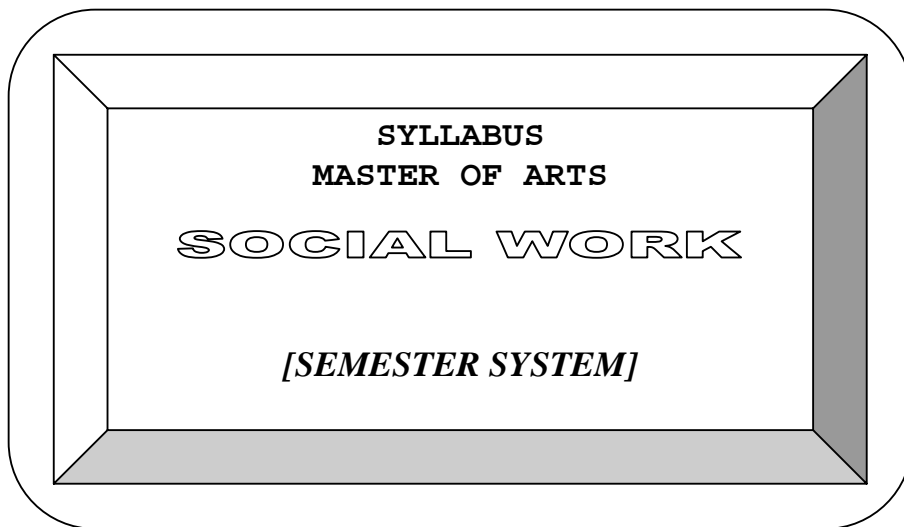


**SAURASHTRA UNIVERSITY
RAJKOT
DEPARTMENT OF SOCIAL WORK**



(★★★★)
(BY NAAC)



[FROM JUNE - 2006]

**SAURASHTRA UNIVERSITY
UNIVERSITY ROAD,
RAJKOT - 360 005,
Ph. No. (0281) 2588143**

SAURASHTRA UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SEAL
MASTER OF SOCIAL WORK
(FULL TIME)
TWO YEARS FOUR SEMESTER COURSE

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O.M.S.W.-I

Graduate / Post Graduate Degree-holder of any discipline of this University or any other University recognized by this University as equivalent thereto, with at least 48 % of marks with Second Class shall be eligible to seek admission to M.S.W. Semester-I.

No candidate will be admitted to Semester-III Course Unless he passes in Semester-I Examination and also has not failed in more than two theory papers of Semester-II examination in the relevant academic year.

O.M.S.W.-2.

The course is of Four Semester full time duration, regular course and no student will simultaneously be allowed to join any other course of this University or of any other Academic Institution.

O.M.S.W.-3.

Govt-Semi-govt./Grant-in-aid Institution or other registered company or registered establishment provided their qualifications are recognized by the University as equivalent to graduation for this purpose, will also be eligible to seek, admission.

All candidate eligible to seek admission will be required to appear at entrance Test conducted for M.S.W. course Those who secure at least 40% of marks in the written test will be called for oral interview, and group discussion etc. in the order of merit depending on availability of seats to be filled up.

O.M.S.W.-4

Besides the candidates having the qualification as per O.M.S.W-1 sponsored candidate from Govt., Semi-Govt, Grants in aid Institution and candidate from registered company or establishment, having any other qualification which can be considered as equivalent to graduation can also be

admitted to entrance test as per O.M.S.W-3, provided that they fulfill, the following conditions.

- (1) Employer of the said candidate will permit him/her for M.S.W. full time regular course for two consecutive years.
- (2) One who is second class graduate with 48% of marks or otherwise whose academic achievement is approved as equivalent to graduation by the Saurashtra University.

O.M.S.W.-5.

The total intake for this programme is of 35 students which shall be divided as under :

| | | | |
|-----|--------------|--------------------|----|
| (1) | No. of seats | General Category | 20 |
| (2) | No. of seats | Sponsored Category | 10 |
| (3) | No. of seats | Payment Category | 05 |

Thirty five seats + Two seats for NRI candidate: Seats are reserved for NRI and if such candidates are not available, the said seats will be treated as payment seats. Reservation policy for SC / ST & OBC Class will be observed as per Rules of The UGC and the State Government.

In case any seat remains vacant in the sponsored category (No.2) , Payment category seats will be increased accordingly and at the end of the admission process the remaining vacant seats will be transferred to category-I (General Category) and the General category seats will be increased to that extent.

O.M.S.W-5A

All eligible candidates will be required to appear in the entrance examination. The number of candidate to be called for group discussion and personal interview will be three times of approved intake (e.g. for 35 seats

intake, 105 meritorious candidates will be given an opportunity to appear in the group discussion and personal interview).

O.M.S.W.-6

Regular Attendance in the class, fieldwork and department shall be the same as required by the U.G.C. norms & P.G. Rules for the concerned Academic year.

O.M.S.W.-7

The regular candidate, who some how leaves the first semester without fulfilling it's requirements, shall get his admission will automatically stand cancelled, And shall have to under go through the whole process of admission afresh.

O.M.S.W.-8

The M.S.W. Department shall have the discretionary power to interchange the semester papers of the respective part, as and when so required, before the commencement of the new academic year.

R.M.S.W.-I

The following are the subjects of Semester Courses papers prescribed for the study of the M.S.W. full time two years course.

| Paper No. | Subject | Maximum Mark | Duration of Examination |
|------------------|---|---------------------|--------------------------------|
| A | SEMESTER-I | | |
| Paper | | | |
| 1. | Social work-philosophy, History and Ideologies | 100 | 3 hrs |
| 2 | Methods of Social work –I | 100 | " |
| 3 | Methods of Social work-II | 100 | " |
| 4 | Work with communities, community organization and Development | 100 | " |
| 5 | Management of Development and Welfare | 100 | " |

| | | | |
|--------------------|---|-----|--------|
| | services. | | |
| 6 | Field work : Agency visit, weekly three days & Viva-voce | 150 | " |
| | TOTAL | 650 | |
| B Paper | SEMESTER-II | | |
| 7 | Social Work Research | 100 | 3 Hrs. |
| 8 | Human Development and Psychopathology | 100 | " |
| 9 | Family Social Work | 100 | " |
| 10 | Human Growth and Development | 100 | " |
| 11 | Computer application and Office Automation tools | 100 | |
| 12 | Field Work | | |
| | (i) Weekly three days & viva-voce | 100 | - |
| | (ii) Educational Tour (Shibir) Rural camp (within the state of Gujarat) | 50 | - |
| | TOTAL | 650 | |
| C Paper | SEMESTER-III | | |
| 13 | Personal Management & H.R.D. (Human Resource Development) | 100 | 3 hrs. |
| 14 | Counseling Theory and Practice | 100 | " |
| 15. | Disaster Management | 100 | " |
| 16 | Gandhian Approach to Development | 100 | " |
| 17 | Communication Skills | 100 | " |
| 18 | Field work | | |
| | (i) Weekly three days & viva-voce | 100 | |
| | (ii) Educational Tour (out of Gujarat- in the rest of India). | 50 | |
| | TOTAL | 650 | |
| D Paper | SEMESTER-IV | | |
| 19 | Labour Welfare & Social Security | 100 | 3 Hrs. |

| | | | |
|----|---|-------------|---|
| 20 | Industrial Relations, Trade Union and Relevant Laws in India. | 100 | " |
| 21 | Social work in Health setting | 100 | " |
| 22 | Social work in Public Health | 100 | " |
| 23 | Dissertation (i) Dissertation (Theory) – 100 (ii) Dissertation based viva-voce – 100 | 200 | - |
| 24 | Field work (i) Weekly three Days (viva-voce) (ii) Block Placement (six week) (Block field work). | 100 50 | |
| | TOTAL | 750 | |
| | GRAND TOTAL | 2700 | |

R.M.S.W. 2.

There shall be five theory papers, in each semester beside field work up to Semester-III and Four theory papers in Semester-IV at M.S.W. Course. Each theory paper shall be of 100 marks. There shall be field work comprising of 600 marks as per R.M.S.W.-1. There shall also be a dissertation in semester-IV of 100 marks for theory and 100 marks for writing and Viva-voce there of. Thus total marks for this programme shall be of 2700 marks. The details of which are classified in the following way.

(1) M.S.W. Part-I Semester-I :

- (i) Theory papers 500 Marks of five theory papers
- (ii) Field work 150 Marks to be obtained in the relevant components

(Semester-II)

- (iii) Semester-II 500 Marks of five theory papers
- (iv) Field work 150 Marks to be obtained in the relevant components

(2) M.S.W. Part-II Semester-III :

- | | | |
|-------------------|-----|---|
| (i) Theory papers | 500 | Marks of five theory papers |
| (ii) Field work | 150 | Marks to be obtained in the relevant components |

Semester – IV

- | | | |
|--|-------------|--|
| (iii) Theory papers | 400 | Marks of Four theory papers |
| (iv) Dissertation | 100 | Marks (Research Report writing) |
| (v) Viva-voce based on | 100 | Marks (Viva-voce) Dissertation |
| (vi) Fieldwork & Block- Placement (Block field work-50) | 150 | Marks to be obtained in the components |
| TOTAL MARKS | 2700 | |

R.M.S.W.-3

M.S.W. Semester-II students shall have to go in a study tour in the Gujarat state it self at their own cost and the students of the third semester shall have to undergo an educational tour at their own cost outside Gujarat, visiting at least Four social work departments / Institution of four separate universities that are situated outside Gujarat but functioning in the rest of India. Educational tour is compulsory for every student and it is binding on him or her to submit a complete report thereof as per instruction of M.S.W. The departments within two weeks after the completion of study camp or educational tour us the case may be.

R.M.S.W-4

In each semester Six week's block field work is mandatory for every student. He/She will have to go for the same for six weeks as per the directions of the department. A student will be entitled to have his result only after presenting the certificate of having undergone a satisfactory block field work

from the concerned institute. The certificate shall have to be obtained by the student on completion of his / her satisfactory block field work and the student will have to submit the same in the department

R.M.S.W.-5

Each student will be required to prepare FOUR assignments in each of the Semester, failing which, his/her application for University Examination will not be entertained.

R.M.S.W.-6

A student who fails in the concerned field work or dissertation will not be admitted to higher semester course and will be required to keep a fresh term of the concerned semester by paying fresh tuition and other fees.

R.M.S.W.-7

NORMS FOR PASSING / STUDY TOUR -CAMP

- [1] It is compulsory to obtain a minimum 50% of marks in each theory of papers & Field work and dissertation separately.
- [2] Any student failing in field work shall have to repeat the field work and will have to reappear in all subject examinations. However, he/she shall be entitled for a class.
- [3] However student failing in maximum two theory papers of the relevant semester, will be allowed to seek admission by keeping fresh term to higher semester.
- [4] A candidate who has not cleared Semester-I in all respects shall not be admitted to semester-III and candidate who have not cleared semester-II in all respects will not be admitted to semester-IV.
- [5] The result of the 3rd semester will be declared after passing semester 1st –2nd & the result of the semester- IV will be declared only after passing semester-III examination.

- [6] No class is will be awarded up to First-Three Semesters. Class is will be awarded after passing the final semester (i.e. Semester-IV). Marks of Semesters I to III will be carried forward to semester-IV. And a consolidated class shall be awarded accordingly to the respective rules.
- [7] A candidate failing in three / or more papers (including field work) will have to Re-appear in the whole examination of the concerned semester.

R.M.S.W.-8

Class is will be awarded as per following provisions to the successful candidate at the end of semester-IV Examination.

- [1] Student obtaining more than 50% but less than 60% of marks in aggregate of all Semesters will be given Second Class.
- [2] Student getting more than 60% but less 70% aggregate marks will be given First Class.
- [3] Those obtaining more than 70% or more marks in aggregate will be placed in First Class with Distinction.

**M.S.W. SEMESTER-I
PAPER-1**

PHILOSOPHY, HISTORY AND IDEOLOGES SOCIAL WORK

INTRODUCTION

This course aims at introducing the learners to a critical inquiry into the history of ideologies of social change and professional social work.

OBJECTIVES

- a. Understand the History of Evolution of Social Work Profession, both in India and in the West.
- b. Develop insights into the origin and development of ideologies / approaches to social change.
- c. Understand rational, goals, ideals and ethics for social change.
- d. Understand the perceptions of people and social problems, the status of benefactors and their motives.
- e. Develop skills to understand contemporary reality in its Historical context.
- f. Understand self as a part of one's own environment and explore one's assumptions, ideals and values to develop sensitivity to marginalization of vulnerable groups.

COURSE CONTENT :

| Module No. | Module Title | Content |
|-------------------|--|--|
| 1. | Indian History of Social Work Profession | <ul style="list-style-type: none">• Introduction• Beginning of social work education• Welfare versus developmental orientation in social work• Professionalisation of social work values, education, knowledge and professional associations.• Goals, values, functions / roles and process of social work |

| | | |
|----|--|---|
| | | <ul style="list-style-type: none"> • Interface between professional and voluntary social work. |
| 2. | Indian History of Ideologies for Social Change | <ul style="list-style-type: none"> • Ancient period : Vedic, Vedantic and non-vedic ideologies Spirituality. • Medieval period : Zerioid : Zoroastrianism and Islam in India. Mysticism of Bhakti and Sufi movements, Sikhism • Modern period : Christianity in India. • Hindu reform movements. • Dalit movements, Gandhian ideology and Sarvodaya movement Nationalism. • Ideology of the Indian Constitution. • Ideology of Voluntary organizations and voluntary action. |
| 3. | Western History of Ideologies for Social Changes | <ul style="list-style-type: none"> • Organised and Scientific Charity • Beginning of Social Work Education • Clinical Social Work. • Ecological Social Work. • Attributes of a profession. • Professionalisation of Social Work Education, knowledge and Professional Associations. • Goals, Values, Functions / roles and process of Social Work. |
| 4. | Western History of Social Work Profession | <ul style="list-style-type: none"> • Medieval period : Judeo-Christian ideologies. Secular Humanism and Protestantism. • Modern period : Rationalism and Welfarism Liberalism and Democracy. Utilitarianism and Social Darwinism. Socialism and Human Rights. • Overview. |

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M.S.W. – SEMESTER – I
Paper-2

METHODS OF SOCIAL WORK- I

INTRODUCTION

This course aims to develop simple to complex skills of working with individuals and families in various situations like preventive, facilitative and developmental, crisis. This course aims at developing the understanding of group work as a method, developing skills for intervention, and gaining knowledge of the scope of this method in various settings.

This course outline of is an outcome of an interactive process of teaching – learning for interventions : methods and strategic courses do not operate in isolation. Hence, the interlink ages between ideologies, skills and practice are drawn continuously.

OBJECTIVES

- a. Understand case work as a method of social work, and appreciate its place in social work practice.
- b. Understand the value and principles of working with individuals and families.
- c. Develop the ability to critically analyse problems of individuals and families and factors affecting them.
- d. Enhance understanding of the basic concepts, tools and techniques in work with individuals and families, in problems solving and in developmental work.
- e. Develop appropriate skills and attitudes to work with individuals and families.
- f. Develop ability to reflect on 'self as a person and grow as a professional social work.

- g. Appreciate the importance of groups in the life of an individual
- h. Develop awareness about the specific characteristics of group work and its contributions as a method of social work intervention.
- i. Gain knowledge about group formation and the use of a variety of group approaches.
- j. 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.
- k. Begin to develop the skills of acceptance, sensitivity and a positive attitude towards different forms of behaviour manifested in group situations.
- l. Develop knowledge of the skills and techniques to be used by the social worker in groups.
- m. Develop a beginning awareness of the various programme media and skills of programme planning.
- n. Identify the various situations and settings where the method could be used, in the context of social realities of the country.
- o. Develop capacity for beginning self-awareness of one's own behaviour in the training group.
- p. Begin and develop commitment to the values of democratic processes in group life.

| Module No. | Module Title | Content |
|-------------------|---------------------------|---|
| A 1 | The method and philosophy | <ul style="list-style-type: none"> • Introduction of case work as a method of social work • Concepts of adjustment and maladjustment • Philosophical assumption and case work values |
| 2 | Principles | <ul style="list-style-type: none"> • Principles of case work |

| | | |
|-----|--------------------------------------|--|
| 3 | Process in case work | <ul style="list-style-type: none"> Case work process: Study, assessment, intervention, termination and evaluation. |
| 4 | Theories and approaches | <ul style="list-style-type: none"> Understanding the client systems: theories and approaches |
| 5 | Tools for Help | Case work tools: Observation, listening, Interview, Home visit, communication skills, report building, recording. |
| 5.1 | Techniques | <ul style="list-style-type: none"> Techniques of case work : supportive, resource enhancement and counseling. |
| 6. | Self as a professional social worker | <ul style="list-style-type: none"> Professional self :Conflicts and dilemmas in working with individuals and families |

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M.S.W. – SEMESTER – I
Paper-3
METHOD OF SOCIAL WORK-II

WORKING WITH GROUPS / GROUP WORK

Introduction

The course aims at developing the understanding of group work as a method, developing skills for intervention, and gaining knowledge of the scope of this method in various settings.

The course outline is an outcome of an interactive process of teaching-learning for more than half a decade by about seven faculties. The assumption is that it is part of social work interventions: Methods and strategic courses do not operate in isolation. Hence, the interlinkages between ideologies, skills and practice are drawn continuously.

Objectives

- a. Appreciate the importance of groups in the life of an individual.
- b. Develop awareness about the specific characteristics of group work and its contributions as a method of social work intervention.
- c. Gain knowledge about group formation and the use of a variety of group approaches.
- d. 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.
- e. Begin to develop skills of acceptance, sensitivity and a positive attitude towards different forms of behaviour manifested in group situations.
- f. Develop knowledge of the skills and techniques to be used by the social worker in groups.

- g. Inculcating awareness of the various programme media and skills of programme -planning.
- h. Identify the various situations and settings where the method could be used, in the context of social realities of the country.
- i. Inculcating a beginning of self-awareness of one's own behaviour in the training group.
- j. Begin and develop commitment to the value of democratic processes in group life.

COURSE CONTENT :

| Module No. | Module Title | Content |
|-------------------|--|---|
| 1. | Introduction and History of group work | <ul style="list-style-type: none"> • Understanding of groups • Characteristics and significance of group • Definition of Social Group Work. • Characteristics of Social Group Work.. • Purposes of Social Group Work. • Historical evolution of group work with special emphasis on the Indian Context. |
| 1.1 | Theories of Social Group Work | <ul style="list-style-type: none"> • Theories applicable to group work practice • Models in group work practice. |
| 2. | Type of Groups | <ul style="list-style-type: none"> • Types and approaches based on objectives and purpose • Type of membership • Time duration • Social group work in different settings and • Analysis of group processes |
| 3. | Values and Principles in group work and Characteristics of Group formation | <ul style="list-style-type: none"> • Values in social group work • Principles in group work • Assumptions underlying social group work • Factors of group formation • Formulation of goals • Identification of problems for group work |
| 4. | Pre-group and Initial Phase | <ul style="list-style-type: none"> • Fear and anxieties of group work • Planning model • Characteristics of pre group phase • Characteristics of initial phase |

| | | |
|----|---|---|
| | | <ul style="list-style-type: none"> • Group structures • Facilitation skills and role of worker in pre-groups initial phase. |
| 5. | Group processes | <ul style="list-style-type: none"> • Importance of group processes • Typical patterns • Processes in different type of groups • Worker skills in identifying and understanding processes • Bond, sub-groups, role • Leadership • Isolation • Decision making • Contagion • Conflict • Communication • Relationships |
| 6. | Middle Phase And Use of programme | <ul style="list-style-type: none"> • Characteristics of middle phase • Group structures • Group dynamics • Facilitation skills • Role of group workers • Comparison across phases • Concept and principles • Programme planning • Skills in programme planning |
| 7. | Facilitation | <ul style="list-style-type: none"> • Knowledge of skills and techniques for effective work with groups / problem solving |
| 8. | Recording in Group Work | <ul style="list-style-type: none"> • Importance of recording in social group work • Principles of recording • Recording structure • Types of recording |
| 9. | Evaluation in groups and Termination phase | <ul style="list-style-type: none"> • Importance of evaluation • Types of evaluation • Methods of evaluation • Need for termination • Types of Termination • Characteristics of termination phase • Worker's skills |

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Note :

As this course is an initiation to work with groups for students of the first year M.S.W. Programme (who going with various backgrounds) the right balancing between theoretical content, understanding of group processes on the one hand and providing initial skills in group work on the other, has been a constant challenge for the teachers. It is suggested that the course is best conducted in a unit or modular form of approximately four hours each, where small exercises and class assignments are woven into each other. This allows the student to see group processes unfold as well as get a ' First hands ' experiences of handling groups.

M.S.W - SEMESTER –I
PAPER-4
WORK WITH COMMUNITIES, COMMUNITY
ORGANIZATION, DEVELOPMENT

INTRODUCTION

Community organization / development, as a method of social work practice, is seen as a means to facilitate communities towards self-directed change. It takes as its basis the inequalities in society manifested through processes of marginalization, discrimination or disempowerment of groups, which have resulted in the loss of control over resources, be they tangible or intangible. The strategies of CO practice begin addressed as part of the course covers a range spanning different ideologies, from those being people-initiated, and those that are initiated by the elite. Community organization is seen as a means as well as an end, where collective processes sustain the community's capacity to bring about change.

OBJECTIVES

- a. Understand the critical elements of community organization practice.
- b. Enhance critical understanding of the models and strategies for community organization practice.
- c. Make the micro-macro connections between the range of complex issues in practice.
- d. Field practice to include a critical and holistic analysis of issues.
- e. Develop attitudes conducive to participatory activities in a civil society.

Course Content :

| Module No. | Module Title | Content |
|-------------------|---|---|
| 1 | Community Organisation Practice | <ul style="list-style-type: none"> • Social work within Community work • Understanding Human Rights in Community Organisation Practice. |
| 2 | Power | <ul style="list-style-type: none"> • Concept of Power • The range of perspectives • Dimensions of Power relevant to Community Organization. |
| 3 | Empowerment | <ul style="list-style-type: none"> • Concept of Empowerment • Barriers to Process and Cycle of Empowerment. |
| 4 | Gender and Empowerment | <ul style="list-style-type: none"> • Gender Sensitive Community Organization Practice • Feminist Principles |
| 5 | Models and strategies of Community Organization | <ul style="list-style-type: none"> • Locality Development Model • Social Planning Model • Social Action Model • Selection methods Public interest Mobilization, Litigation, Protests and Demonstrations, Dealing with Authorities, Public Relations, Planning, Monitoring and Evaluation • Roles in different models attributes and attitude |
| 5.1 | | <ul style="list-style-type: none"> • Saul Alinsky Model • Women-Centered Model |
| 5.2 | | <ul style="list-style-type: none"> • Critique of Models and Reformulation of Models |
| 5.3 | Community Organisation as a Method | <ul style="list-style-type: none"> • Relevance of Community • Organisation as a method across different spheres of Social Work Intervention and relook at one's own attitudes. |
| 5.4 | Strategy and Roles | <ul style="list-style-type: none"> • Unionization as a Strategy • Advocacy in Community Organisation |

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| 6 | Current Debates in Community Organisation Practice | <ul style="list-style-type: none"> • Emerging Issues • Impact of Macro Policies |
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Notes :

- The content for these methods are vast. Hence, institutions need to be discerning in their choice of topics, and the extent to which each topic will be addressed. The method of teaching and the depth of the topic to be covered need to partner each other. Workshop method is best suited to teach the content of this course.
- This begin a method course, assimilation and grounding of skills and attitudes to work is highly dependent on field practice, where students have the opportunity to integrate theory with practice, innovate and bring back valuable experiences and analyses to the class. Without adequate field exposure either concurrent or intermittent the course will remain just a theoretical input.
- Another important part of the grounding process is the interaction of the students with field practitioners who have years of experience and are in position to discuss what is the best fit of strategies in a given situation and context. Such interaction needs to be encouraged. Most field practitioners are willing to participate in the teaching process, both, within the classroom as well as in the field.

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M.S.W. – SEMESTER-I
PAPER-5
MANAGEMENT OF DEVELOPMENTAL AND WELFARE
SERVICES

INTRODUCTION

The course aims to develop management competencies to function in organizations, participate as a team member and understand the role of a social worker as a programmers' manager.

OBJECTIVES

- a Understand the overall environment and its impact on the nature, structure and development of the organizations in corporate, public and voluntary sectors in the context of social work profession.
- B Understand policies and procedures involved in establishing and maintaining human service organizations, need for change.
- C Acquire skills to network and participate in the management of resources – human, material, environmental and network.
- D Develop skills to participate in management of programmes, as a part of the interdisciplinary team and initiate as well as develop new programmes.
- E Develop ability to analyse the practices applied in specific settings.

COURSE CONTENT :

| Module No. | Module Title | Content |
|-------------------|---------------------|---|
| 1 | Social Services | Development and Welfare Organization's response to societal needs; role of state, voluntary and corporate |

| | | |
|---|-----------------------|---|
| | | sector. |
| 2 | Management services | <ul style="list-style-type: none"> • Types of setting, organizational characteristics like origin, nature, size, structure, and design; organizational climate and impact socio-political environment, impact. • Management Process: Vision of planning, Organizing, directing staffing, cooperation, evaluation. • Establishment, registration, different types of legislations, legal status, constitution, rules and procedure, goals • Financial Resources: Organizational budget, sources of finance, fund raising records, audit. • Physical: all activities related to acquiring, hiring and maintaining importable structure and infrastructure, maintenance of premises and daily upkeep. • Enhancing the involvement and the potential of people in organization's executive boards, committees; professionals and other staff relationship, communication, team work, and facilitative team building, supervision, and participation in training |
| 3 | Programme Development | <ul style="list-style-type: none"> • Programme management : long term, short term, and documentation: • Project proposals based on needs the nature resources, evaluation and research • Qualitative and quantitative Impact analysis |
| 4 | Public Relation | <ul style="list-style-type: none"> • Public relations need and its promotion by all in the organisation. Representing the organization, networking, in public, corporate and voluntary |

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| | | sector. Resource building, accountability, transparency, social Avidity, use of Media for publicity. |
| 5 | Change and its Management | <ul style="list-style-type: none"> • Understand and manage change, innovation-in a rapidly changing social environment: for policy programmes and structure |
| 6 | Organizational Climate | <ul style="list-style-type: none"> • Understanding conflict, conflict resolution, creating positive climate |

Note :

Learners to be encouraged to apply knowledge and information gained in class to study each topic in the setting placed for practice-learning, to compare and contrast it to class room learning and reality situations. A file be maintained for this study.

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M.S.W. – SEMESTER – II
PAPER – 7
SOCIAL WORK RESEARCH

INTRODUCTION

This course is to equip learners to utilize and conduct research as service managers to improve services, evaluate, develop new services and intervention methods; strategies techniques and also, be an effective consumer of other researches.

OBJECTIVES

- a. Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in various aspects, and its process.
- b. Understand major research strategies, meaning, scope and importance of social work research.
- c. Develop an ability to see the linkages between practice, research and theory and their role in enriching one another.
- d. Develop attitudes consonant with the scientific approach-Concern for accuracy, specificity and authenticity, awareness of ones own prejudices or biases; honesty and being open to correction.
- e. Develop attitudes favourable to the judicious integration of practice, research, and theory.
- f. Develop ability to conceptualize, formulate and conduct simple research projects / exercises (This would include a broad range of basic research skills such as conceptualization of a research strategy and problem; writing a research proposal; developing tools for collecting data; use of sampling strategies; data collection, processing, presentation, analysis and interpretation; and writing research report etc.)

- g. Make informed assessment and judicious use of research studies and findings.
- h. Develop skills for use of library and documentation services for research.

The semester course for the semester system OR full paper in the annual examination system in the first year of the two-year postgraduate programme.

Course Content :

| Module No. | Module Title | Content |
|-------------------|----------------------|---|
| A 1 | Scientific inquiry | <ul style="list-style-type: none"> • Attitudes consonant with the scientific approach. |
| A | Concepts, hypotheses | <ul style="list-style-type: none"> • Concepts-Meaning; formal and operational definitions; variables and indicators. • Hypothesis-meaning; attributes of a sound hypothesis; role in explanatory research • Hypothesis testing – null hypothesis; the sampling distribution; level of significance; critical region; Type-1 and Type-II errors. |
| 2 | Social Work Research | <ul style="list-style-type: none"> • Social Work Research – Meaning, purposes, the research process, research and theory, linkages in practice. • Qualitative Research. • Qualitative research-general characteristics; Use of qualitative methods in inquiry-The scope and importance of social work research. |
| 3 | Research Designs | <ul style="list-style-type: none"> • Basic Research Questions – meaning and importance, problem – formulation in research, some strategies used for research. • Surveys, Case Studies, Unobtrusive research strategies (including content analysis, existing data analysis, historical analysis). • Experiments including pre-experimental Quasi-experimental strategies; Use of single subject designs; |
| 4 | Sampling | <ul style="list-style-type: none"> • Rationale, characteristics sampling-meaning, types and utility; General considerations in the |

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| | | determination of sample size. |
| 5 | Data and its measurement | <ul style="list-style-type: none"> • Source of data; Primary and Secondary. Methods and instruments of data collection. Qualitative and quantitative, observation; participant observation life histories, group interview, (including telephone interviews). • Participatory and Rapid Appraisal Techniques; Triangulation. Levels of measurement. • Scales-Need for scales. Some prominent scaling procedures (Thurston-type, Likert-type; Bogardus-type, Semantic Differentials). |
| 6 | Data Processing & presentation | <ul style="list-style-type: none"> • Graphical, Tabular, Analysis and Interpretation • Use of computers |
| 7 | Participatory & evaluatory research | <ul style="list-style-type: none"> • Conducting participatory research-Monitoring and research |
| 8 | Research Report | <ul style="list-style-type: none"> • Research Report-Writing Research Abstracts – Research Proposals. |
| | Ethics | <ul style="list-style-type: none"> • Ethics in Research |
| 9 | Tools and their use | <ul style="list-style-type: none"> • Use of Statistical tools and techniques- Statistics – Descriptive and Inferential Uses and limitations of Statistics • Proportions, Percentages, Ratios • Measures of Central Tendency; mean, Mode, Median |
| 10 | | <ul style="list-style-type: none"> • Measures of Dispersion; Range, Quartile Deviation, Mean Deviation, Standard Deviation. The Index of Qualitative Variation. • Measures of Association: The Coefficient of-Contingency (C),The Coefficient of Predictability– Lambda,The Krushkal's Gamma, The Spearman's Rho and the Pearson's 'r' |

Note :-

Institutions may choose to organize the above contents so as to have two parts A and B in this paper. In such cases where the contents are reorganized the content incorporated elsewhere could be shifted and included in the section related to the use of statistics. For example, graphical and tabular presentation of data, levels of measurement, hypothesis testing, use and computers, could all be included in the section on use of statistics, so as to make two approximately equivalent portions in this paper.

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M.S.W. SEMESTR – II

PAPER – 8

HUMAN DEVELOPMENT & PSYCHOPATHOLOGY

COURSE CONTENT :

| Module No. | Module Title | Content |
|------------|---|---|
| 1 | Human Nature concept, Human behaviour | <ul style="list-style-type: none">• Nature of Psychology-Importance of Psychology for Social Work students Inter play of Heredity and environment. |
| 2 | Dynamics of Human Behaviour personality & Assessment of personality stress | <ul style="list-style-type: none">• Dynamics of Human behaviour manifestations in motivations and emotions. Defences.• Human reactions to stress and coping.• Intelligence, its measurement and classifications.• Concept of personality, types, traits and assessment of personality. |
| 3. | Nature and scope of social Psychology | <ul style="list-style-type: none">• Nature and definition of social Psychology• Group psychology, prejudices, Group conflicts Attitude formation and change, Public opinion. Propaganda collective behaviour. |
| 4. | Concept of Deviation in Behaviour Clinical Syntomatology Mild & Moderate Disorder | <ul style="list-style-type: none">• Normal and abnormal behaviour Criteria for assessment of Abnormal behaviour. So called Neurosis & Psychosis.• Anxiety Phobia. OBserve compulsive Disorder. Dissociative reactions conversion hysteria and others. |
| 5. | Types of Psychotic abnormal Behaviour. | <ul style="list-style-type: none">• Psychotic Reactions according to DSM-IV Organic Psychoses• Psychosomatic disorders, Child behaviour Problems community Psychiatry. |

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M.S.W. – SEMESTER-II
PAPER-9
FAMILY SOCIAL WORK

INTRODUCTION

This course is designed to promote understanding of the changing norms of this social system and the development of opportunities throughout its cycle. It also aims to develop skills in identifying the scope for reform and positive awareness for need of a healthy family unit.

OBJECTIVES

- a. Understand normative and changing norms of the institution of family and variations in them with reference to the family social ecology.
- b. Understand the implications of family norms for the status of individuals and developmental opportunities in the family by age and gender.
- c. Encourage study of the process of family socialization and understand family norms, ecology and dynamics.
- d. Understand dynamics of family interactions and development in the context of family norms and family ecology.
- e. Develop skills in identifying the need for reforms in family norms and creating public awareness in this area.
- f. Develop skills in writing holistic family case studies and carrying out family need-assessment for identifying the areas of intervention.
- g. Develop positive attitude to support understanding the need of a healthy family unit.

COURSE CONTENT :

| Module No. | Module Title | Content |
|-------------------|---|--|
| 1. | Theoretical and conceptual frameworks to study family | <ul style="list-style-type: none"> ❖ Origin and evolution of family and marriage ❖ Ideology of family rights and responsibilities |
| 2 | Normative family functions and structure and changes | <ul style="list-style-type: none"> ❖ Normative family and marriage functions and structure, ethnicity and socio-economic background ❖ Social changes and changes in family and marriage functions and structure ❖ Implications for the family and its members |
| 3 | Alternate family and marriage patterns and structure | <ul style="list-style-type: none"> ❖ Dual earner/career families ❖ Single parent families ❖ Female headed households ❖ Childless families ❖ Reconstituted/step families ❖ Consensual unions ❖ Homosexual families |
| 4 | Family socialization of child, family | <ul style="list-style-type: none"> ❖ Family interactions ❖ Family development/ family life cycle |
| 5 | Family assessment | <ul style="list-style-type: none"> ❖ Some methods and its implications |
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| 6 | Creating public awareness for promoting family rights and responsibilities | ❖ Modes of awareness building |
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M.S.W. – SEMESTER-II

PAPER-10

HUMAN GROWTH AND DEVELOPMENT

INTRODUCTION

The course aims to introduce the learners to the development of the individual across the life span, in a systems and an ecological perspective. It also provides an understanding human development and behaviour, in contextual influences, including individuals in disadvantaged or specials contexts. The theoretical inputs are to enhance the understanding of peoplkes' growth, health, and development at various stages as bio-psycho-socio-spiritual being over the life span.

Objectives :

- a. Develop an overall understanding of the principles of growth, their relevance and application to behaviour at various phases in the life span.
- b. Understand twin roles of individual's heritage and environmental influences in growth and development.
- c. Understand interactinal nature of growth and behaviour at various stages in the life span : infancy, childhood, adolescence, youth, adulthood and old age, and impact of cultural aspects.
- d. Develop sensitivity towards needs, developmental tasks and health status along with need for developmental programmes for the same.
- e. Apply the information of growth, development and health in social or practice in general and to individuals, groups and communities in particular.

COURSE CONTENT :

| Module No. | Module Title | Content |
|------------|--------------|---|
| 1. | Concept of | ❖ Child requiring practices – deprivation & |

| | | |
|---|---|---|
| | Growth and Development | <p>Development</p> <ul style="list-style-type: none"> ❖ Principles of growth and Development ❖ Social work significance of Development |
| 2 | Theories of Human Development | <ul style="list-style-type: none"> ❖ Freud's Theory Cognitive development – Theories of Eric Fromm & Theory of Harry Sullivan |
| 3 | Indian Concept | <ul style="list-style-type: none"> ❖ Understanding Indian concept of life ❖ Stages of life ❖ Indian concept of Development |
| 4 | Human Development | <ul style="list-style-type: none"> ❖ Adolescence , Physical, Social & Psychological aspects ❖ Hazard of life ❖ Youth in Indian Society |
| 5 | Marital Advantagement Vocational Adjustment Aging | <ul style="list-style-type: none"> ❖ Vocational and marital adjustment ❖ Aging-characteristics hobbies, adjustments health, mental health, death, dying, and bereavement ❖ Special focus is on psychosocial development, moral development, and personality development vis-à-vis the influence of the contexts of development. The contexts here refer to gender family, significant others, neighbourhood, peers, school, community work place and other larger contexts like the society and culture. Emphasis is placed on the Indian context of development, variations from the normal patterns of development and views on the stages |

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| 6 | Relevance to Social Work Practice/ Exploration of programmes Evaluation | ❖ Relevance of social work practice across the stages of development, development needs, tasks, health, problems and services |
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**M.S.W. – SEMESTER –II
PAPER-11**

**COMPUTER APPLICATION AND OFFICE AUTOMATION
TOOLS**

Objectives: -

The objective of the course is to familiarize the students with the innovations in computer science field and how computer can be useful to social work. It also aims at the knowledge of different application of office atomization and Internet.

Course inputs:

Unit: - 1

Computer Processing System: -

Definition of computer, Hardware / Software concepts
Generation of Computers, Types of computers, Elements
A digital computer, CPU and it's functions, various computer systems.

Unit: - 2

Input-Output –Devices: -

Basic concept of input – Output devices, various Input devices: -

Keyboard, Mouse, MICR, OCR, Microphones, Various Output devices: -

VDU, Printer, Plotter.

Unit: - 3

Storage Devices: -

Types of memories (primary and Secondary), memory Capacity and it's enhancement, memory devices and their comparisons, auxiliary storage tapes, disks (magnetic and optical) various devices and their comparisons.

Unit: - 4

Operating System: -

Introduction to MS-DOS and MS-Windows family operating systems. Application software and system software.

Unit: - 5

Introduction to Internet: -

History and concept of Internet, technological foundation of Internet, Domain name systems (DNS) and IP addresses. Internet protocols.

Unit: -6

Word Processing: -

Introduction to MS-Word, Basic Commands, Formatting text, Paragraphs and documents, Page setup and Mail merge.

Unit: -7

Spread sheet management: -

Introduction to MS-Excel, Cell formatting, Auto Fill, Formulation of cell formula, cell errors, worksheet formations.

Unit: -8

Presentation Package: -

Introduction to Power Point, Creating Presentation, formatting slides, show time effects and animation effects.

REFERENCE BOOKS

1. Internet- An Introduction – TMH
2. Computer Science – Balagurysamy – THMS
3. MS-office-2000 – TMH
4. MS-Word in Easy steps – Comdex
5. MS-Excel in Easy steps – Comdex
6. MS-Power point in Easy Steps – Comdex
7. Computer Fundamentals – P.K.Sinha - BPB

M.S.W – SEMESTER-III
Paper-13
Personnel Management & H.R.D.

| | | |
|----|---|--|
| 1. | Indian Industrial working class | Indian Industrial, Growth & development, Industrial workers of India, Social composition of Indian workers, characteristics & problems of Indian workers. Migratory-character. |
| 2. | Workers of the organized & unorganized sector | Characteristics of organized sector and problems of unorganized sectors workers. |
| 3. | Personnel Mgr. | Definitions, concept and scope of personnel Mgt. Role of personnel Mgt in the organization. |
| 4. | Man power strategy | Need for manpower planning, Manpower Recruitment, selection Recruitment, compulsory. Notification of vacancies Act. |
| 5. | Promotion & Transfer | Recruitment procedure. Personnel policy regarding promotion, Merit promotion, Time-bound promotion Notional promotion, Transfer- policy, types of transfer. |
| 6. | Training | Concept and objectives of training, Types of training. Methods of training Evaluation of Training. |
| 7. | Communication | Concepts & objectives of communication Type of |

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| | | communication, communication channels, communication-An, Integral aspect of modern Mgt. |
| 8. | Performance Appraisal | Definitions & objectives, performance Appraisal process, Methods of performance appraisal, Limitations of performance appraisal. |
| 9. | Compensatory packages | Wage & salary administration Mode & Methods of payment. Minimum wages Act. Payment of wage Act. Equal Remuneration Act. Other Allowances, perks Incentives & Bonus. |
| 10. | Human Relations & Human Resources Utilization | The concept of human relations, Human relations & Industrial Relation, Dynamics of inter relations, Definitions and concept of human relations Mgt. Principles & scope of human resources Mgt., Difference between personnel Mgr. & human resources Mgr. Changes & challenges of human resources Mgr. |
| 11. | Group – dynamics | Definitions & concept Types of Groups, Behavioral Factors. |

Author

Name of Book

Publications

1.Dr.S.P.Shah &
Dr.J.B.Thakore

Human Resource Mst &
Industrial Relations

Mahajan Publilshing
Ahmedabad

2.C.B.Memoria

Personnel Management

Himalaya Publication
Bombay

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| 3.C.B.Memoria | Dynamics of Industrial Relations | “ |
| 4.Rudrabasauraj | Dynamics of Personnel & Administration | “ |
| 5.N.S.Gupta | Organization Theory & Behavior. | “ |
| 6.Biswanath Ghosh | Human Resources Development & Management | Vikas Publishing |
| 7.R.C.Saxena [in Hindi] | Labour Problems & Social welfare | - |
| 8.V.V.Giri [in Gujarati] | Labour Problems in Indian Industry | Gujarat University Ahmedabad |
| 9.N.D.Kapoor | Industrial Laws | Himalaya Publishing Bombay |
| 10.Dr.Girish Thakkar | Udhyogo nu arthshastra –2 | University Granth Nirman Ahmedabad |
| 11.Keith Davis | Human Behaviour at work | Tata MC Graw Hills New Delhi |

M.S.W. – SEMESTER-III

PAPER-14

COUNSELLING: THEORY AND PRACTICE

INTRODUCTION

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

Objectives

- a Develop a holistic understanding of counseling as a tool for help.
- b Acquire knowledge of various approaches : their theoretical underpinnings for goals, values, processes and techniques.
- c Develop an understanding of the approaches of help and self-help available in our culture.
- d Develop skills of application to real life situations.
- E Develop ability to recognize and synthesize attitudes and values that enhance investment of self in the counsellor's role.

COURSE CONTENT :

| Module No. | Module Title | Content |
|-------------------|----------------------------------|--|
| 1. | Counselling situations and goals | <ul style="list-style-type: none">❖ Counselling situations: Developmental, preventive, facilitative, crisis❖ General factors and their influences on counseling processes❖ Goals of counseling❖ Short and long range goals. |

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| | | ❖ Principles and practices |
| 2 | Client | ❖ Client as a person, (client system as a unit) voluntary and non-voluntary, expectations, behaviour, communication-verbal and non-verbal |
| 3 | Approaches to counseling affective: Cognitive and Behavioural | ❖ Approaches : theoretical base, thrust, goals, key concepts, techniques ❖ Approaches like Person Centered, Rational Emotive, Transactional Analysis, Behavioural Approaches, Gestalt, Existential Approach, Egans three stage model, Eclectic model ❖ Indigenous approaches of help and self-help like yoga, reflection. Act of prayashchit (Atonement) |
| 4 | Couple and family counseling Group counselling | ❖ Issues in such counseling, its process and stages ❖ Counselling for groups: process, advantages and disadvantages of group counseling |
| 5 | Techniques | ❖ Counselling techniques like initiating contact, intake, rapport, establishing structure, interaction, attending behaviour, observation, responding, rating and its interpretation |
| 6 | Counsellor person-(may shifted to be the second module if so desired) | ❖ Counsellor as a professional: personality, coping expertise, gender, values ❖ Awareness, behaviour, burnout self-renewal, prevention of burn-out, professional issues and trends |

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| Counselling in Action – Series, Series. London, Sage Publication (for different approaches). | |

M.S.W. – SEMESTER-III
PAPER-15
DISASTER MANAGEMENT

Objectives

- a Understand ecosystem equilibrium and disequilibrium.
- b Develop skills to analyze factors contributing to disaster.
- C Develop an understanding of the process of disaster-management.
- d Develop skills to participate in disaster management.
- e Develop an understanding of the social worker's role in the team for disaster management.

COURSE CONTENT :

| Module No. | Module Title | Content |
|-------------------|--------------------------|---|
| 1. | Disaster and Development | ❖ Content and Definition ❖ Disaster and level of development ❖ Vulnerability and disaster preparedness, education and awareness |
| 2 | Classification / Types | ❖ Disaster, risk, hazard ❖ Natural-famine, drought, floods/ Storms, cyclones, earthquakes ❖ Manmade-Riots, biological warfare. Industrial, militancy insurgency, eviction |
| 3 | Issues involved | ❖ Policy Issues, Politics of Aid, Gender |
| 4 | Impact of Disaster | ❖ Physical, economical, spatial and Psycho-Social |
| 5 | Disaster | ❖ Predictor Prevention, preparation, education, |

| | | |
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| | management | preparedness |
| 6 | Intervening Parties | ❖ Government organization, voluntary organization, local groups, community participation, volunteers, social workers |

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M.S.W. – SEMESTER-III
PAPER-16
GANDHIAN APPROACH TO DEVELOPMENT

INTRODUCTION

The course aims at sensitizing the learner to the Gandhian approach and utilize some of his skills in practice.

Objectives

- a. Develop an understanding of Gandhi's concept of society and his approach to social transformation.
- b. Develop knowledge of the specific programmes formulated by Gandhi for rural reconstruction and the development of the weaker sections of society, with the focus on strategies and skills.
- c. Develop the ability to identify similarities and differences between the Gandhian and professional social work approaches to social change, welfare and development.

COURSE CONTENT :

| Module No. | Module Title | Content |
|-------------------|---------------------|--|
| 1. | Gandhian thought | <ul style="list-style-type: none">❖ Salient features of Gandhian thought❖ Gandhian values❖ Concepts and methods Concept of a good society, Sarvodaya |
| 2 | Approach | <ul style="list-style-type: none">❖ Economics and its organization : Ownership of property, concept of trusteeship, distribution and economic equality |

| | | |
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| | | ❖ System of production, problems of mechanization. decentralization of production, rural-urban relationship |
| 3 | Soial organisation | ❖ Marriage and family, position of women, social stratification, caste and untouchability, education and its role. Basic education |
| 4 | Constructive programmes | ❖ Contents Training of constructive workers ❖ Skills involved, nature of programmes ❖ Bhoodan Gramdan ❖ Gandhian and Vinbobha's movements with special reference to Bhoodan and Gramdan |
| 5 | Gandhian and Professional Social Work Approach | ❖ Similarities and differences between Gandhian and professional approach to social development and welfare |

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SEMESTER – III
PAPER NO: - 17
COMMUNICATION SKILLS
COURSE CONTENT

1. TEXT : YOU CAN WIN – Shiv Khera (Macmillan India Ltd. Price 208/130)

(Blue print of the Textual question paper will be before June – 2001)

2. COMMERCIAL CORRESPONDENCE :

1. Inward structure of business letters
2. Business Letters
 - (1) Inquiry and its replies
 - (2) Order and its execution

3. Grammer:

1. Correction of sentences
 - a. Tense
 - b. Articles
 - c. Change the voice
 - d. Chang of Degrees
 - e. Remove too

4. Composition

1. Gujarati / Hindi into English -5
2. English into Hindi/Gujatati – 5
(Topics from Commerce and Managemenet)

5. TEXT – YOU CAN WIN

Question pertaining to SHIV KHERA’S BOOK.

- 1) Analysis of various aspects of Shiv Khera’s books:
- 2) Detailed Study of various common sense approaches, which are useful for an individual to realize his/her true potential for successfully leading ones life/career.
- 3) Sense slips to positive thinking
- 4) Slips to lash ones weakness into knights
- 5) Doing right thing for right occasion;

- 6) Making change by controlling things rather low things unwilling to you.
- 7) Build up trust with people around you
- 8) Accomplishing more by removing barriers to effectiveness.
- 9) Dispelling confusion.
- 10) Positive thinking is enhanced so that it is turned into attitude, ambition and action.

6. Business correspondence – basics

- 1) Structure of letters, (Ref: Heading), Address, Allocation subject heading, opening paragraphs, Body of the letter, closing Paragraph, The closure, signature, end.
- 2) Various kinds of business letters: -
 1. Inquiries
 2. Quotation voluntary offers
 3. Orders (reply given by firm) pending orders
 4. Execution of orders
 5. Complain & adjustment.
 6. Settlement of Account
 7. Status inquiries
 8. Circulars (official press release)
 9. The import Trade
 10. The export Trade
 11. Bills of exchange
 12. Settlement of forcing Accounts.
 13. Agency
 14. Carriage by sea
 15. Banking
 16. Insurance
 17. Correspondence of a company secretary.

7. Grammar:

- 1) Different tenses – Present / Past / Future (simple / continuous perfect)
- 2) Use of Articles – a, an, the,
- 3) Use of prepositions - of, on, from, for etc.
- 4) Change in voice - Active / Passive
- 5) Change of degrees
- 6) Remove ‘too’
- 7) Punctuation (marks) [., ;, :, ?, !, “, ”]

- 8) Prepositions – of, on, in, at, till, since, from, beside.
- 9) Ceryanctions – unless, sear eely, No soonest.
- 10) Strong & weak verbs : Present / Past / Participle comet
- 11) Use of adjectives a some, any.
 - a. Each & wary, either or, Neither nor.
 - b. Little, a little, the little
 - c. Few , a few, the few
- 12) Direct and indirect speech (epically for case studies)
- 13) Verb (knowledge for proper speech / wrchi

8. Composition: - (Translation)

1. Sentence
2. Pracy
3. Paragraph

ORAL SKILLS

- I.
 - 1) Identification of (phonetic) spelling and pronuveation
 - 2) Phrasing sentence
 - 3) Pronunciation
 - 4) Use of vocabulary
- II. Reading / Speech
- III. Participating approach.
- IV. Discursive (of special issues)
 - 1). Empowering speech – getting confidence.
 - 2). 1'st impression
- V. Assignments
 - 1). Writing
 - 2). Spellings
 - 3). Syntheses of sentences
 - 4). Interjection
 - 5). Composition of Reply /letters [Bio-Data / Resume]

REFERENCE BOOKS

1. ABC of Common Grammatical Errors for learners & teachers of English – Nigel D. Turton (Macmillan Ltd.) – Rs. 155
2. English Grammar and Composition – Rajendra Pal & Prem Lata Suri (Sultan hand & Sons) Rs. 40
3. A new approach to English Grammar and Composition Brij Nandanlal (Arya Book Depot – New Delhi) Rs. 37-80
4. Modern Business Correspondences And Minute – Writing – Bhal & Nagamia.

M.S.W – SEMESTER-IV
Paper-19
Labour welfare & Social security

| | | |
|-----|---|---|
| s1. | Theories & Principles of Labour welfare | Definitions & concept of Labour welfare, Principles of Labour welfare, Theories of Labour welfare. |
| 2. | Objectives & Role of Labour Welfare | Aims & objectives of Labour welfare, Scope of Labour welfare specific Role of Labour welfare, Role of Mgrhin Labour welfare role of trade unions in Labour welfare. |
| 3. | Labour welfare Administration in India. | The statutory Labour welfare measures, The Non-statutory labour welfare in India. The changing concept of statutory & Non-statutory welfare measures. |
| 4. | Labour welfare Officer | The need for Labour welfare provisions for L.W.O. Qualifications, appointment of L.W.O. The functions & Role of |
| 5. | Labour welfare laws in India. | L.W.O. The need for welfare legislations in India, The Factories Act, 1948 & similar laws in India. The implementation machinery in India. |

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| 6. | Social security | Definitions & concepts of social security , Evolution of social security philosophy, Social security laws in India. The provident funds Act, The payment of Gratuity Act, The workmen's compensation Act. The E.S.I.Act. |
| 7. | Special provisions for women workers, young persons and child Labour. | The Factories Act, 1948 and special provisions for women workers, young persons etc. The magnitude of the child Labour problems, their causes & cures. |
| 8. | Labour policy & Labour commissions in India. | The concept of Labour policy. The funding principles of Labour Policy. The Royal commission on Labour, The National commission Labour, the second National commission Labour. |
| 9. | Health, Occupational diseases & Safety of workers. | The concepts of health, safety & occupational diseases, occupational hazards, occupational diseases safety and accidents of workers, Accidents preventions, The relevant laws in India. [The Factories Act.1948, The workmen's compensation Act.1923, The E.S.I. Act. 1948] |

| <u>Author</u> | <u>Name of Book</u> | <u>Publications</u> |
|-----------------------------------|---|--------------------------------|
| 1.M.V.Murthy Publising | Labour Welfare | OXFORAD& IBH |
| 2.R.C.Saxena | Labour Problems & Social welfare | - |
| 3.Dr.S.P.Jain & Dr.J.B.Thakore | Human Resource Management & Industrial Relation | Manajan Publising Ahmedabad |
| 4.Prin Karia | Labour Laws – I | Jamnadas & Co. |
| 5.Prin Karia | Labour Laws – II | Jamnadas & Co. |
| 6.N.D.Kapoor | Industrial Laws | Himalaya Publi. |
| 7.Dr.Girish Thakkar | Udhyog nu Arthshastra – 2 | University Grant Nirman |

M.S.W – SEMESTER-IV
Paper- 20

Industrial Relations, trade union and relevant laws in India

| | | |
|----|---|---|
| 1. | Industrial Relations | Definitions, concepts, characteristics of Industrial Relations. |
| 2 | Dynamics of Industrial Relations | Industrial relations changing concept, the process of Industrial & its participants. Approaches to Ind. Relations. |
| 3 | Industrial disputes Definitions | Causal Analysis, Economical causes, Psychological causes, Personnel causes, Political causes. |
| 4 | Industrial Disputes, Forms consequences. | Strikes, Lockouts, Go-slow, workstropibases Gherao and other forms of Ind. Disputes, The various consequence of Ind. Disputes. |
| 5 | Machinery For settlement of Ind. Disputes | Internal Machinery, works-committee, lab our welfare officer. The external Machinery conciliation, court of Inquiry, voluntary Arbitration, compulsory Adjudication, The role of labor judiciary, lab our courts, industrial. |
| 6 | Industrial Relations laws in India, | Tribunals, National Tribunals. The Industrial Disputes Act, 1947 The Bombay Industrial Relations act,1946 The Trade unions act, 1926 The Industrial Employment [standing |

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| | | orders] act, 1948 |
| 7 | Collective Bargaining | The definitions and concepts of collective Bargaining, The factors affecting successful collective bargaining collective Bargaining in India. The Role of court, Management & Trade unions in collective bargaining. |
| 8 | Trade unions | Definitions & concepts, Types of Trade unions objectives, Functions and Role of Trade unions. Trade unionism in India. History of trade unionism in India. |
| 9 | International Labour organization [I.L.O | The I.L.O.- Establishment Historled factors affecting establishment of I.L.O. The organization strucrare and Administrative of I.L.O. objectives, functions & Role of I.L.O. I.L.O.& India. |

| <u>Author</u> | <u>Name of Book</u> | <u>Publications</u> |
|---------------------|--------------------------------------|---------------------|
| 1.J.H.Richavson | Introduction to Industrial Relations | - |
| 2.C.B. Memoria | Dynamics of Industrial Relations | Himalaya |
| | Published | |
| 3.C.B. Memoria | Personnel Management | Himalaya Published |
| 4.V.B. Kartik | Trade Unionism in India | - |
| 5.Dr.Girish Thakkar | Udhyog nu Arthshastra | University |
| | | Grant Nirman |
| 6.Dr.C.K.Josri | Unionism in a Developing Economy | Sri Ram Centre |
| 7.Dr.P. Majmandor | Peaceful Ind. Relations | N.M. Tripathi |
| 8.V.V.Giri | Labour Problems in Indian Industrial | - |

M.S.W. – SEMESTER-IV
PAPER-21
SOCIAL WORK IN HEALTH SETTING

1. Physiology and anatomy of the human body.
 - The various systems. Maternal and child health; antenatal and Post-natal care of mother-and child
2. Changing perspective of health care, and social work practice in the field of health.
 - Global Dimension of Health Care.
 - W.H.O'S Norms.
 - Family Planning Programmes and policies as a means of family welfare.
 - Family life education programme.
 - Role of the social worker. Legislation: Family Planning, Health Government Scheme, - Role of Social Worker Medical, Family Planning in preventive Health.
3. The integrated use of different medical systems :
 - Homeopathy ; Unani; Ayurvedic, Alopthy.
 - Indigenous health system – Training of Paramedical.
 - Professional Workers for health care.
4. Use of Private Services Study of Strategies in relation to various points of intervention, e.g. hospital, School, Community :
 - Health work in the hospitals : work with patient : individual and family.
 - Preparing family and community for the return of the affected individual and follow-up.
 - Health work in the community : Identifying basic health problems and interest groups.

- Training local health workers.
 - Work with school health programmes.
 - Help teaching staff to identify health problems.
5. Concept and problems of mental health:
- Administration and services.
 - Psychiatric social work services and role of psychiatric social work.
 - Role of Social worker in the field of mental retardation.

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| 11. | Kapadia K.M. 1958. | Marriage & Family in India, London : Oxford University Press. |
| 12. | Kendall Katherine (ed.) | Population Dynamics and Family Planning. A new perspective for Social Work Education |
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| 20. | Gerald Caplan | An approach to Community Mental Health. |
| 21. | Goldstine Dore | Expanding Horizons in Medical Social Work Chicago : The University Chicago Press. |
| 22. | Goldstine Dora | Readings in Theory and Practice of Medical Social Work Chicago : The University Chicago Press. |
| 23. | Pathak S.H. 1961 | Medical Social Work in India Delhi : Delhi School of Social Work. |
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| 25. | Robbins, Arther | Mental Hospitals in India & Social Work Service. |
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| 27. | Sharmagan 1981 | Abnormal Psychology. |
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| 29. | 1912 | Indian Lunacy Act, New Delhi : Govt. of India. |

**MSW –SEMESTER-IV
PAPER-22**

SOCIAL WORK IN PUBLIC HEALTH

1. Concept of public health. Needs & importance, definition, Environment Health & Personal Hygiene, Importance of various national health programmers. Role of international agencies like WHO, UNICEF, UNFPA, WORD BANK, SIDA, DANIDA, USAID etc.
2. National malaria eradication programme (NMEP)
National filaria control programme (NMEP)
Role of professional social worker in creating people's participation for NMEP & NFCP
3. National leprosy eradication pogramme (NLEP)
National tuberculosis control programme (NTCP) and revised NTCP
Role of professional social worker in NLEP and revised NTCP
4. National diarrhoea diseases control programme (NDDCP)
Actuate respiratory Infection (ARI) control programme. Role of volunteers in NDDCP & ARI control programme
5. National HIV-AIDS control programme
 - ❖ S T D (sexually transmitted Diseases)
 - ❖ R T I (Reproductive Track Infection)
 - ❖ Behavior change through communication
 - ❖ Role of professional social worker as a counselor
6. National programme for control of blindness
National cancer control programme
Role of volunteers & professional social workers in controlling blindness, cancer and Diabetes.
7. Reproductive child health (RCH) programme

ANC, Intranatal & PNC (Child survived & safe motherhood)

Female feticide: disturbance of male & Females, of sex ratio new born care, infant feeding (Breast feeding + weaning)

Emergency obstetric care, Medical Termination of Pregnancy-MTP act.

Infertility, referral services, Adolescent health, Anemia control programme

8. Universal immunization programme (UIP)

Growth & development of child and malnutrition, mid-day meal programme

School health programme, Vita A Deficiency & Iodine deficiency disorder control programme, Integrated Child Development scheme (ICDS)

Role of professional social worker in reproductive child health

M.S.W. – SEMESTER-IV
PAPER-24 (II)
SOCIAL WORK PRACTICUM BLOCK PLACEMENT

INTRODUCTION

This opportunity is provided at the end of a two year post graduate programme. This time is to be designed for the learner to integrate theory and practice to enhance competencies of social work practice and experience one self in that role. An experiment of providing block field work opportunity at the beginning of the last semester or at the end of the last semester before the final examinations is also being made by some institutions. The choice of time during the second year, to provide this experience, is that of the teaching institution.

Objects

- a. Develop enhanced practice skill and integrate learning.
- b. Develop greater understanding of reality situations through involvement in day to day work.
- c. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
- c. Enhance awareness of self in the role of a professional social worker.

Note: Suggestions for requirements.

A learner must be placed in one setting for a period of four to six weeks. There should be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when necessary.

The faculty in charge is to select the setting appropriately to meet the learner's interest and needs and to integrate learning. The settings selected are to be communicated, well in advance.

An opportunity to present the experience in writings at the end of block field work must be designed.

JOURNALS AND PERIODICALS

| Language | Code | Title | Mode | Period |
|----------|------|-----------------------------------|------|--------|
| English | 281 | Seminar | A | MT |
| | 310 | Third Concept | G | MT |
| | 314 | Un Chronical | A | QT |
| Gujarati | 405 | Panchayati Raj | A | MT |
| | 422 | Lok Chetana | G | FN |
| Hindi | 489 | Panchajanya | A | WK |
| | 140 | Journal of Family Welfare | G | QT |
| | 232 | Population and Development Review | G | QT |
| | 234 | Population Education New (pen) | G | QT |
| English | 138 | Journal of Educational Psychology | A | QT |
| | 248 | Public Opinion Quarterly | A | QT |
| English | 48 | Development | A | QT |
| | 78 | Gramin Vikas New Letter | G | BM |
| | 110 | India Journal of Social Work | A | QT |
| | 129 | International social Work | A | QT |
| | 163 | Kurukshetra | D | MT |
| | 258 | Renewal | G | QT |
| | 266 | Rural India | D | MT |
| | 286 | Social Research | A | QT |
| | 287 | Social Service Review | A | QT |
| | 288 | Social Welfare | D | MT |
| | 289 | Social Work | A | BM |
| | 311 | Third World Quarterly | A | QT |
| Gujarati | 360 | Kodiya | G | MT |
| | 412 | Bhumiputra | A | FN |
| | 418 | Rachana | D | QT |
| | 402 | | G | MT |