

**Bharati Vidyapeeth Deemed University,  
Pune (India)**

*'A' Grade University Status by MHRD, Govt. of India  
Accredited & Reaccredited with 'A' Grade by NAAC and  
A+ in 2016*

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***MASTER OF SOCIAL WORK PROGRAMME  
(MSW)***

***Structure of the Programme under Semester and  
Choice Based Credit Pattern  
(To be effective from 2024-25)***

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***BHARATI VIDYAPEETH DEEMED UNIVERSITY, PUNE.  
MASTER OF SOCIAL WORK (MSW)***

***(Structure of the Programme under Semester and Choice  
Based Credit Pattern )***

***NEW EDUCATION POLICY 2020***

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## GLOSSARY OF ABBREVIATIONS

<i>CC</i>	<i>Core Courses</i>
<i>FCD</i>	<i>Family and Child Development</i>
<i>URCD</i>	<i>Urban and Rural Community Development</i>
<i>HRM&amp;LW</i>	<i>Human Resource Management and Labour Welfare</i>
<i>AE</i>	<i>Ability Enhancement</i>
<i>SE</i>	<i>Skill Enhancement</i>
<i>FW</i>	<i>Field Work</i>
<i>OV</i>	<i>Orientation Visits</i>
<i>RP</i>	<i>Research Project</i>
<i>CVV</i>	<i>Comprehensive Viva-Voce</i>
<i>Lect</i>	<i>Lectures</i>
<i>Tut</i>	<i>Tutorials</i>
<i>UE</i>	<i>University Examinations</i>
<i>CIA</i>	<i>Continuous Internal Assessment</i>
<i>EoTE</i>	<i>End of Term</i>
<i>ST</i>	<i>Study Tour</i>
<i>BPT</i>	<i>Block Placement</i>

## **PREFACE**

As per the changing needs of the society we have revised the syllabus of the MSW programme offered by the Bharati Vidyapeeth Deemed University, Pune that has been implemented from the academic year 2019-20. The present syllabus is of semester and choice based credit pattern. The curriculum is designed under the guidelines given by the UGC. The entire syllabus is very much innovative and need based.

It also contains the brief information of the Bharati Vidyapeeth Deemed University and Social Sciences Centre. For the information of the students, the rules and guidelines of the MSW programme regarding the field work, project report, orientation visits, study tour, attendance, NSS camp, assignments, etc. are described. The students are required to go through the details and follow the rules and regulations accordingly.

**Dr.Anita Mohite**

**I/C Director**

## **BHARATI VIDYAPEETH**

Bharati Vidyapeeth, the parent body of Bharati Vidyapeeth University, was established on 10th May, 1964 by Hon. Dr. Patangrao Kadam with the objective of bringing about intellectual awakening and all sided development of the people of our country through education. Bharati Vidyapeeth is now a leading educational institute in the country, which has created a history by establishing, within a span of 52 years, 180 educational institutions imparting education from pre-primary to post graduate level. Our colleges and institutions of higher education impart education in different discipline including Medicine, Dentistry, Ayurved, Homoeopathy, Nursing, Arts, Science, Commerce, Engineering, Pharmacy, Management, Social Sciences, Law, Environmental Science, Architecture, Hotel Management and Catering Technology, Physical Education, Computer Science, Library Science, Information Technology, Biotechnology & Agriculture.

These educational institutions which have achieved an acclaimed academic excellence cater to the educational needs of thousands of students coming from different parts of India and also abroad. Our teaching faculty includes highly qualified, experienced, dedicated and student-caring teachers. These educational institutions are located at various places viz. Pune, Navi Mumbai, Kolhapur, Solapur, Sangli, Karad, Panchagani, Jawhar and New Delhi. The spectacular success achieved by Vidyapeeth is mainly a creation of unusual foresight, exceptionally dynamic leadership and able guidance of the founder of Vidyapeeth, Hon. Dr. Patangrao Kadam. It has been our constant endeavour to impart high quality education and training to our students and so, no wonder that our institutions have become nationally known for their academic excellence. In recognition of the academic merit achieved by these institutions and potential for development, Government of India and the University Grants Commission of India have accorded the status of university to Bharati Vidyapeeth with its thirty two constituent units.

Besides these 180 educational institutions, Bharati Vidyapeeth has also been successfully running a Co-operative Bank, Co-operative Consumer Stores, a Cooperative Poultry, a Co-operative Sugar Factory, Charitable Hospital and Medical Research Center and the like.

## Bharati Vidyapeeth Deemed University, Pune

Bharati Vidyapeeth, the parent organization of this University is one of the largest educational organizations in the country. It has 180 educational units under its umbrella including 67 Colleges and Institutes of conventional and professional disciplines.

The Department of Human Resource Development, Government of India on the recommendations of the University Grants Commission accorded the status of "Deemed to be University" initially to a cluster of 12 units of Bharati Vidyapeeth. Subsequently, 18 additional colleges / institutes were brought within the ambit of Bharati Vidyapeeth University wide various - notifications of the Government of India. Bharati Vidyapeeth University commenced its functioning on 26th April, 1996.

### Constituent Units of Bharati Vidyapeeth University

1. BVDU Medical College, Pune.
2. BVDU Dental College Hospital, Pune
3. BVDU College of Ayurved, Pune
4. BVDU Homoeopathic Medical College, Pune
5. BVDU College of Nursing, Pune
6. BVDU Yashwantrao Mohite College of Arts, Science & Commerce, Pune.
7. BVDU New Law College, Pune.
8. BVDU Social Sciences Centre (M.S.W.), Pune
9. BVDU Yashwantrao Chavan Institute of Social Science Studies & Research, Pune.
10. BVDU Centre for Research & Development in Pharmaceutical Sciences & Applied Chemistry, Pune
11. BVDU College of Physical Education, Pune.
12. BVDU Institute of Environment Education & Research, Pune.
13. BVDU Institute of Management's Entrepreneurship Development, Pune.
14. BVDU Poona College of Pharmacy, Pune.
15. BVDU College of Engineering, Pune
16. BVDU Interactive Research School in Health Affairs (IRSHA), Pune.
17. BVDU Rajiv Gandhi Institute of Information Technology & Biotechnology,

Pune

18. BVDU College of Architecture, Pune
19. BVDU Abhijit Kadam Institute of Managements Social Sciences, Solapur.
20. BVDU Institute of Management, Kolhapur
21. BVDU Institute of Managements Rural Development administration, Sangli.
22. BVDU Institute of Managements Research, New Delhi
23. BVDU Institute of Hotel Managements Catering Technology, Pune
24. BVDU Yashwantrao Mohite Institute of Management, Malakapur-Karad.
25. BVDU Medical College & Hospital, Sangli
26. BVDU Dental College & Hospital, Mumbai
27. BVDU Dental College & Hospital, Sangli
28. BVDU College of Nursing, Sangli.
29. BVDU College of Nursing, Navi Mumbai
30. BVDU College of Engineering New Delhi.

The status of University was given to a cluster of these Colleges and Institutes in appreciation of the high level of their academic excellence and for their potential for further growth.

During the last 22 years or so, the University has achieved still higher pinnacles of academic excellence and has established its reputation to such an extent that it attracts students not only from various parts of India but also from abroad. According to a survey conducted by Association of Indian Universities, this University is one among the top ten Universities in the country preferred by the overseas students for admissions. At present, there are more than 817 overseas students from 67 countries on the rolls of constituent units of this University.

During the last 20 years, there has been tremendous academic expansion of the University. It now conducts in all 250 plus programmes in its constituent units which includes Post Graduate, Under Graduate and Diploma level courses. All the professional courses which the University conducts such as those of Medicine, Dentistry, Engineering etc., have approval of the respective Statutory Councils, viz., Medical Council of India, Dental Council of India, All India Council for Technical Education etc.

The University is a throbbing center of research activities and has

launched Ph.D. programmes in 72 subjects. It has also introduced quite few innovative academic programmes such as Masters in Clinical Optometry, M.Tech. in Nano Technology.

The University's performance and achievements were assessed by the "National Assessment and Accreditation Council" and it was accredited with a prestigious "A" grade in 2004. Quite a few programmes of the constituent units such as College of Engineering at Pune, Management Institute in Delhi and others have also been accredited by "National Board of Accreditation". Three constituent units of Bharati Vidyapeeth Deemed University are also the recipients of ISO 9001-2001 certifications.

Reaccreditation with 'A' Grade in 2011 and A+ 2016.



# BHARATI VIDYAPEETH DEEMED UNIVERSITY, PUNE.

## MASTER OF SOCIAL WORK (MSW)

### Programme Structure under Semester and Choice Based Credit Pattern

Introduction: The degree of Master of Social Work is a professional Post-Graduate degree approved by Department of Social Justice, Govt. of Maharashtra. The graduates have potentiality to professionally seek employment and make career in various positions in governmental, non governmental and UN agencies such as UNO, UNICEF, ILO, WHO, UNDP, World Bank etc. The various areas for job placement are in Rural development, Urban development, Tribal development, Women and Child Development, Welfare of specially challenged persons, Correctional organizations, Corporate social responsibility, Family Courts, Hospital settings etc. The Master's degree programme equips trainees to work as agents of change from grassroots level to policy levels.

Bharati Vidyapeeth Deemed University, Pune offers three specialization courses of eight papers each divided over four semesters. Currently the following specializations are approved by the University.

The following Specialization Courses are offered by the University

1. Family and Child Development (FCD)
  2. Urban and Rural Community Development (URCD)
  3. Human Resource Management and Labour Welfare (HRM&LW)
1. **MSW Programme Structure.** : The MSW degree will be awarded to students who complete a total of 100 credits in minimum of two years of four semesters. The student shall opt total 24 Courses in four semester which includes; 12 Core Courses, 08 Electives Courses (student shall select any one specialization and minimum two courses out of three in each semester) and 02 ability and 02 skill enhancement Courses. Student shall opt six courses per semester; Field Work and Viva-Voce. The student has to complete Orientation Visits as a part of field work in first semester, Research Project (Dissertation) in third Semester. Study Tour and Block placement in fourth semester.
  2. **Intake:** The intake for MSW Programme is 60 + 6 (Pune) and 30 + 03 (Solapur).
  3. **Admission Procedure:** Admission to MSW Programme is open to graduate of any Indian or Foreign recognised University. Candidates who have

appeared for the qualifying examination (Bachelor's degrees exam.) in the respective year and awaiting results are also eligible for admission to first year M.S.W. Programme. However, the admission of such students will be confirmed only after producing the original passing certificate.

4. **Reservation Rules:** The Reservation rules of the Dept. of Social Welfare, Govt. of Maharashtra is applicable for the admission to M.S.W. Programme but the GOI scholarship is not applicable to the backward community students. Hence, the admission will be granted as per the following Reservation Schedule:

Category	Percentage	No. of Seats
Open	48	29
S.C.	13	08
S.T.	07	04
O.B.C.	19	11
V.J.N.T.	11	07
S.B.C.	02	01
Total	100	60

5. **Duration:** The duration of the Programme shall be of two academic years, in case the student fails in MSW programme he or she has to complete this programme within a maximum period of four years.

6. **Eligibility:**

Admission to MSW Programme is open to graduate (12+3) of any Indian or Foreign recognized University. Candidates who have appeared for the qualifying examination (Bachelor's degrees exam.) in the respective year and a waiting for the result are also eligible for admission to first year

M.S.W. Programme. However, the admission of such students will be confirmed only after producing the original passing certificates such as Marksheet, Leaving / Transfer certificate, Migration etc. within 30 days from the date of admission. In any case the student has to clear his / her eligibility before 30<sup>th</sup> August of the respective academic year. If the student fails to clear his / her eligibility within the said period he / she will not be allowed for appearing the University examinations.

7. **Medium of Instruction:**

The medium of instruction shall be English. However, the student can write their theory examination, field work reports, and project reports in Marathi.

8. **Programme Pattern:** The MSW programme shall have a Choice Based Credit System.

The total marks at University Examinations for each theory courses shall have 100 marks.

In addition to University Examination, there will be Internal Assessment for each Theory Course based on Paper presentations /Assignments/Term papers/ Class test/ Case-study presentations/Review of Articles or Books/Preparing bibliography/ Field based tasks.

Internal assessments marks out of 100 and corresponding Grade Points shall be given by the subject teacher and shall be submitted by theHead of the Institute to the University.

The Grade Points of University examination and Internal Assessment shall be combined with Weightages of 60% and 40% respectively.

## 9. Field Work:

The field work in the three semesters will include concurrent field work in the NGOs, Industries, Government Offices, undertakings and other agencies.Orientation vivits shall be part of Field work of Sem I.

Field Work shall be of 100 marks for each semester (Sem I, Sem II, Sem III).

Field work shall be conducted two days (fifteen clock hours) in every week.

Field work shall be conducted at social work agencies/organizations recognized by the training Institution. Every student shall be supervised by an experienced/professional social worker from the agency and a faculty member from theInstitute.

A weekly individual conference of at least 30 minutes, related to field work of every student, shall be conducted by the field work supervisor. Field workshall be evaluated internally by the assigned Field Work Supervisor.

100% attendance at Field work is compulsory.

A student failing in field work in any semester will not be permitted toappear for theory courses of the respective semester.

In any case, there is no provision of revaluation or moderation of field work marks, at university level.

### Field Work Components:

#### a. Semester- I

- Concurrent Field Work
- Individual/Group Conference

- Seminar/ Presentation.

b. **Semester- II**

- Concurrent Field Work
- Individual/Group Conference
- Seminar/ Presentation.

c. **Semester- III**

- Concurrent Field Work
- Individual/Group Conference
- Seminar/ Presentation.

10. **Comprehensive Viva Voce Examination:**

Viva – Voce shall be of 100 marks each semester.

A comprehensive Viva-Voce examination shall be conducted by a Panel of Examiners appointed by the University at the end of Semesters I, II, III & IV, based on theory knowledge, professional development and field work practicum. The Semester-III, Viva-Voce Examination will also include the Research component.

A student failing in Viva-Voce in any semester shall be called again for the Viva - Voce within one month from the date of declaration of the respective Semester Examination results. Only one repeat Viva-Voce is permissible to be conducted during each semester. However a student failing in Viva-Voce Examination shall be eligible for admission to the subsequent Semester.

A student failing in Viva-Voce (Semester-IV) shall be called again for a repeat Viva-Voce within one month from the date of declaration of the Fourth Semester Examination results.

11. **Research Project**

The Research Project shall be of 100 marks.

Every MSW student is required to select an appropriate topic for his/her research project during the second semester and complete the Project Report and submit it to the Institute, 15 days before appearing the third semester examination.

There shall be only one Project Report at MSW and it shall be submitted to the University through the Head of the Institution, recommended for submission after Certification and approval of the concerned Research Guide.

The research project report shall be evaluated externally by the University Examiners.

A candidate failing in research project will have to re-write and submit the revised project report in the fourth semester.

The topic of Research must be related to the area of Social Work.

The candidate must follow the scientific process and method of Social Work Research or Social Science Research.

**Orientation Visits :** The orientation visit shall be as a part of Fieldwork of Sem I

Every student is required to visit various NGOs, Industries, Government Organisation and other agencies in the first semester. If the student remains absent for Orientation Visits, he/she should revisit to the allotted agencies in first semester only. The student has to submit a brief report on the Orientation Visits to the Institute.

100% attendance for Orientation Visits is compulsory.

Orientation Visits shall be evaluated internally by the Coordinator/Field Work Supervisor.

### **13. Study Tour shall be of 100 marks.**

The study tours will be organized separately as per the specializations. The duration of the study tour will be 8 to 10 days. The students are required to submit the study tour reports in the typed format to the institute (i.e. study tour coordinator).

The study tour will be compulsory for all the M.S.W. second-year students. If the Student remains absent for the Study Tour, he/she has to complete the Study Tour in the next cycle.

The Study Tour will be internally evaluated by the respective Study Tour Coordinator.

### **14. Block Placement and Field Work:**

Block Placement shall be of 100 marks.

The Block Placement of 30 days duration is compulsory for the MSW Second year students. The same will be arranged by the institute immediately after the III semester examinations.

The students are required to submit the detail report of the block placement in the typed form. They will also submit the certificate of completion of Block Placement duly certified by the organization in the prescribed form.

The Block Placement will be internally evaluated by the respective Field Work Supervisor/Coordinator.

### **15 Heads of passing:**

The following shall be the independent heads of passing:

1. Written theory courses
2. Field work
3. Study Tour
4. Research Project
5. Comprehensive Viva Voce
6. Block Placement

## 16 Standard of Passing:

For the MSW courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

If a student fails in IA, the learner passes in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the learner passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

The 10-point scale Grades and Grade Points according to the following table.

<b>Range of Marks (Out of 100)</b>	<b>Grade</b>	<b>Grade Point</b>
$80 \leq \text{Marks} \leq 100$	<b>O</b>	<b>10</b>
$70 \leq \text{Marks} < 80$	A+	<b>9</b>
$60 \leq \text{Marks} < 70$	A	<b>8</b>
$55 \leq \text{Marks} < 60$	B+	7
$50 \leq \text{Marks} < 55$	B	<b>6</b>

40 ≤ Marks < 50	C	5
Marks < 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA

## Formula to calculate Grade Points (GP)

Suppose that 'Max' is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP, Set  $x = \text{Max} / 10$  (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of Marks at the	Formula for the Grade Point
$8x < \text{Marks} < 10x$	10
$5.5x < \text{Marks} < 8x$	Truncate (Marks / x) + 2
$4x < \text{Marks} < 5.5x$	Truncate (Marks / x) + 1

Two kinds of performance indicators, namely, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all courses since his/her enrolment. The CGPA of learner when he/she completes the programme is the final result of the learner.

The SGPA is calculated by the formula 
$$\text{SGPA} = \frac{\sum C_k \times \text{GP}_k}{\sum C_k}$$
, where  $C_k$  is the

credit value assigned to a course and  $\text{GP}_k$  is the GPA by the learner in the course, in the above, the sum is taken over all the courses that the learner has undertaken for the study during the semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the formula  $CGPA = \frac{\sum C_k \times GP_k}{\sum C_k}$  is the credit-

value assigned to a course and  $GP_k$  is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrolment and also the during the semester for which CGPA is calculated, including those in which he/she might have failed or those for which he/she remained absent. **The CGPA shall be calculated up to two decimal place accuracy.**

## The Formula to compute equivalent percentage marks for specified

**CGPA:**

% Marks (CGPA) =	10 x CGPA - 10	if $5.00 \leq CGPA \leq 6.00$
	5 x CGPA + 20	if $6.00 \leq CGPA \leq 8.00$
	10 x CGPA - 20	if $8.00 \leq CGPA \leq 9.00$
	20 x CGPA - 110	if $9.00 \leq CGPA \leq 9.50$
	40 x CGPA - 300	if $9.50 \leq CGPA \leq 10.00$

**Award of Honours :**

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
$9.50 \leq CGPA \leq 10.00$	O	Outstanding	$80 \leq \text{Marks} \leq 100$
$9.00 \leq CGPA \leq 9.49$	A+	Excellent	$70 \leq \text{Marks} < 80$
$8.00 \leq CGPA \leq 8.99$	A	Very Good	$60 \leq \text{Marks} < 70$
$7.00 \leq CGPA \leq 7.99$	B+	Good	$55 \leq \text{Marks} < 60$
$6.00 \leq CGPA \leq 6.99$	B	Average	$50 \leq \text{Marks} < 55$
$5.00 \leq CGPA \leq 5.99$	C	Satisfactory	$40 \leq \text{Marks} < 50$
CGPA Below 5.00	F	Fail	Marks Below 40



## 17 Rules of Promotion:

A Student is allowed to keep term from Semester — I to Semester — II, if he/she fails in any number of theory papers in Semester — I.

If the student fails either in internal examinations or University examination, he / she declared fail in the respective subjects, then a student is allowed to keep term for Semester — III, if he/she has cleared minimum 8 courses out of total 12 courses of Semester — I and Semester — II together.

A student failing in field work in any Semester will not be permitted to appear for theory courses of the respective semester. The student will not be eligible to continue with the subsequent Semesters unless he/she satisfactorily clears Field Work and Theory papers of the Semester.

18. Field work and Dissertation (Project Report) will be evaluated as per the evaluation criteria and standards framed by the respective training Institute and the University, from time to time.

19. Results will be declared for each semester and the final examination result will give total marks, grade and grade points average.

## 20. Structure of Question Papers at University Examination

Each theory course is of 100 marks and 3 hours duration. Question paper will consist 2 sections of total 6 questions:

A) Section No. 1 will consist 3 questions. Question No. 1 will be compulsory and will have 3 short notes, out of which any 2 may be attempted (10 marks x 2 = 20 marks). Question no. 2 and question no. 3 will have internal options and carry 15 marks each (15 marks x 2 = 30 Marks)

B) Section No. 2 will consist 3 questions. Question No. 1 will be compulsory and will have 3 short notes, out of which any 2 may be attempted (10 marks x 2 = 20 marks). Question no. 2 and question no. 3 will have internal options and carry 15 marks each (15 marks x 2 = 30 Marks)

21. **Grant of terms:** 100 per cent attendance is expected at the orientation programme, orientation visits, and field work. Minimum 75% attendance is required for class room lectures. Leave is ordinarily not granted. In very exceptional circumstances leave with prior permission of the Head of the Institution must be obtained. The Head of the Institution reserves the right to grant terms. Every student will have to give an undertaking in relation to compliance of all rules and regulations of the training institution. The decision of the Head of the Institution shall be final and binding in all matters pertaining to discipline and professional behavior.

## 22. Programme Structure: Details

<b>Programme structure shall be as under:</b>	<b>Credits</b>
1. Written theory courses 3 per semester x 4 Seminars: 12 courses x 03 credits	36 Credits
2. Written theory courses 2 per semester x 4 Seminars: 8 courses x 02 credits	16 Credits
3. Ability and Skill Enhancement Courses 1 per semester x 4 courses X 2 credits	08 Credits
4. Field work: 08 credits per semester 03x08 credits	24 Credits
5. Research Dissertation (Project Report) shall submit in Semester III	03 Credits
6. Study Tour in fourth semester	01 Credits
7. Block Placement after third semester examination	08 Credits
8. Comprehensive Viva Voce: 01 credit per semester 04 x 01 credit	04 Credits
<b>Total</b>	<b>100 Credits</b>

## 23. Theory Courses:

<b>Class</b>	<b>Semester</b>	<b>Credits</b>	
MSW – I	<b>Sem - I</b>		
	Core Compulsory Courses 03x03 credits	09	
	Elective Courses 02x02 credits	04	
	Ability Enhancement 01x02 credits	02	
	<b>Sem –II</b>		
	Core Compulsory Courses 03x03 credits	09	
	Elective Courses 02x02 credits	04	
	Skill Enhancement 01x02 credits	02	
	MSW –II	<b>Sem –III</b>	
		Core Compulsory Courses 03x03 credits	09
Elective Courses 02x02 credits		04	
Ability Enhancement 01x02 credits		02	
<b>Sem - IV</b>			
Core Compulsory Courses 03x03 credits		09	
Elective Courses 02x02 credits		04	
Skill Enhancement 01x02 credits		02	
<b>Total</b>		<b>60</b>	

24. **Field Work Practicum :**

<b>Class</b>	<b>Semester</b>	<b>Credits</b>
M.S.W. –I	Semester –I	08
	Semester –II	08
M.S.W. –II	Semester –III	08
<b>Total</b>		<b>24 credits</b>

25. **Block Placement:**

<b>Class</b>	<b>Semester</b>	<b>Credits</b>
M.S.W. II	Sem. IV	08

26. **Study Tour:**

<b>Class</b>	<b>Semester</b>	<b>Credits</b>
M.S.W. II	Sem. IV	01

27. **Research Project Report :**

<b>Class</b>	<b>Semester</b>	<b>Credits</b>
M.S.W. II	Sem. II and III	03

28. **Comprehensive Viva –Voce :**

<b>Class</b>	<b>Semester</b>	<b>Credits</b>
M.S.W. I	Semester –I	1
	Semester –II	1
M.S.W. - II	Semester –III	1
	Semester –IV	1
<b>Total</b>		<b>4</b>

The MSW Program is for 100 credits which are to be completed in a minimum of two years. The distribution of Credits over the Semesters is given below:

**SEMESTER – I**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Value</b>	<b>#Lect</b>	<b>#Tut.</b>	<b>Weightage for UE/CIA (%)</b>	<b>EoTE</b>
<b>Core Course – Compulsory Courses</b>						
CC-1	Social work: history and ideology	03	30	30	60/40	Uni.
CC-2	Sociology for Social Workers	03	30	30	60/40	Uni.
CC-3	Methods of social work practice: Working with Individuals & Families	03	30	30	60/40	Uni.
<b>Compulsory Elective - Opt any two courses</b>						
EL 1	Psychology for Social Workers	02	20	20	60/40	Uni.
EL 2	Gender & Development	02	20	20	60/40	Uni.
EL 3	Development Communication	02	20	20	60/40	Uni.
<b>Ability Enhancement Course</b>						
AE-1	Social Work & Skill Development	02	20	20	60/40	Uni.
<b>Field Work &amp; Viva-voce</b>						
FW-1	Field Work-I	06	-	-	Internal assessment	Inst.
CVV-1	Comprehensive Viva-Voce-I	01	-	-	-	Uni.
	Total Credits	22				

## SEMESTER –II

Course Number	Course Title	Credit Value	#Lect	#Tut	Weightage for UE/CIA	EoTE
<b>Core Course – Compulsory Courses</b>						
CC-4	Methods of Social Work Practice— Working with Groups	03	30	30	60/40	Uni.
CC-5	Methods of Social Work Practice—Work with Community & Social Action	03	30	30	60/40	Uni.
CC-6	SocialWork Research	03	30	30	60/40	Uni.
<b>Compulsory Elective - Opt any two courses</b>						
EL 4	Introduction to Constitution & Human Rights	02	20	20	60/40	Uni.
EL 5	Media & Development	02	20	20	60/40	Uni.
EL 6	Sustainable Development Goals & Natural Resource Management	02	20	20	60/40	Uni.
<b>Ability Enhancement Course</b>						
SE - 1	Environmental Issues & Disaster Management	02	20	20	60/40	Uni.
<b>Field Work &amp; Viva-voce</b>						
FW-2	Field Work-II	06	-	-	Internal assessment	Inst.
CVV-2	Comprehensive Viva-Voce-II	01	-	-	-	Uni.
	Total Credits	22				

### SEMESTER –III

Course Number	Course Title	Credit Value	#Lect.	#Tut.	Weightage forUE/CIA	EoTE
<b>Core Course – Compulsory Courses</b>						
CC-7	Social Legislations	03	30	30	60/40	Uni.
CC-8	Social Policy and Planning	03	30	30	60/40	Uni.
CC-9	Community Health and Health Care System.	03	30	30	60/40	Uni.
<b>Compulsory Elective - Opt any two courses from the specialization</b>						
<b>Specialization: Family &amp; Child Development</b>						
FCD-1	Child Development ,Socialization ,Programmes and Services for Children	02	20	20	60/40	Uni.
FCD-2	Family Dynamics and Working with Families	02	20	20	60/40	Uni.
FCD-3	Women Status and Empowerment	02	20	20	60/40	Uni.
<b>Compulsory Elective - Opt any two courses from the specialization</b>						
<b>Specialization: Urban &amp; Rural Community Development</b>						
URCD-1	Tribal ,Rural and Urban Development	02	20	20	60/40	Uni.
URCD-2	Panchayat Raj System	02	20	20	60/40	Uni.
URCD-3	Cooperative Practices for Rural Development	02	20	20	60/40	Uni.
<b>Compulsory Elective - Opt any two courses from the specialization</b>						
<b>Specialization: Human Resource Management and Labour Welfare</b>						
HRM&LW - 1	Organization Behaviour	02	20	20	60/40	Uni.
HRM&LW - 2	Social Security and Laws Related to Wages.	02	20	20	60/40	Uni.
HRM&LW - 3	Trade Unions in India and Industrial Sociology	02	20	20	60/40	Uni.
<b>Ability Enhancement Course</b>						
AE-2	Corporate Social responsibility	02	20	20	60/40	Uni.
<b>Field Work &amp; Viva-voce</b>						
FW-3	Field Work-III	06	-	-	Internal assessment	Inst.
CVV-3	Comprehensive Viva-Voce-III	01	-	-	-	Uni.
RP	Research Project- I	03	-	-	-	Uni.
	Total Credits	25				

**SEMESTER –IV**

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Value</b>	<b>#Lect</b>	<b>#Tut.</b>	<b>Weightage for UE/CIA</b>	<b>EoTE</b>
<b>Core Course – Compulsory Courses</b>						
CC-10	Counseling in Social Work	03	30	30	60/40	Uni.
CC-11	Non Government Organizations and Programme Management	03	30	30	60/40	Uni.
CC-12	Social Welfare and Administration	03	30	30	60/40	Uni.
<b>Compulsory Elective - Opt any two courses from the specialization</b>						
<b>Specialization: Family &amp; Child Development</b>						
FCD-4	Family Counseling	02	20	20	60/40	Uni.
FCD-5	Youth Development	02	20	20	60/40	Uni.
FCD-6	Gender Studies	02	20	20	60/40	Uni.
<b>Compulsory Elective - Opt any two courses from the specialization</b>						
<b>Specialization: Urban &amp; Rural Community Development</b>						
URCD-4	Community Participation and Management in community development	02	20	20	60/40	Uni.
URCD-5	Urban, Rural, Tribal Planning and Governance	02	20	20	60/40	Uni.
URCD-6	Program & Services for Urban, Rural & Tribal Communities	02	20	20	60/40	Uni.
<b>Compulsory Elective - Opt any two courses from the specialization</b>						
<b>Specialization: Human Resource Management and Labour Welfare</b>						
HRM&LW -4	Human Resource Management	02	20	20	60/40	Uni.
HRM&LW -5	Industrial Relations And Related Laws	02	20	20	60/40	Uni.
HRM&LW -6	Public relations and Corporate Communications	02	20	20	60/40	Uni.
<b>Skill Enhancement Course</b>						
SE -2	Media and Development	02	20	20	60/40	Uni.
<b>Field Work, Viva-voce &amp; Research</b>						
FW-4	Field Work-IV	06				
CVV-4	Comprehensive Viva-Voce-IV	02	-	-	-	Uni.
BPT	Research Project- II	03	-	-	Internal assessment	Inst.
	Total Credits	25				

## **CC1: Social Work: History & Ideology**

### Course Objectives:

1. To understand the fundamental concept of ideology
2. To know the historical development of ideologies of social change in India and West.
3. To understand the growth and development of social work education
4. To understand the values, code of ethics, and professionalism in social work

### ***Unit –I: Indian History of Ideologies for Social Change –I***

- *Concept of ideology*
- *Lokayat/Charvak*
- *Vedic and Vedant*
- *Jainism and Buddhism*

### ***Unit –II: Contemporary Indian Social Movement and their Ideologies for Social Change – II***

- *Hindu Reform Movement*
- *Dalit Movement-Pre-Ambedkar, Ambedkar and Post-Ambedkar*
- *Tribal Movement*
- *OBC Movement*

### ***Unit –III: Western History of Ideologies***

- *Rationalism*
- *Liberalism*
- *Welfarism*
- *Socialism*

### ***Section –II***

### ***Unit –IV: Contemporary Ideologies***

- *Neo-liberalism*
- *Post-Modernism*
- *Globalization*
- *Ideology of Sustainable Development*

### ***Unit – V: History of Social Work Education in India***

- *History of Social work education in India*
- *Goals of social work education*
- *Problems of Social Work education in India.*
- *Social work as a Profession*



Unit—VI: Values and Ethics of Professional Social Work

- *Concept of values and ethics*
- *Code of ethics for social workers*
- *Spirituality and social work*

## Course Objectives

- To develop an understanding of the meaning and concepts of sociology
- To understand various Social institutions
- To develop insights into the contemporary social issues

## Section – I

### Unit – I: Introduction

- Definition and scope of Sociology
- Basic Concepts of Sociology – Society, Groups, Community, Culture and Norms
- Importance of sociology and its relevance to social work practice

### Unit – II: Indian Society

- Composition of Indian Society : the concept of unity in diversity
- Social Classification: Tribal, Rural & Urban
- Social Stratification: Caste & Class

### Unit – III: Social Groups, Social Institutions and Social Control

- Meaning and Types of Social Groups
- Social Institutions-Marriage, Family, Religion, State and Law
- Social Control and Agencies of Social Control

## Section – II

### Unit – IV: Society & Culture

- Society as a system of relationship
- Social structure : Status & Role
- Culture : Tradition, Customs, Values, Norms, Folkways & Mores
- Socialization : Process & Agents

### Unit – V: Social Change

- Meaning and Characteristics of Social Change
- Factors Inducing Social Change
- Cultural Lag
- Social Change and Social Disorganization

- Types of Social disorganization

#### **Unit – VI: Indian Social Problems**

- Population explosion
- Corruption
- Terrorism
- Naxalism
- Casteism
- Problems of elderly
- Crime and juvenile delinquency
- addiction

#### **CC3: Methods of social work practice: Working with Individuals & Families**

##### **Learning objectives:**

- To study case work as a method of social work

- To understand theoretical framework of case work
- To apply tools and techniques for problem solving

## **Section – I**

### **Unit -I: Introduction to Case Work as a Method of Social Work**

- Concept and definitions of case work
- History of case work in India, U.K. and USA
- Assumptions in case work
- Values in case work

### **Unit-II: Theories and Components of Case Work**

- Theories used in social work practice: System theory, social learning theory, Psychological development theory, rationale choice theory
- Components of case work-person, problem, place, process

### **Unit-III: Principles and Stages of Case Work**

- Principles of case work
- Stages of case work - Study, diagnosis, treatment, evaluation, termination and follow up.

## **Section – II**

### **Unit - IV: Tools in case work**

- Intake sheet
- Interview
- Observation
- Listening
- Home visits
- Relationship

### **Unit-V: Techniques in Case Work**

- Supportive techniques
- Counseling techniques
- Resource enhancement techniques
- Recording in case work
- Essence, significance and types of recordings

### **Unit-VI: Applications of case work in various settings**

- Hospital setting
- Disorganized family
- School setting
- Industrial setting
- Community setting

## **EL1: Psychology for Social Workers**

### **Course objectives:**

- To study the nature of psychology
- To understand the human development and human behavior
- To apply psychological theories in social work context

### **Section – I**

#### **Unit – I: Nature and Scope of Psychology**

- Concept and definitions of Psychology
- Areas of Application of Psychology
- Scientific Methods in Psychology

#### **Unit – II: Human Development and Human Behaviour**

- Concept of Human Growth, Human Development and Human Behaviour
- Environmental Factors affecting Human Behaviour and Development
  - Social Factors affecting Human Behaviour and Development

#### **Unit – III: Theories of Human Development and Behaviour**

- Freud's Psycho-sexual Theory,
- Erickson's Psycho-social Theory
- Jean Piaget's Cognitive Theory

### **Section – II**

#### **Unit – IV: Developmental Stages in Life Span**

- Life span Approach to the understanding of Human Development
- Principles of Human Growth and Development
- Stages of Human Development-from conception to Old Age

#### **Unit – V: Biological Factors in Human Development and Behaviour**

- Heredity-Concept, mechanisms
- Influence of Heredity on Human Development and Behaviour
- Role of Endocrine Glands

## Unit — VI: Psycho-social Factors in Human Development

- Motivation
- Conflict among Motives
- Coping and Defense Mechanisms

## **EC 2: Feminism & Gender Studies**

### **Section-I**

#### **Unit 1: Introduction**

- Gender Studies — Concept, Meaning and Definition
- Women Studies- Concept and Importance
- Social Construction of

#### **Gender Unit 2: Gender Issues**

- Gender and Class
- Gender and Religion / Caste
- Gender and

#### **Sexuality Unit 3:**

##### **feminism**

- Concept and Meaning of Feminism
- Types of Feminism
- Three waves of Feminism
- Feministic perspectives in Social

Work.

- **Section –II**

#### **Unit 4: Gender and Culture**

- Culture and Feminism
- Gender Inequities
- Media and Gender

#### **Unit — V: Contemporary Issues of Women**

- Issues of SC,ST,OBC & VJNT Women
- Female Feticide
- Domestic Violence

#### **Unit — VI: Gender Policy and Programmes**

- National and State policy for Women empowerment
- Governmental and NGO Initiatives
- Role of Women's Commission



## AE-1 Social Work & Skill Development

### Section —I

#### Unit — I: Self Awareness and Development

- Self-concept and Factors affecting Self-concept
- Concept and meaning of Self-Development
- Significance of Self Development for Social Workers Unit

#### —II: Sensitivity

- Meaning of Sensitivity
- Gender Sensitivity
- Sensitivity regarding Special- Needs

#### Unit — III: Perception

- Understanding Perception
- Distortions in Perception
- Understanding Stereotypes

### Section —I

#### Unit — IV: Communication

- Concept of Communication
- Communication Process
- Barriers in Communication
- Use of Audio-Visual Media

#### Unit — V: Skills for Social Work Methods

- Skills for working with Individuals
- Skills for working with Groups
- Simulation Games
- Role Play and Street Plays

#### Unit — VI: Career and Work

- Models of career choice and development: Holland and Super
- Work life balance: Work holism, family roles, recreation

## SEMESTER-II

### CC – 4: PSYCHOLOGY FOR SOCIAL WORKERS

#### Section – I

##### Unit – I: Nature and Scope of Psychology

- *Concept and definitions of Psychology*
- *Areas of Application of Psychology*
- *Scientific Methods in Psychology*

#### Unit – II: Human Development and Human Behaviour

- *Concept of Human Growth, Human Development and Human Behaviour*
- *Environmental Factors affecting Human Behaviour and Development*
- *Social Factors affecting Human Behaviour and Development*

#### Unit – III: Theories of Human Development and Behaviour

- *Freud's Psycho-sexual Theory,*
- *Erickson's Psycho-social Theory*
- *Jean Piaget's Cognitive Theory*

#### Section – II

##### Unit – IV: Developmental Stages in Life Span

- *Life span Approach to the understanding of Human Development*
- *Principles of Human Growth and Development*
- *Stages of Human Development-from conception to Old Age*

#### Unit – V: Biological Factors in Human Development and Behaviour

- *Heredity-Concept, mechanisms*

- *Influence of Heredity on Human Development and Behaviour*
- *Role of Endocrine Glands*

## Unit — VI: Psycho-social Factors in Human Development

- *Motivation*
- *Conflict among Motives*
- *Coping and Defense Mechanisms*

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# CC-5 : METHODS OF SOCIAL WORK PRACTICE — WORK WITH COMMUNITY AND SOCIAL ACTION

## **Section — I**

### **Unit - I: Community Organization**

- *Concept and Definition of Community Organization*
- *Values of Community Organization*
- *Principles of Community Organization*
- *Steps in community Organization Process*

### **Unit -II: Models and techniques in Community Organization Practice**

- *Models of Community Organization- Locality development model, Social Planning model, Social Action model, Rothman's Model*
- *Techniques in Community Organizations —*
  - Participatory Rural Appraisal*
  - Rapid Rural Appraisal techniques*

### **Unit — III: Role and Skills of Community Organizer**

- *Role of Community Organizer — Guide, Enabler, Expert and Social therapist.*
- *Skills in community organization practice: interaction skills, documentation skill, organizing skills, resource mobilizing (internal and external) skills and conflict resolution skills.*

## **Section — II**

### **Unit —IV: Community Organization Practice**

- *Community Organization Practices in*
- *Tribal, Rural and Urban / Slum settings*
- *Areas of community organization — health, education, natural resources management , livelihood resources*

## Unit-V: Social Action

- *Concept and definition of social action*
- *Rights based approach*
- *Forms of Protest*
- *Strategies for Social Action*

### **Unit— VI: Social Advocacy**

- *Concept and Definition of Social Advocacy*
- *Strategies for advocacy, campaigning, lobbying, use of media.*
- *Public opinion building in advocacy*
- *Coalition and Networkbuilding.*

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2. *Youth Development Dr. Anita Mohite, 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE*
3. *Community work , Dr. Bharati Chavan 2019, Published by School of Distance Education, Bharati Vidyapeeth Deemed University, PUNE*
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## **Section – I**

### **Unit – I: Introduction to Social Work Research**

- Concept and Definitions of Social Work Research
- Designs in Social Work Research.
- Goals of Research
- Scientific Methods

### **Unit – II: Elements of Research**

- Concept and construct
- Hypothesis
- Objectives
- Variables: Dependent and Independent

### **Unit III: Stages in Research**

- Selection of Topic
- Problem Formulation
- Formulation of Hypothesis and Objectives
- Formulation of Research Design
- Designing various Tools of Data collection
- Data Processing — Scrutiny, Editing, Coding, Data Analysis and Interpretation
- Report writing

## **Section – II**

### **Unit – IV: Types of Research and Research Designs**

- Types of research: Qualitative research and Quantitative research
- Action Research and Participatory research,
- Experimental and Intervention research
- Research Design
- Descriptive and Exploratory
- Evaluative

### **Unit – V: Research Methodology Sampling Methods**

- Universe of study
- Sampling methods
- Probability sampling: Random sampling- simple, stratified and systematic
- Non probability sampling: Purposive, Quota, convenience, Snow-ball **Unit**

### **–VI: Data Collection**

- Sources -Primary and Secondary
- Methods- Observation, Interview, Focused Group Discussion
- Tools - Questionnaire, Interview schedule and interview guide,
- standardized scales for Measurement -

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## EL - 4: INTRODUCTION TO CONSTITUTION AND HUMAN RIGHTS

### **Section — I**

#### **Unit — I: Nature of the Constitution**

- *Nature and Concept of the Indian Constitution*
- *Historical background of Indian Constitution.*
- *The Preamble*
- *Special Features of the Indian Constitution*

#### **Unit — II: Philosophy of the Constitution**

- *Independent and Sovereign*
- *A Representative Democracy and Democratic Society.*
- *Political, Economic and Social Justice.*
- *Liberty, Equality and Fraternity.*

#### **Unit — III: Fundamental rights**

- *Fundamental rights,*
- *Fundamental duties*
- *Directive principles of state policies*

### **Section — II**

#### **Unit — IV: Introduction to Human Rights:**

- *Nature, Concept and Definitions of Human Rights*
- *Historical Background of Human Rights at the International Level*
- *Historical Background of Human Rights in India*

#### **Unit — V : Human Rights Framework in India:**

- *Protection of Human Rights Act, 1993*
- *Composition, role and Functions of NHRC;*
- *Composition, role and Functions of SHRCs;*

#### **Unit VI: Rights of Vulnerable sections**

- *Women and children*
- *Schedule Caste*
- *Schedule tribe, NT, DNT, VJNT*
- *Elderly people*

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1. *Dr. Durga Das Basu (1983). Introduction of the Constitution of India: Prentice hall of India pvt Ltd, New Delhi.*
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  - c) *Child Labour Issues & Child Labour (Prohibition and Regulation) Act, 1986*
  - d) *SC/ST issues & Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989, Civil Liberties Act, 1988 & The Forest Rights Act, 2006*

## EL-5 : MEDIA AND DEVELOPMENT

### Section — I

#### Unit — I: Understanding Media

- *Concept and meaning of Media*
- *Scope of media in development*
- *Role of Media in a Democracy*
- 

#### Unit — II: Types of Media:

- *Print Media*
- *Electronic media*
- *Folk and cultural media*
- *Challenges for media*

#### Unit — III: Media and Development — I

- *Role of Press in Social & Political Movements*
- *Freedom of Press*
- *Role of Press Council of India*

### Section — II

#### Unit — IV: Media and Development — II

- *Representation of Different Groups- Stereotyping and Labelling in Media*
- *Content of Newspaper: News Stories, Features, Articles, Editorial, Advertorial, Advertisements & Public Relations*

#### Unit — V: Media and Society

- *Understanding the Role of Media in Development*
- *Writing on Development Issues*
- *Media as Public Service*
- *Media and Civil Society*

#### Unit — VI: Advertising

- *Role of Advertising in Marketing*
- *Types of Advertisements*
- *Ethics in Advertising*

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## **EL-6 SUSTAINABLE DEVELOPMENT Goals & Natural Resource Mangement**

### **Unit 1: Sustainable and Inclusive Development — Genesis and Definition**

- Definition and concept of Human Development, Sustainable and Inclusive Development
- Approaches of Sustainable Development
- Genesis of Sustainable and Inclusive Development

### **Unit 2: Mechanisms for Sustainable and Inclusive Development**

- Mechanisms in Indian context (government, non-government, CSR, International Development Agencies)
- Planning Process of SD : five year plan to NITI Aayog
- Current schemes and Programmes of S & I D
- Impact of Schemes and Programmes

### **Unit 3: Social Implications of Inclusive Development**

- Inclusive Development and social Integration
- Inclusive Development and upliftment of weaker sections
- Inclusive Development and Women

### **Empowerment Section II**

#### **Unit 4: Sustainable development Goals and Indicators**

(I) GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-

being GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

### **Unit 5: Sustainable development Goals and Indicators (II)**

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic  
Growth

GOAL 9: Industry, Innovation and



Infrastructure GOAL 10: Reduced Inequality  
GOAL 11: Sustainable Cities and Communities  
GOAL 12: Responsible Consumption and  
Production

**Unit 6: Sustainable development Goals and Indicators (III)**

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal

## SE-1: ENVIRONMENTAL ISSUES AND DISASTER MANAGEMENT

### Section — I

#### Unit — I: Introduction

- Concept and Definitions of Environment
- Physical, Social and Communal Environment
- Environment Education; need and objectives
- Global Environmental Issues

#### Unit — II: Approaches and Models of Environment Education

- Service approach and Action approach
- Sustainable development approach
- Interdisciplinary model and Multi — disciplinary model
- Social Development model and Economic development model

#### Unit — III: Concepts in Disaster Management

- Disasters, Risks, Hazards, Vulnerability, Disaster Cycle
- Relief and Rehabilitation in Disaster, Logistic Management
- Disaster preparedness and disaster mitigation
- Initiatives in disaster

#### Management

- **Section — II**

#### Unit — IV: Classification of Disasters

- Meaning of Natural and Human made disasters.
- Types of disasters: Famine and drought, Floods, Cyclone, Storms, Tsunami, Earthquakes, Riots, Industrial Accidents, Road-Air-Rail Accidents, Bomb-blast and explosions, War, Avalanches and landslides.

#### Unit — V: Disaster Responses and Mitigation:

- Prevention and preparedness — Disaster response at various stages of disasters: evacuation and rescue; emergency supplies; early warning systems and vulnerability reduction; disaster financing: provisions and procedures.
- Aid administration and management

- Technological options for disaster response and preparedness

#### Unit — VI: Relief and Rehabilitation

- Relief— Damage and needs assessment.
- Rehabilitation and Recovery - Planning for rehabilitation and recovery, displacement and resettlement.
- Community Participation and capacity building for facing disasters

## CC —8: SOCIAL LEGISLATIONS

### **Section —I**

#### **Unit — I: Introduction to Social Laws**

- *Nature and Scope of Social Legislation*
- *Objectives of Social Legislation*
- *Role of the Social Worker in Promoting Social*

#### **Legislations Unit — II: Laws Related to Marriage**

- *The Hindu Marriage Act, 1955*
- *The Child Marriage Restraint Act.*

#### **1929 Unit — III: Laws Related to Children**

- *Juvenile Justice Act (Care and Protection), 2015*
- *Right to Education Act, 2009*
- *Protection of children from sexual offences Act*

### **2013 Section — II**

#### **Unit — IV: Laws Related to Women**

- *The Family Court Act 1984*
- *The Dowry Prohibition Act,*

#### **1961 Unit — V: Protective Laws**

- *The Sexual Harassment of Women at Work Place (prevention , prohibition and redressal) Act, 2013*
- *Protection of Women from Domestic Violence Act 2005*
- *The Pre-conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994*

#### **Unit — VI: General Laws**

- *Right to Information Act, 2005.*
- *The Scheduled Castes and Scheduled Tribes (Prevention and Atrocities) Act 1989*
- *Maintenance and Welfare of Parents, Senior Citizens Act, 2007*

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## CC-9: SOCIAL POLICY AND PLANNING

### Section — I

#### Unit — I: Social Policy

- *Concept and definitions of Social Policy and Social Welfare Policy*
- *Relationship between Social Policy, Social Welfare Policy and Social Development*
- *Values underlying Social Policy based on the Constitutional Provisions*

#### Unit — II: Approaches to Social Policy

- *Unified Approach*
- *Integrated Approach*
- *Sectoral Approach*

#### Unit — III: Sectoral Social Policies

- *Women's Policy*
- *Backward Class Policy*
- *Youth Policy*
- *Family Policy*

### Section — II

#### Unit — IV: Social Planning

- *Concept of Social and Developmental Planning*
- *Scope of Social Planning*
- *Planning as an Instrument and Source of Policy*
- *The Constitutional status for Planning*

#### Unit — V: The Machinery of Social Planning.

- *Niti Aayog of India — The Legal Status, Structure and Functions*
- *State Niti Aayog*
- *District Planning Committee*

#### Unit — VI: Process of Planning in India

- *Role of Central Government*
- *Role of State Government*
- *Role of Panchayat Raj Institution*

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## CC-12: COMMUNITY HEALTH AND HEALTH CARE SYSTEM

### Section – I

#### Unit – I: Community Health

- Concept and definitions of Health, Standards of Health ,
- Individual and community health
- Factors Affecting Health
- Concept of Diseases, Classification of diseases ,Mode of Transmission of Diseases

#### Unit – II: Public Health and Health Care Services

- History of Public Health in India
- Public Health Programmes in India- Village , Block, District Levels
- Health Policy and Administration

#### Unit – III: Government Initiatives in Public Health

- National Urban Health Mission-Objectives, Structure, Services
- National Rural Health Mission- Objectives, Structure, Services
- Issues in Public Health

### services Section – II

#### Unit – IV: Prevention and Control of Diseases

- Concept of Control and Prevention of diseases
- Prevention and Control of : Communicable Diseases, -
- Measles ii) Mumps iii) Polio iv) Chicken Pox v) Rubella vi) Tetanus vii) Whooping cough viii) Diphtheria
- Levels of Prevention : Primary level, Secondary level & Tertiary

#### level Unit – V: Malnutrition

- Concept and Definition of Malnutrition
- Social aspects of Nutrition
- Diseases and Conditions related to Malnutrition
- Vitamin deficiency, Anemia, Iodine deficiency



## Unit —VI: Community Health Care and Social Work

- Health Education and Counseling
- Application of Social Work Methods in Health Care
- Role of Social Worker in Community Health Care Programme

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## FCD- 1: CHILD DEVELOPMENT AND SOCIALIZATION

### **SECTION-I**

#### **Unit-1: Conceptual Framework**

- Definition of child*
- Demographic profile of children —Indian and Global*
- Overview of situation of children in*

#### **India Unit-2: Child Development**

- Concept of Child Development*
- Principles of Child Development*
- Areas of Development- Physical , Emotional, Social, Intellectual*

#### **Unit — 3: Stages in the life-span (up to Adolescence)**

- Prenatal*
- Neo-natal*
- Post natal- Infancy , Toddlerhood, Early Childhood , Late Childhood , Adolescence*

### **Section — II**

#### **Unit — 4: Developmental Hazards in Childhood**

- *Infant Mortality*
- *Common Childhood Diseases*
- *Behavioural Problems*

#### **Unit — 5: Child Socialization**

- *Meaning , Concept and Definition of Socialization*
- *Process and goals of Socialization*
- *Socialization of Children in Institutional Settings*

#### **Unit — 6: Agencies of Socialization**

- *Family*
- *School*
- *Mass-Media*

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## FCD — 2: FAMILY DYNAMICS AND WORKING WITH FAMILIES

### Section - 1

#### Unit — 1: Family as a Social Institution

- Origin, meaning & definition of family
- Evolution of family as a social institution.
- Types and functions of

family. **Unit—2: Changing**

#### **Family Structure**

- Re-constituted families
- Child-less families
- Live-in relationships
- Single parenthood

Unit — 3: Factors affecting Family

- Urbanisation,
- Modernisation
- Globalisatio

### n Section -II

Unit—4: Issues affecting the Family

- Desertion, separation
- Divorce
- Familial violence and abuse

**Unit — 5: Issues of Marginalized families**

- Nomadic family
- Tribal family
- Caste / Class Issues

**Unit—6: Services for the Family**

1. An overview of family laws
2. Family support programmes- Institutional
3. Non- institutional

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## **FCD – 3: WOMEN: STATUS AND EMPOWERMENT**

### **Section – I**

#### **Unit – I: Status of women: Historical Review**

- Vedic period
- Buddhist Period
- British period

#### **Unit – II: Issues Related To Women**

- Religion
- Health
- Education
- Politics
- Social-Dowry, domestic violence, divorce, desertion, rape

#### **Unit – III: Women’s Movement**

- International women’s movements.
- Women’s movements in India – in 19th and early 20th century
- Dimensions of Women’s Movement

### **Section – II**

#### **Unit – IV: Empowerment**

- Concept, meaning and definitions of empowerment
- History of Empowerment in the context of Globalization
- Indicators of empowerment
- Factors affecting empowerment

#### **Unit – V: Empowerment of Women (Post Independence)**

- Role of the Govt.
- Role of Major Non-Governmental Organizations
- Informal and Voluntary People’s Movements.

#### **Unit – VI: Empowerment of Women**

- Role of International Agencies
- UN
- UBNESCO



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