contemporary Theories and Systems in Psychology. P.K. Foundation: NewDelhi, India.
- बोरुडेरा. र. , मेधाकुमठेकर, शीलागोल्विलकर(२०१३) वैकासिकमानसशास्त्र, पुणेविद्यार्थीगृह्रप्रकाशन, पुणे.
- शशिकांतखलाणे(२०१४) वैकासिकमानसशास्त्र, अर्थवपब्लिकेशन्स, धुळे.
- पंडीत, कुलकर्णी, गोरे (1999). सामान्यमानसशास्त्र, नागपुर- पपंमपळापूरेपब्लीकेशन.
- पाध्येव्ही. एस. (2004). मानसशास्त्र-एकपररचय, विद्याबुक्सपब्लिशर्स, औरंगाबाद.
- बडगुजरवर्शीदे (2001). सामान्यमानसशास्त्रनाशीक- स्वयंभूप्रकाशन
- इनामदानएम. के. गाडेकरेके. एनपाटीलए. एम (2005). आधूपनकमानसशास्त्रपूर्ण – डायमॉन्डपब्लीकेशन
- अभ्यंकरएस. अमरुताओ. गोवळीकरएस. (2006). मानसशास्त्रनवीपदल्ली-पीयरसनपब्लीकेशन
- केशवगाडेकरे,मुकुंदइनामदारअनितापाटील(२०१९). मानसशास्त्राचीमुलतत्वे– डायमॉन्डपब्लीकेशन, पुणे

Programme: M.S.W.

Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC – 3	History ideology and practice of social work - 1	60

COs:

The students would be able to:
1. Define the historical background of social work
2. Interpret the contribution of political and social leader for social change
3. Describe the concept of fields of social work
4. Define the Gandian Philosophy
5. Explain the Hindu reform movement and Dalit Movement
6. Explain the ideology of Veda
7. Describe the religious Ideology

Unit	Content
Unit I	**Introduction of professional social work.** 1. Concept, objectives, values, principles, function of professional social work. 2. Meaning and definition of social work. 3. Importance of social work **(15 periods)**
Unit II	**History of social work.** 1. History of professional social work with reference to India U.K.and America. 2. Issues and challenges of social work education in India. 3. Contribution of social work and political leaders of 20th and 21th century for social 4. change namely Mahatma Gandhi, Mahatma Fule, Shahu Maharaj, Raja Ram Mohan Rai, Dr. B.R.Ambedkar, Anna Hajare, Popatrao Pawar, Devaji Tofa. 5. Changing political philosophy impact on social work. **(15 periods)**
Unit III	**Fields of social work.** 1. Community Development 2. Family and child welfare 3. Labour welfare and personal management. 4. Medical and Psychatric social work. 5. Tribal welfare. 6. Youth welfare. 7. Crime and correctional. 8. Physically, Mentally and social Handicapped. **(15 periods)**
Unit IV	**Ideology of professional social work.** 1. Ancient period - Vedic,Vedantic, and non Vedantic, spirituality ideologies. 2. Medieval period- Zoroastrianism, Islam, bhakti,Sufi,Sikhism movement. 3. Modern period - Hindu reform movement, Dalit moment, Gandhian philosophy, Ideology Of Indian constitution. **(15 periods)**

• **Internal -20 Marks**

1)Assignments / Subject related Innovative Activity/ Project

References :

1. Agrawal M.M.1998 :Ethic and spirituality Indian institute of advanced study.
2. Chatterjee P. 1996: Approaches approaches the welfare state Washington DC. National Association of social worker.
3. Desai M. 2000 : Curriculum development on history of ideology for social change and social work Mumbai,social work education and practice sale
4. Diwakar V.D.(Ed) 1991 : Social reform movements in lndia A historical perspective Bombay popular Prakashan.
5. Gangali B.N. 1973: Gandhi's social philosophy Delhi Vikas publication House 15.
6. Gore M.S. 1993:The social context of ideology Ambedkar social and political thoughts New Delhi
7. .Encyclopaedia of Social work 1987: Encyclopaedia of Socialwork in India New Delhi Minister of welfare.
8. Banks S.1995 : Ethics & values in social work practical Social work series London MacMilan press Ltd.
9. सालीळकर संजय (२०१४),समाजकाययनद्धती,   ॆत्र, वळचारधारा ळ समाज सुधार, नागनुर: श्री. मंगेळ प्रकाळन.
10. सालीळकर संजय : सामाजीक समस्या आणी समाज सुधार चलळल, नागनुर:श्री.मंगेळ प्रकाळन
10. व्याळसाययक समाजकायय(शळ ण आणण व्याळसाय), डायमंड प्रकाळन, नुणे.
11. टाकसांलेप्राजक्ता,व्याळसाययक समाजकाययवळाचारधारा ळ इयतहास, श्री मंगेळ प्रकाळन,नागनूर.
12. के. शसहं समाजकाययके शसद्धांत, प्रकाळन केंद्र, ऱखनऊ.

Programme: M.S.W.

Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-04	Working with Individuals & Families (Social Case Work)	60

COs:

The students would be able to
1. Describe the history of social case work
2. Determine the component of Social Case work
3. Develop the process of Social Case work
4. Design the technique in Social Case work
5. Enhance the skill for practice in Social Case work
6. Handle the interview of problematic person/client
7. Explain steps in interview in Social Case work

Unit	Content
Unit I	**Historical Perspectives** • History and Development of Social Case work in U.K, U.S.A. and India. • Concept & Definitions of Social Case Work. (15 periods)
Unit II	**Individuals and Families** • Man as a bio-psycho-Cultural Organism, Uniqueness of each individual. • Individual's rights to have a family. • Rights of Family • Stages and development with reference to Indian Families. • Factors affecting the family cycle. • Understanding the family as a system. (15 periods)
Unit III	**Process of Social Case Work.** • Components of case work : Person, Problem, Place, Process. • Process of Social Case work – Study : Continuous assessment, Psychosocial Diagnosis, Interventions, Evaluation, Termination, Follow up. • Principles of Social Case Work. • Client – Worker Relationship. • Philosophical assumption and Values of Case Work as a Method. (15 periods)
Unit IV	**Tools, Techniques, Skills and Models of Social Case Work.** • Skills : Communication (Verbal, Non-verbal etc.) Rapport Building, Listening Skills, Observation, Home –Visits • Interviewing and it's meaning, types, process. • Intake-record/sheet and the intake interview (Client Engagement), Case worker – Client relationship. • Recording and its types- narrative, Process, Problem oriented record keeping. • Subjective and Objective assessment, Use of case work records as a tool of intervention. • Models of case work : Social Diagnostic (Richmond), Supportive and modificatory (Hamilton), Problem solving (Perlman), Crisis intervention (Rapport), Classified Treatment Method. • Supportive Techniques, Reflective Techniques, Logical Discussion, Environmental Modification, Providing Material Help, enhancing information. • Scope & limitations of Social Case Work method in India. **Intervention in Different Settings** • Intervention with people with disability. • Intervention with people affected & terminally ill patients. • Women Facing Violence in Families. • Children Facing abuse. • Juvenile delinquents abusers. (15 periods)

• Internal -20 Marks

1)Assignments / Subject related Innovative Activity/ Project

Reference Books :
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7. Aptekar Herbert (1955) The Dynamics of Case work and Counseling, New York : Houghton Mifflin Co.

8. Mathew Grace (1992) An Introduction to Social Case work, Mumbai.

9. Upadhyay R.K. (2003), Social Case Work, Rawat Publication, Jaipur.

10. Banerjee G.R. (1967), Concept of being and Becoming in the Practice of Social Work, Mumbai : Tata Institute of Social Science.

11. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practices and Perspectives (Models of Casework Practice), Vol.II, Ch. 3, Jaipur : Mangal Deep Publication.

12. Banerjee G.R. (1971), Some Thought on Professional self in Social work, Indian Journal of Social Work, Mumbai : Tata institute of Social Science.

13. Friend lander W.A. (1987) Concept and Methods of Social Work, Englewood Cliffs, Prentice Hall.

14. Fischer Joel, (1978), Effective Case Work Practice : An Eclectic Approach, New York : Mcgraw Hill book Com.

15. Mathew G. (1987), Case Work in Encyclopaedia of Social Work in India, Delhi : Ministry of Social Welfare.

16. Nursten J. (1974), Process of Case Work, GB : Pitman Publication.

17. Perlman H. (1957), Social Case Work : A Problem Solving Process, Chicago : University of Chicago.

18. Pippins J. (1990) Developing Case Work Skills, Caliph : Sage Publication.

19. Richmond M.E. (1922), What is Social Case Work ? An Introductory description, New York : Russell, Sage Publication.

20. Timms N., (1964), Social Case Work Principles and Practice, London : Routledge and Kegan Paul.

21. Timms N., (1972), Recording in Social Case Work, London : Routledge and Kegan Paul.

Programme: M.S.W.

Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-5	Social Research and Computer Application	60

COs:

The students would be able to:

1) Identify the overall Process of designing a research study.

2) Apply the steps in the process of data collection.

3) Knowledge may be used for theory building and practical Application.

4) Develop skills for use of library and documentation in research work.

5) Acquire the skills for data analyses and research writing.

6) Develop an understanding about the scientific approach to human inquiry.

Unit	Content
Unit I	**Fundamentals of Research** 1. Scientific Method – Meaning of Science, definition & characteristics of scientific method 2. Social Research- definition, meaning ,Objectives , types & Importance 3. Major steps in the process of social Research 4. Formulation of the Research Problem 5. Review of literature • Social work Research – Meaning, Objectives & Scope **(15 periods)**
Unit II	**Basic Concepts in Research & Research Design** • Research Design :- Meaning, definition, Types of Research Design • Case Study :- Meaning, Definitions, Process and Importance. • Census Method. • Sampling- Meaning, Characteristics, Basic Principles, Types • Concept :- Meaning, Definitions, Characteristics , Levels of Concepts • Hypothesis – Meaning, Definitions, Characteristics, sources, Types **(15 periods)**
Unit III	**Methods, Tools , Techniques of Data Collection &Processing** • Meaning, Sources of data , Distinction between primary and Secondary Data Merits & Demerits • Primary Data- Interview, Questionnaire, Observation, schedule • Secondary Data- Meaning & Various types (Books, Journals, dairies, Biography, Autobiography, News Paper, • Letters, Case Studies, Records, Reports, Magazine , Periodicals , CDs/ DVDs, Websites etc.) • Scales:- Need, Importance & types • Data Processing : Editing, Classification, Coding, Master chart, Tabulation, Analysis & Interpretation, • Testing of Hypothesis, Conclusion **(15 periods)**
Unit IV	**Research Report** • Diagrammatic & Graphical Presentation of Data • Application Of Computers : Data entry, Data Processing, Excel, Power Point, SPSS. • Research Report : Meaning, Objectives, Importance, Contents, Difficulties in Report Writing, Essentials of Ideal • Report. • Foot notes, Reference styles, Bibliography, Appendix, Abbreviation, Quotation, Abstract & Publication of Report **(15 periods)**

• • **Internal -20 Marks**

 1)Assignments / Subject related Innovative Activity/ Project

References:
1) Good W and Hatt P : Methods in social/Research
2) Janoda M. Deutsch and Cook : Research Methods in social Relations Vols. I and II.
3) Modge J.: The Tools of social sciences.
4) Dr. Wilkinson and Prof. P.L.Bhandarkar: Methodology and techniques of social research.
5. Walker and L Elementary statistical methods.

6. Elhance D.N. Fundamentals of statistics, kitab mahal Bombay.

7. Cohen L. Statistical Methods for social scientists.

8. Neis wanger W.A. Elementary statistical methods, macmillan company, New York.

9. Moroney M.J. Facts from figures.

10. C.B. Gupta: An introduction to statistical methods, Ram Prasad and sons Agra. 19

11. Goon, Gupta and Dasgupta: Fundamentals of statistics

12 iq-y- HkkaMkjdj lkekftd la”kks/ku i/nrh

13 lqf/kj cks/kudj vkf.k foosd vyksuh lkekftd la”kks/ku i/nrh

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16 lqjs”k esJke izkR;kf{kd lkekftd la”kks/ku

Syllabus Prescribed for 1st Year PG Programme

Programme: M.S.W.

Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-6	Field Work (Social Work Practicum)	60

Notes :

   A) No Grace Marks shall be allowed for Passing in Social Work Practicum.

   B) The social work practicum of student shall be supervised by the Social Work Faculty Supervisor

S.N.	Components		Marks Allowed	Type of Activity
1	**Orientation Visits (Agency Visits)** *No. of Visit – at least 3 1) Attendance 2) Behaviour & Performance during Visits 3) Report Writing	10 10 20	**40**	Individual Activity
2	**Skill Laboratory** **(Minimum One Activity for each group)** (Paper Presentation, PPT Making, Poster Presentation, Role Play, News Making, Creative Thinking, Book Review, Conversation Skill etc.) 1) Attendance 2) Performance 3) Report Writing	10 10 20	**40**	Group Activity (Supervisors are advised to assign different activity for each group)
3	**Internal Viva-Voce** 1. Orientation Visits 2. **Skill Laboratory** 3. General	8 8 4	20	**Individual Activity**
	Total Marks		100	

Reference Books :

   1. Skill Training for Social Workers , (A Mannual for Social Training Worker), Published by Karve Institute of Social Services, Pune by RumaBavikar, Geeta Rao.
   2. Battacharya Sanjay, Social Work in Integrated Approach, New Delhi, Deep & Deep Pub. Pvt. Ltd.
   3. Bhatt B.M. (1960) , Records of Group Work Practice in India, Baroda University, Baroda.
   4. Delhi School of Social Work (1958), Field work records in Group Work and Community Organization, London, Tavistock Publication.
   5. Corey Geral, (1977), Groups Process and Practice, USA : Brook/Code Publishing Company.
   6. Douglas Tom (1977), Group and work Practice, London, Tavistock Publication.
   7. Bumard D.- Counselling Skills Training, New Delhi, viva Books.

Syllabus Prescribed for 1ˢᵗYear PG Programme

Programme: M.S.W.

Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
SEC-1	Skill Enhancement Course	30

Personal Skills Enhancement for Social Work Intervention

Course Outcomes:
The students would be able to:
1) Develop awareness about their self and improve their personal qualities and skills.
2) Manage themselves effectively for the better performance in the professional life.
3) Develop professional skills to work with individuals, families, groups and society at large.
4) Sharpen their skills through professional skills like team work, report writing and documents etc.

Unit	Content
Unit I	**Inter-Personal Skills for social work** • Self-awareness, Interpersonal relationship. • Goal Setting, Understanding self through SWOT analysis . • Managing self through- Time Management, Prioritizing the work, effective use of Time management Matrix . • Creative thinking, Stress Management. • Facing Group Discussions, Interviews & Writing Resume for various job. **(15 periods)**
Unit II	**Professional Development for Social Work** • Communication Skills- Verbal & Non Verbal. • Leadership & Decision making . • Team Work, Problem analysis & Problem Solving. • Report writing & Documentation skills, Presentation Skills. • Managing Events & Programms . **(15 periods)**

References

- Datar S. & others 2010 - Skill Training for Social Workers – A Manual, SAGE Publication.
- Christine Stogdon, Robin Kiteley, 2010, Study Skills for Social Workers
- Anne M. Geroski, 2016. Skills for Helping Professionals
- Juliet Koprowska, 2014, Communication and Interpersonal Skills in Social Work
- Pam Denicolo, Lucinda Becker, 2016 Sanshodhan Prastaav Vikasit Karane (Marathi)
- Braun, Victoria Clarke, 2017 Yasasvi Gunatmaka Sansodhana (Marathi)
- Paul Oliver, 2016 Tumache Prabandh Likhaan (Marathi)
- Sarah Caro, 2016 Aapla PHD Prabandh Kasa Prakashit Karava (Marathi)
- Lynne Rutter, Keith Brown, September, 2015, Critical Thinking and Professional Judgment for Social Work.
- Pincus, Allen (1973) Social Work Practice: Model and Method, Illinois: F.E. Peacock Anne Minaham Publishers inc
- Roy,G.S. (2004) International Field Work Experience : A Survey of U.S.School.
- Walsh, Joseph,(2006) Theories of Direct Practice, Belmont, CA: Brooks/ Cole.
- Ruch G. (2000) Self and Social Work: Towards an integrated model of Learning, Journal of Social Work Practice, 14 (2) pp 99-112
- Singh R.R. (ed) (1985), Field Work in Social Work Education: A Perspective for Human Service Profession, New Delhi, Concept Publishing Company.
- Tuppekar S.R. (2020), Prioritizing The Work To Be Done, SOF10, E-Book, Published by SGBAU, Amravati, pp 170-175
- Wexley C Kenneth (1988): Organizational Behavior and Personnel Psychology. Delhi: Surjeet Publications

Part B
Syllabus Prescribed for 2022Year   PG Programme
Programme – M.S.W.
Semester-II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-7	**Sociology**	**60**

COs:

The students would be able to:

1) Convey sociological concepts and understandings to a broader audience.

2) Use sociological knowledge to inform public understanding and policy debates.

3) Acquaint themselves with the basic concepts of Sociology like Community, Social Change, Social Control etc. Know the basic social institutions like family, marriage, kinship in a scientific way.

4) Explain social change and the factors affecting social change. Realize the importance of cultural lag to understand social change.

5) Identify and apply sociological theories to understand social phenomena.

Unit	Content
Unit I	**Community 20** - Meaning and Definition of Community. - Characteristics of Community. - Types of Community. - Meaning and Characteristics of Tribal, Rural and Urban Community. **(15 periods)**
Unit II	**Institutions 20** 1. Marriage : - Meaning, Characteristics and Aims of Marriage. - Types of Marriage and Divorse. - Changing Nature of Marriage. 2. Family : - Meaning and Characteristics of Family. - Types and Functions of Family. - Changing Nature of Family. 3. Religion : - Meaning, Defination and Characteristics of Religion. - Theories of The Origin of Religion. - Religious Rituals, Magic - Functions of Religion. **(15 periods)**
Unit III	**Social Change and Social Control 20** 1. Social Change : - Meaning, Definition and Characteristics of Social Change - Types of Social Change - Causes of Social Change 2) Social Control : - Meaning and Definitions of Social Control - Types and Tools of Social Control - Importance of Social Control **(15 periods)**
Unit IV	**Importance of Indian Social Thoughts in Social Work 20** 1. The Contribution of Dr. G. S. Ghurye's Social Thought in Social Work 2. The Contribution of Mahatma Jyotirao Phule's Social Thought in Social Work 3. The Contribution of Chatrapati Shahu's Social Thought in Social Work 4. The Contribution of Dr. B. R. Ambedkar's Social Thought in Social Work Report **(15 periods)**

- **Internal -20 Marks**

 1)Assignments / Subject related Innovative Activity/ Project

References:

1. सभाजळास्त्रीम संकल्न्ना आणि ससदध्दांत - डॉ. प्रदीऩ आगराले

2. सभाजळास्त्रीम संकल्न्ना - डॉ. गुरुनाथ नाडगोंडे

3. सभाजळास्त्र संकल्न्ना ल ससदध्दांत - डॉ. ऩी. एर. बांडायकय

4. सभाजळास्त्र - ळेख ळब्फीय

5. भूरब्रूत सभाजळास्त्रीम वलचाय - डॉ. प्रदीऩ आगराले

6. साभाजजक वलचायलंत - प्रा. आय. एन. याजनूत

7. पुरे, ळाहू, आंफेडकय वलचाय साहहत्म

8. ळेतकऱमांचा आसूड, गुराभगगयी इ. - भहात्भा पुर

Part B
Syllabus Prescribed for 2022Year   UG Programme
Programme – M.S.W.
Semester-II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-8	**Psychology**	**60**

COs:
Learners would be able to :
- ➢ Describe the child and adolescence related psychological problems (psychopathology)
- ➢ Identify the diagnostic features and criteria of the disorders according to the diagnostic manual
- ➢ Identify and understand nature and scope of varied Psychological problems
- ➢ Develop an understanding and interventions strategies needed to address various psycho-social problems
- ➢ Apply therapeutic process and related aspects for counseling and Rehabilitation
- ➢ Prepare Diagnostic manuals in assessment of psychological disorders
- ➢ Demonstrate an awareness of the range of mental health problems
- ➢ Identify the diagnostic features criteria and diagnose the disorders.
- ➢ Apply therapeutic technique and related aspects for counseling and Rehabilitation.

Unit	Content
Unit I	Definition and Criteria of Psychological lab normality Causes of abnormal behavior: o Genetic Factors o Psychosocial: Early Deprivation or Trauma- Institutionalization; Neglect and Abuse in the home; Separation o Socio-cultural: Group Prejudice and Discrimination; Poverty and Unemployment; Social Change, Urban stressors - Violence and Homelessness; o Introduction to the Diagnostic classification of mental and behavioral disorders (DSM & ICD Latest edition) **Disorder of Childhood and adolescence :** Diagnostic Criteria and Clinical Features **Externalizing disorders:** • Attention Deficit Hyperactivity Disorder (ADHD), • Conduct Disorder **Internalizing Disorders:** • Separation Anxiety • Childhood Depression **Pervasive Developmental Disorders and Mental Retardation :** Diagnostic Criteria and Clinical Features • Autistic Disorder • Asperger's Disorder • Mental Retardation **Trauma and Stressor Related Disorder:** • Posttraumatic Stress Disorder- • Acute Stress Disorder: Adjustment Disorder - **(15 periods)**
Unit II	**Personality Disorders** Diagnostic Criteria and Clinical Features • Cluster A, B & C Personality Disorders **Anxiety Disorders** Diagnostic criteria and features; • Specific Phobia • Social Anxiety disorder (Social Phobia)- • Generalized Anxiety Disorder- • Obsessive-Compulsive Disorders: **Psychotic & Mood Disorders:** Diagnostic Criteria and Features • Suicide • Depression • Schizophrenia **Other Psychological Disorder** Diagnostic Criteria and Features

	• Sexual Disorders
	Paraphilia -
	(Pedophilia, Voyeurism, Exhibitionism, Sexual Masochism, Sexual Sadism)
	  • Alcohol Use Disorder
	  • Dementia,
	  • Alzheimer
	
	(15 periods)

Unit III	**INTERVENTIONS**
	o Medical and Neuropsychological Model
	o Bio-psychosocial and Social Model
	o Psychodynamic Model
	o Psychological Interventions:
	Behavioral Psychotherapy
	  • Key Concepts
	  • The Therapeutic Process
	  • Therapeutic Techniques and Procedures
	    o Behavior Modification
	    o Progressive Muscle Relaxation
	    o Systematic Desensitization
	    o Aversion technique
	    o Social Skill Training
	  • Case Discussion
	Cognitive Behavioral psychotherapy
	  • Introduction to Albert Ellis Rational Emotive
	Behavioral (REBT) Theory
	  • The Therapeutic Process
	  • Therapeutic Techniques and Procedures
	  • Case Discussion
	Cognitive Psychotherapy
	  • Introduction to Aaron Beck's Cognitive
	Theory (CT)
	  • The Therapeutic Process
	  • Therapeutic Techniques and Procedures
	  • Case Discussion
	
	(15 periods)

Unit IV	**Person Centered Psychotherapy**
	  • Key Concepts of Rogerian Theory
	  • The Therapeutic Process
	  • Therapeutic Techniques and Procedures
	  • Case Discussion
	Existential Psychotherapy
	  • Key Concepts of Logo-therapy
	  • Therapeutic Techniques
	  • Case Discussion
	Gestalt Therapy
	  • Key Concepts
	  • The Therapeutic Process
	  • Therapeutic Techniques and Procedures
	  • Case Discussion
	Indigenous Therapy
	  • Yoga (ASHTANGA YOGA)
	Meditation(i) Mindfulness Meditation ii) Concentrative Meditation iii) Contemplative
	Meditation.
	(15 periods)

• Internal -20 Marks

1)Assignments / Subject related Innovative Activity/ Project

References:

- Adams P.B. and Sutker, H.E. (2001) Comprehensive Handbook of Psychopathology. (3rd Edition). NY: Springer.
- Barlow, D.H. & Durand, V.M. (2005). Abnormal Psychology (4th Edition). Pacific Grove:Books/Cole
- Bergin, A. E., & Garfield, S. L. (1994) Handbook of Psychotherapy and Behaviour Change,(4th Edition). New York: Wiley.
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, (13thEdition). India, Pearson Education.
- Capuzzi, D., & Gross, D.R. (2008). Counseling and Psychotherapy. Theories and Interventions (4th Edition). Delhi: Pearson Education, Inc.
- Corey, G. (2009). Counseling and Psychotherapy. Theory and Practice. Delhi: Cengage

Learning India Private Limited.

- Millon, T. Blaney, P. and Davis R.D. (1999). Oxford textbook of psychopathology. United Kingdom: Oxford University Press.
- Sadock B.J. and Sadock V.A. (2007). Kaplan and Sadock's Synopsis of Psychiatry, (10th Edition). PA: Lipincott, Williams and Wilkins.
- Sarason, I.G, &Sarason, R.B. (2002). Abnormal Psychology: The problem of maladaptivebehavior (10th Edition). Delhi: Pearson Education.
- Berk, L.E. (2007). Development through lifespan (3rd Edition), Pearson Education
- Bhakhry, S. (2006). Children in India and their Rights. New Delhi: National human rights commission.
- Brown, B. & Marin. P. (2009). Adolescents and electronic media: growing up plugged in. Trends;Child research brief.
- Carroll, J.A. & Kirkpatrick, R.L. (2011). Impact of social media on adolescent behavioral health.
- Oakland, CA: California Adolescent Health Collaborative.
- Clinard, M.B. & Meier, R.F. (2011). Sociology of Deviant Behavior (14th Edition), United States of America:
- Wadsworth Cengage LearningAmerican Psychiatric Association: "Diagnostic and Statistical Manual of Mental Disorders",DSM-5 (5th Edition.)
- Barlow, D.H., & Durand, V.M., (2005). Abnormal Psychology (4th Edition.). Pacific Grove:Books/Cole.Carson,
- R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, (13th Edition.) Pearson Education, India.
- Nietzel, M.T., Bernstein, D.A., &Misich, R (1998). Introduction of Clinical Psychology (5th Edition.). New Jersey: Prentice Hall.
- Wolman, B.B., (1978). Clinical Diagnosis of Mental Disorders: A Handbook.N.YPlenum
- मोमीनएम,आय., (२०१५) मानसिकआरोग्यवमनोरुग्णपरिचर्या
- सवितादेशपांडे(२०१८)मनोविकृतीशास्त्र, निरालीप्रकाशन
- मानसीराजहंस, अनघापाटील,सुशीलसुर्वे(२०१२)अपसामान्यांचेमानसशास्त्र, उन्मेषप्रकाशन,पुणे.
- दिनेशजरोंडे(२०१८)अपसामान्यमनोविकृतमानासाशस्त्र, प्रशांतपब्लिकेशन, जळगाव.
- पंडीत, कुलकर्णी, गोरे (1999). उपयोजितमानसशास्त्र, नागपुर- पपंमपळापूरेपब्लीकेशन.
- इनामदार एम. के. गाडेकरे के. एन पाटील ए. एम (2005). आधुनीक मानसशास्त्र, डायमंड पब्लीकेशन -पुणे

Programme – M.S.W.
Semester-II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-9	**Fields of Social Work**	60

COs:

The students would be able to:
1) Describe the area and fields of social work interventions in general.
2) Interpret the existing services and intervention settings in family &child development.
3) Recognize types of communities and importance of community development.
4) Develop perspective on medical and psychiatric social work field as well as crime and correctional administration.
5) Explain the importance of HRM & HRD.

Unit	Content
Unit I	**Family & Child Development** • Brief review of the field of Family & Child Development • Basic understanding of different setting – Residential &non-residential services • Importance of working with families for Women and Children development. • Role of social workers in the field of Family & Child Development **(15 periods)**
Unit II	**Community development** • Community – meaning and types of communities • Community development- meaning & definition and its importance. • Basic issues of tribal, rural and urban in context to community development. • Role of social workers in the field of community development. **(15 periods)**
Unit III	**Medical and Psychiatric Social Work & Correctional Administration** • Modern concept of health, preventive health, mental health, community health. • Concept and nature of medical & psychiatric social work and areas of intervention. • Concept of Crime, Criminal & Correctional Administration and Rehabilitation of criminals. • Role of Social workers in Crime &Correctional Work **(15 periods)**
Unit IV	**Human Resource Management** • Human Resource Management (HRM) - Definition, Objectives and Functions. • Scope and Importance of Human Resource Management in India. • Human Resource Development (HRD)- Concept and Definition • Role of Social Worker in HRM and HRD Report **(15 periods))**

Internal -20 Marks

• 1)Assignments / Subject related Innovative Activity/ Project

Reference Books:

1) Panchayat Raj- Prof V.B. Patil
2) Community development & Panchayat Raj in India- Suganchand Jain
3) Rural Development in India - Dhamma O.P.
4) Community Development- B. Mukherjee.
5) मेळघाटातील आदिवासी विकास आणि स्वयंसेवी संस्था – डॉ. निलेश उ. देशमुख
6) बालकांचे हक्क आणि मेळघाटमधील कुपोषण - डॉ. राजेश काळे
7) कुपोषितांच्या विश्वात - डॉ. राजेश काळे
8) Bhattacharya Sanjay: Social Work and Integrated Approaches; New Delhi Deep Publications.
9) ChoudharyD.Paul: Introduction to Social work
10) Encyclopedia of Social work (1987) Encyclopedia of social Work in India; New Delhi,Publication division, Ministry of welfare
11) Mark David Chong

12) Abraham P. Francis: DEMYSTIFYING CRIMINAL JUSTICE SOCIAL WORKING INDIA, SAGE Publication India Pvt Ltd, 2017

13) Choudhari, D. Paul (1983) Social Welfare Administration, Delhi: Atma Ram and Sons.

14) Goel, S. L. And Jain, R. K. (1988) Social Welfare Administration: Theory and Practice, Vol. I and II, New Delhi: Deep and Deep Publications.

15) Sachdeva, D. R. (1998) Social Welfare Administration in India, Allahabad, KitabMahal

16) Human Resource Management - Dr. C.B. Gupta - Sultan and Sons

17) Personnel & Human Resource Management - P. Subba Rao - Himalaya Publishing House.

18) Human Resource and Personnel Management - K. Aswathappa - Tata Mc Graw Hill Publishing Co. Ltd.

19) Human Resource Management: Pattanayak pH 1.2002

20) Women Centered in Social Work, R. P. Publication Delhi – Dr. Anant Deshmukh

Programme – M.S.W.
Semester-II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC- 10	Human Rights And Social Justice	60

COs:

The student would be able to:

1) Develop a conceptual understanding about Human Rights and Social Justice and their relevance in the current context.
2) Apply the international and national mechanisms and instruments to protect human rights and deliver justice.
3) Describe the work of social movements and other civil society initiatives in advocating 0Human rights and social justice
4) Develop perspectives for intervention in the area of human rights using justice and rights framework
5) Apply various skills, techniques and tolls for intervention in the area of human Rights

Unit	Content
Unit I	**Understanding Concepts** • Meaning of Human Rights and social justice • Types of Human Rights Violations- Forms of violation- Casteism, Untouchability , Social Exclusion, Denial of Basic Facilities and Unequal Distribution of Natural Resources, Land Alienation, Displacement, Bonded Labour • Human Rights violation of Marginalised groups-Scheduled Castes, Scheduled Tribes, Nomadic and Denotified Tribes and Minorities (Regional, Religious, Linguistic) **(15 periods)**
Unit II	**International Mechanisms for the protection of human rights-Major Provisions** • Universal Declaration of Human Rights- 1948. • International Convention on Civil & Political Rights- 1966. • International Convention on Economic, Social and Cultural Rights -1966. • Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) -1979. • United Nations Convention on The Rights of Child -1989. **(15 periods)**
Unit III	**Enforcement of Human Rights for social justice in India** • The Constitution and Fundamental Rights. • The Protection of Human Rights Act, 1993. • Structure and Functions of Human Rights Commission – National and State level. • Human Rights Commissions/Committees and other bodies (for women, children, SCs,STs, PwDs, etc.). • Current situation of human rights in India. **(15 periods)**
Unit IV	**Response of social work, civil society groups/movements, NGOs and media to Human Rights and Social Justice in India** • The role of civil society groups/movements in Human Rights protection and promotion. • Non-Governmental Organizations in Protecting and Promoting Human Rights • Role of Media in Protection and Promotion of Human Rights. • Social Work response to Protect Human Rights & social justice, role of social worker therein. • • **Internal -20 Marks** 1)Assignments / Subject related Innovative Activity/ Project **(15 periods))**

References:

1) कुलकर्णी पी.के .,) 2013सामाजिक न्याय मानवी हक्क आणि (, डायमंड पब्लिकेशन, पुणे

2) पाटील वा.भा .,मानवी हक्क (2018) , प्रशांत पब्लिकेशन, जळगाव

3) शेलकर अभया,1993 मानवी हक्क संरक्षण आशिनियम (2007) , नाशिक लों हाऊस, औरंगाबाद

4) दिक्षित प्रवीण,मानवी हक्काचे संरक्षण व संवर्धन (2008) , यशदा, पुणे

5) Bakshi, P.M. (2001) Constitution of India Delhi: Universal Law Publishing CoPvt. Ltd.
6) Samuel, John (ed), (2000) Social Action: An Indian panorama New Delhi: VANI.
7) Pandit, Vivek (2000) Fearless Minds Pune: NCAS.
8) Ray, Raka (1999) Fields of protests: Women's movements in India New Delhi: Kali for omen.
9) Mohanty, M., P.N. Mukherji and O. Tornquist (eds) 1998. People's Rights: Social movements and the state in the Third World. New Delhi: Sage Publications.

10) D.D. Basu, Shorter Constitution of India.
11) H.M. Seervai, Constitution of India
12) M.P. Jain – Constitutional Law of India
13) G. Austin – Indian Constitution
14) Dr. J.N. Pandey - Constitution of India
15) M.Galanter, Competing Equality – Law and Backward Classes in India(1984) oxford.
16) B. Sivaramayya, Inequality and the Law (1984) Eastern.
17) Iyer, K (1984), Human Rights and the law, Vedpal Law House, Indore.
18) Rehaman, M.(2000) Human Rights and Human Development, Manak Publication, Delhi

Programme – M.S.W.
Semester-II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-11	Working with Group (Social Group Work)	**60**

COs:

The students would be able to:

1. Explain the history of social Group Work

2. Design the process in social Group Work

3. Explain the programme media in social Group Work

4. Design the phases of group work practice

5. Develop the role of social Group Worker

6. Develop and apply appropriate skills in social Group Work

Unit	Content
Unit I	**Understanding Concepts** • Introduction to Social Group Work • Historical Development of Social Group Work in UK., USA & India. • Concept, Definitions, Objectives of Group work. • Objectives & Significance of Group Work. • Values & Principles of Group Work. **(15 periods)**
Unit II	**Process in Groups -** • Characteristics and types of group & importance of groups in human life cycle • Steps in Group Formation • Factors in Group Formation • Social Processes in Groups - Group Dynamics & Role of Group Worker • Personality and Leadership in Group Work Process. **(15 periods)**
Unit III	**Use of Programme Media in Group Work -** • Concept of Programme, Significance, Values. • Programme Planning as a tool in group work • Programme Media Suitable to Different Client groups such as Children, Youth, Women, Special groups in institutions, Schools, Community, Hospitals and Various Settings. • Types of Programme of Media • Characteristics of Programme Media. • Use of Programme Media (e.g. action songs, Simulation Games, Role / Street Plays etc.) **(15 periods)**

Unit IV	**Phases& Models of Groups Work.**
	• Phases of Group work practice – initial, Middle & Termination Phase. Role of group worker across the phases.
	• Models of group work Practice : Social Goals Model, Remedial Model and Reciprocal Goal Model.
	• Recording in Group Work – Importance, Principles, Structure & Techniques.
	• Significance, types & Methods of Evaluation.
	  Group work in various agency settings – Children's, Women's institutions & various Government and Non Government organizations (Correctional Institutions, Anganwadi & Self help Groups etc.)
	  Skills of Group worker, Role of a group worker in various setting. Types & importance of recordings in Social group work.
	 (15 periods))

• Internal -20 Marks

1) Assignments / Subject related Innovative Activity/ Project

Reference Books :

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5. Alissi A.S., (1980), Perspectives on Group Work Practice : A Book of Readings, New York : The Free Press.

6. Balgopal P.R. and Vassil, (1983), Group in Social Work – An Ecological perspective, New York, Macmillan Publishing Co. Inc.
7. Brandler S. and Roman C.P., (1991) Group Work Skills and Strategies for Effective Interventions, New Youk : the Haworth Press.
8. Brandler S. and Roman C.P., (1999) Group Work Skills and Strategies for Effective Interventions, New Youk : the Haworth Press.
9. Charles H. Zastrow (2000), Social Work with Groups, New Delhi :Rawat Publication, (Indian Reprint 2010).
10. Garwin C. (1987), Contemporary Group Work, New York : Prentice Hall Inc.
11. Kemp, C.G. (1970), Perspectives on group Process : School of Social Welfare, Albany : State University, New York.
12. Konopka G. (1963), Social Group Work : A Helping Process : Engliwood Cliff, NJ. Prentice Hall Inc.
13. Kurland R & Salmon R. (1998), teaching a Method in Working with Groups, Alexandria : Council on Social Work Education.
14. Middleman R.R., (1968), The Non-verbal Method in working with Group.
15. Norlthen H., (1969), Social Work with groups, New York : Columbia University Press.
16. Pepil C.P. and Rothman B., Social work with group0, New York : the Haworth Press.
17. Sundel M. Glasser P, Sarri R. Vinter, (1985), Individual Change Through small groups, New York : The Press.
18. Siddique H.Y., (2008) Group work : Theories and Practice, Rawat Publication.
19. Toselance R.W., (1984), An Introduction to Group work Practice, New York : Macmilan Publication Com.
20. Tracker Harleigh B. (1990), Social Group Work : Principles and Practice, New York : Association Press.
21. Rebert F. Rivas, Ronald W. Toseland, 1995, Introduction to group work practice, Mc Milan Publishing company.
22. Marianne Schneider Corey : 1971, Groups Processes and Practice third edition brooks/Cole Publishing Company.
23. Konopka, Gisela, 1970, Group work in the Institution, Association Press, New York.
24. Bhattacharya, S. (2003), Social Work : An Integrated Approach. New Delhi : Deep & Deep Publications.
25. Corey, M., & Corey, G. (1987). Groups : Process and Practice (3rd Ed). California : Brooks/Cole.

Programme – M.S.W.
Semester-II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSC-12	Field Work (Social Work Practicum)	60

Notes :
A) No Grace Marks shall be allowed for Passing in Social Work Practicum.
B) The social work practicum of student shall be supervised by the Social Work Faculty Supervisor

Sr.No.	Components		Marks Allowed	Type of Activity
1	**Group Work** **No. of Visits -- At least 20** 1) Attendance 2) Performance, Quality of work 3) Report Writing	 10 20 10	 **40**	Group Activity
2	**Case Study** ***No. of Case – 01** 1)Selection of Case 2)Quality of Work& outcome 3)Report writing	 10 10 20	 **40**	Individual Activity
3	**Internal Viva-Voce** 1. Group Work 2. Case Study 3. General	 8 8 4	 **20**	Individual Activity
	Total Marks		**100**	

Reference Books :

1. Skill Training for Social Workers , (A Mannual for Social Training Worker), Published by Karve Institute of Social Services, Pune by RumaBavikar, Geeta Rao.
2. Battacharya Sanjay, Social Work in Integrated Approach, New Delhi, Deep & Deep Pub. Pvt. Ltd.
3. Bhatt B.M. (1960) , Records of Group Work Practice in India, Baroda University, Baroda.
4. Delhi School of Social Work (1958), Field work records in Group Work and Community Organization, London, Tavistock Publication.
5. Corey Geral, (1977), Groups Process and Practice, USA : Brook/Code Publishing Company.
6. Douglas Tom (1977), Group and work Practice, London, Tavistock Publication.
7. Bumard D.- Counseling Skills Training, New Delhi, viva Books.

Programme – M.S.W.
Semester-II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
SEM- II	**Skill Enhancement Course Professional Skill Enhancement for Social Work Intervention**	30

COs:

The students would be able to:
1) Develop awareness about various professional skills for social work.
2) Utilize professional skills effectively for the better performance in the professional life.
3) Develop professional skills to work with individuals, families, groups and society at large.
4) Sharpen their skills through professional skills like team work, report writing and documents etc.

Unit	Content
Unit I	**Professional Skills for Professional Social Work** • Effective use of E-Media for Social Work - Email, Blogs, Facebook & Whatsapp, etc. • Research related Skills- Survey Skills, Case Study, Focus Group Discussion. • Writing Research Paper for journals, Articles in news Papers • Preparation & use of Google Forms for Survey/ Feedback/ Opinion poll & various social work purposes • Preparation of Proposals for Funding & Project Purposes **(15 periods)**
Unit II	**Use of various mediums for social work interventions** • Writing Script for street play, role play, slogans & social songs & perform for social awareness. • Media coverage- Press note, editorial, news bite. Effective use of print media, e-media for social work purposes. • Operating various online platform for online meetings/webinars/workshop- Google meet, Zoom, Cisco Webex . • Campaigning Skills- organizing Rally, Morcha, Dharna, Hunger strike, Candle March, signature campaign etc. **(15 periods)**

References

• Datar S. & others 2010 - Skill Training for Social Workers – A Manual, SAGE Publication.
• Christine Stogdon, Robin Kiteley, 2010, Study Skills for Social Workers
• Anne M. Geroski, 2016. Skills for Helping Professionals
• Pam Denicolo, Lucinda Becker, 2016 Sanshodhan Prastaav Vikasit Karane (Marathi)
• Braun, Victoria Clarke, 2017 Yasasvi Gunatmaka Sansodhana (Marathi)
• Paul Oliver, 2016 Tumache Prabandh Likhaan (Marathi)
• Sarah Caro, 2016 Aapla PHD Prabandh Kasa Prakashit Karava (Marathi)
• Pandit Vivek: 2000. Fearless Minds; National Centre for Advocacy Studies, Pune
• Pincus, Allen (1973) Social Work Practice: Model and Method, Illinois: F.E. Peacock Anne Minaham Publishers inc
• Roy,G.S. (2004) International Field Work Experience : A Survey of U.S.School.
• Walsh, Joseph,(2006) Theories of Direct Practice, Belmont, CA: Brooks/ Cole.
• Ruch G. (2000) Self and Social Work: Towards an integrated model of Learning, Journal of Social Work Practice, 14 (2) pp 99-112
• Singh R.R. (ed) (1985), Field Work in Social Work Education: A Perspective for Human Service Profession, New Delhi, Concept Publishing Company.
• Somesh Kumar 2002: Methods for Community Participation. Vistaar Publication, New Delhi.