

**DEPARTMENT OF SOCIAL WORK  
JAMIA MILLIA ISLAMIA**

**SYLLABUS FOR  
M.A. (SOCIAL WORK)  
2019-21**

## M A (Social Work): Syllabus Outline (2019-21)

Semester	Papers	Course Title	Marks	Credits	Weekly Teaching hours
<b>Semester I</b>					
<b>Core Courses</b>					
<b>Semester I</b>	MSW-SI-01	History and Philosophy of Social Work	100	4	4
	MSW-SI-02	Social Science Concepts for Social Work	100	4	4
	MSW-SI-03	Group Work	100	4	4
	MSW-SI-04	Community Work	100	4	4
<b>Field Work Practicum (Skill Enhancement)</b>					
	MSW-SI-05	Field Work (Concurrent)	200	8	
<b>(Ability Enhancement Course)</b>					
	MSW-SI-06	Skill Lab –I	50	2	4
		<b>Total Credits</b>	<b>26</b>		
<b>Semester II</b>					
<b>Core Courses</b>					
<b>Semester II</b>	MSW-SII-07	Psychology for Social Work	100	4	4
	MSW-SII-08	Social Case Work	100	4	4
	MSW-SII-09	Social Work Research	100	4	4
	MSW-SII-10	Social Action and Social Movements	100	4	4
<b>Field Work Practicum (Skill Enhancement)</b>					
	MSW-SII-11	Field Work (Concurrent) Viva Voce	200 50	8] 2] 10	
	MSW-SII-12	Rural Camp	100	4	
<b>Ability Enhancement</b>					
	MSW-SII-13	Skill Lab II	50	2	4
		<b>Total Credits</b>	<b>32</b>		
<b>Semester III</b>					
<b>Core Courses</b>					
<b>Semester III</b>	MSW-SIII-14	Social Welfare Management	100	4	4
	MSW-SIII-15	Marginalised Communities: Issues and Challenges	100	4	4
	MSW-SIII-16	Health: Issues and Concerns	100	4	4

	MSW-SIII-17	Social Policy & Social Legislation	100	4	4
<b>Field Work Practicum (Skill Enhancement)</b>					
	MSW-SIII-18	Field Work (Concurrent)	200	8	
<b>Ability Enhancement</b>					
	MSW-SIII-19	Skill Lab III	50	2	4
		<b>Total Credits</b>	<b>26</b>		
<b>Semester IV: Specialization I (Social Development Practice)</b>					
<b>Core Courses</b>					
<b>Semester IV</b>	MSW- SIV(D)-20	Development Theory and Practice	100	4	4
	MSW- SIV(D)-21	Urban and Rural Community Development	100	4	4
	MSW- SIV(D)-22	Poverty and Livelihood	100	4	4
	MSW- SIV(D)-23	Environment and Disaster Management	100	4	4
<b>Field Work Practicum (Skill Enhancement )</b>					
	MSW- SIV(D)-24	Dissertation Dissertation Viva Voce	100 50	4 2	
	MSW- SIV(D)-25	Field Work (Concurrent) Viva Voce	200 50	8] 10 2]	
<b>Ability Enhancement</b>					
	MSW- SIV(D)-26	Skill Lab IV - Social Development Practice	50	2	4
		<b>Total Credits</b>	<b>34</b>		
<b>Semester IV: Specialization II (Social Welfare Practice)</b>					
<b>Core Courses</b>					
<b>Semester IV</b>	MSW- SIV(W)-20	Family Practice	100	4	4
	MSW- SIV(W)-21	Counselling: Theory and Practice	100	4	4
	MSW- SIV(W)-22	Social Defence and Social Work	100	4	4
	MSW- SIV(W)-23	Medical and Psychiatric Social Work	100	4	4
<b>Field Work Practicum (Skill Enhancement )</b>					
	MSW- SIV(W)-24	Dissertation Dissertation Viva Voce	100 50	4 2	

	MSW- SIV(W)- 25	Field work (Concurrent) Viva Voce	200 50	8] 10 2]	15
<b>Ability Enhancement</b>					
	MSW- SIV(W)- 26	Skill Lab IV - Social Welfare Practice	50	2	4
		<b>Total Credits</b>	<b>34</b>		
	<b>Grand Total (Credits) of Semester I-IV----</b>				<b>118</b>

## SEMESTER I

### MSW- SI-01: HISTORY AND PHILOSOPHY OF SOCIAL WORK

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understand the emergence of Social Work Profession in socio-political context.
2. Understand and inculcate the philosophical base of social work practice.
3. To develop an understanding of the theoretical approach for diverse practice settings

**Course Outline:**

#### **Unit I – Emergence of Social Work**

- a. Sociopolitical Developments and the emergence of Professional Social Work in the west
- b. The Poor Laws, Settlement Houses, Beveridge Plan, Charity Organisation Society
- c. Religio-Spiritual developments in India and social reforms
- d. Emergence of social work profession and current status

#### **Unit II – Theoretical Foundations of Social Work Practice**

- a. Functional and humanistic approaches
- b. Psychoanalytic, Ego-Psychology, and Psychosocial social work
- c. Radical, Feminist & Structural approaches
- d. Post modernism and social work

#### **Unit III- Elements of Professional Social Work**

- a. Basic assumptions and principles of social work
- b. Ethics and Values in social work
- c. Competencies and Skills in social work
- d. Indigenous and International Social Work

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

### Essential Readings:

1. Agnew, E. N. (2004). *From charity to social work: Mary E. Richmond and the creation of an American profession* (Vol. 13). Urbana and Chicago: University of Illinois Press.
2. Pathak, S. H. (1981): *Social Welfare: An Evolutionary and Development Perspective*, New Delhi: MacMillan Publications
3. Payne, M. (2015). *Modern social work theory*. New York, NY: Oxford University Press.
4. Skidmore, R. A., & Thackeray, M. G. (1982). *Introduction to social work*. Englewood Cliffs, NJ: Prentice Hall.
5. Trevithick P (2005). *Social Work Skills: A Practice Handbook*. Maidenhead: Open University Press

## SEMESTER I

### MSW- SI-02: SOCIAL SCIENCE CONCEPTS FOR SOCIAL WORK

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understand basic sociological concepts and social formations
2. Develop skills to analyse and understand Indian society
3. Learn to apply sociological insight and approaches in social work practice

**Course Outline:**

#### **Unit I: Orientation to Significant Sociological Concepts**

- a. Social Structure and Social Stratification: Concept and Theories
- b. Social Change and Social Mobility: Types and Theories
- c. Culture: Elements, Systems and Theory
- d. Socialization and Social Control: Meaning, Agencies and Mechanisms

#### **Unit II: Major Social Institutions**

- a. Marriage: Concept, Types, Theories and Emerging Issues
- b. Family- Major theoretical perspectives, Types and Challenges
- c. Religion – Major theoretical perspectives; Role of religion in society
- d. Education- Role of Education in Society, Changes in Education System & Impact on Society

#### **Unit III: Economic and Political Systems**

- a. Economy: Concept, Types, Sectors
- b. Economic Institutions: National and International
- c. State: Concept, Types, Organs
- d. Relationship between Citizens and State

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential Readings

1. Basu, A., & Kohli, A. (Eds.). (1998). *Community conflicts and the state in India*. Oxford: Oxford University Press
2. Cohen, A. K. (1966). *Deviance and control*. New Delhi: Prentice Hall.
3. Davis, K.(1969).*Human Society*. New York: The Macmillan.
4. Dutt, R. & Sundraram, K.P.M. (2010). *Indian Economy*. New Delhi.: S.Chand & Company Ltd.
5. Giddens, A. & Turner, J. (eds.).(1987).*Social Theory Today*. Cambridge: Polity Press.
6. Giddens, A. (1999). *Sociology*. Cambridge: The Polity Press.
7. Giddens, A.(2003).*Capitalism and Modern Social Theory*. Cambridge: University Press.
8. Hamilton, M.(2001).*Sociology of Religion*. Routledge: UK.
9. Menon, N.(1999).*Gender and Politics in India*. New Delhi: Oxford University Press
10. Merton, R.K.(1968).*Social Theory and Social Structure*. New York: The Free Press.
11. Shah, A.M.(1998).*The Family in India: Critical Essays*. New Delhi: Orient Longman.
12. Shah, G.(2001).*Dalit Identity and Politics*. New Delhi: Sage Publications Pvt. Ltd.
13. Singh, Y.(2005).*Modernization of Indian Tradition*. New Delhi: Thomson Press.
14. Uberoi, P.(1997).*Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.



**SEMESTER I**  
**MSW- SI-03: GROUP WORK**

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understand group as a dynamic social entity and a resource for intervention
2. Develop an ability to apply group work method in different settings
3. Develop an understanding about the application of therapeutic approaches in group work

**Course Outline:**

**Unit I Understanding Groups and Group Work**

- a. Groups – Definition, Types & Relevance
- b. Group Behavior and Social Attitude
- c. Group Dynamics and Sociometry
- d. Group Work as a Method of Social Work Practice & Its Scope

**Unit II Group Work in Practice**

- a. Assumptions, Objectives and Principles of Social Group Work
- b. Models of Group Work Practice
- c. Group Work Process – Stages, Role of Group worker, Leadership and Decision Making
- d. Tools and Techniques of Group Work – Programme Planning, Programme Media, Group Discussion, Recording & Evaluation

**Unit III Theoretical Approaches to Group Work**

- a. Group Therapy
- b. Transactional Analysis
- c. Gestalt Therapy
- d. Support Groups

**INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential Readings:

1. Benjamin, J., Bessant, J., & Watts, R. (1997). *Making groups work*. St. Leonards, N.S.W.: Allen & Unwin.
2. Corey, G. (2008). *Theory and practice of group counseling*. (7th ed). Pacific Grove, CA: Thomson/Brooks/Cole.
3. Corsini, R. J. (2004). *Current Psycho Therapies with Case Studies*, Hawaii: Wadsworth Publications
4. Douglas, T. (1976). *Groupwork practice*. New York: International Universities Press.
5. Gitterman, A., & Schulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*(3<sup>rd</sup> ed.). New York: Columbia University Press.
6. Johnson, D. W., & Johnson, F. P. (2009). *Joining together: Group theory and group skills* (10<sup>th</sup> ed). Upper Saddle River, NJ: Pearson Education
7. Konopka, G. (1983). *Social Group Work: A Helping Process* (3<sup>rd</sup> Edition). New Jersey: Prentice Hall International
8. Northen, H., & Kurland, R. (2001). *Social work with groups*. New York: Columbia Univ. Press.
9. Phillips, H. U. (1957). *Essentials of Social Group Work Skill*. New York: Association Press.
10. Reid, K. E. (1997). *Social work practice with groups: A clinical perspective..* Pacific Grove, CA: Brooks/Cole.
11. Shulman, L. (2009). *The skills of helping individuals, families, groups, and communities*.(6th ed). Belmont, CA: Brooks/Cole Cengage Learning.
12. Toseland, R.W., & Rivas, R.F. (2009). *An introduction to group work practice* (6th ed). Boston: Pearson/Allyn and Bacon.
13. Trecker, H. (1972). *Social group work, principles and practices*. New York: Association Press.
14. Wilson, G., & Ryland, G. (1949). *Social group work practice: The creative use of the social process*. Boston: Houghton Mifflin.
15. Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. 5th ed. New York: Basic Books.

## SEMESTER I

### MSW- SI-04: COMMUNITY WORK

**Max Marks:** 100 [25/75]

**Credits:** 4

**At the end of the course, the student shall be able to:**

1. Understand the conceptual framework of community work and community mobilization
2. Understand community dynamics, identify community needs, implement programme planning and resource mobilization;
3. Practice participatory community work through use of PLA tools

#### **Course Outline**

##### **Unit I Basic Concepts**

- a. Communities: Definition, Typology & Characteristics
- b. Community Work: Objectives & Scope
- c. Community Work: Assumptions, Principles & Models
- d. Community Organisation, Community Development and Community Work

##### **Unit II Process of Community Work**

- a. Relationship Building in the community and need assessment
- b. Understanding Community and its Dynamics
- c. Peoples' Participation: Mechanisms, Processes and Sustainability
- d. Programme Planning, Use of PLA & PRA, Resource Mobilisation, Advocacy

##### **Unit III Programme Management**

- a. Organizational Structure & Process
- b. Human Resource Management: Procurement, Maintenance and Development
- c. Community Decision Making and Leadership
- d. Monitoring and Evaluation of the Programme and Process

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential Readings:

1. Brager, G., & Specht, H. (1973). *Community organizing*. New York: Columbia University Press
2. Butcher, H (1984). Conceptualizing Community Social Work—a Response to Alan York. (1984). *The British Journal Of Social Work*, 14(6), 625-633.  
<http://dx.doi.org/10.1093/oxfordjournals.bjsw.a055024>
3. Chambers, R. (1992). *Rural Appraisal: Rapid, Relaxed and Participatory*. Sussex: Institute of Development Studies
4. Chatterjee, P. ( 1975). Towards a typological paradigm of community organization *The Indian Journal of Social Work*, XXXVI (1), 1-14
5. Dunham, A. (1958). *Community Welfare Organization. Principles and practice*. New York: Thomas Y. Crowell.
6. Lane, M. (1997). Community Work, Social Work: Green and Postmodern?. *British Journal Of Social Work*, 27(3), 319-341.  
<http://dx.doi.org/10.1093/oxfordjournals.bjsw.a011216>
7. Meenai, Z. (2007). *Participatory Community work*. New Delhi : Concept publications
8. Ross, M G. (1967). *Community Organization; Theory, Principles, and Practice*. New York: Harper & Row.
9. Siddiqui, H.Y. ( 1997). *Working with Communities: An Introduction to Community Work*. New Delhi: Hira Publications.
10. York, A. S. (1984), Towards a conceptual model of community social Work *The British Journal of Social Work*, 14(3), 241-255.

## SEMESTER I

### MSW-SI-05- FIELD WORK (CONCURRENT)

**Maximum Marks: 200**

**Credits: 8**

#### **Nature of Placement**

The students are to be placed with organisations which are working with urban, semi-urban or rural communities located in and around Delhi.

#### **Field Work Objectives**

1. Developing an understanding of the agency and the issues that it addresses
2. Getting an orientation to the community, its needs and problems
3. Initiating groups/basic nucleus in the community for addressing some of these needs and problems and identify individuals/families that may require exclusive and intensive intervention
4. Locating internal/external resources that can be used for addressing community needs.
5. Developing an ability to record and use supervision for professional growth
6. Getting oriented to professional ethics and values

#### **Tasks for Field Work**

1. Developing an agency profile which would inter-alia include the organizational genesis, ideological orientation, programmes and policies, and roles and functions of various functionaries in the agency.
2. Collecting information on opportunities for education, health, employment etc. available in and around the community and their access to different population groups within the community and the reasons.
3. Utilizing various methods and techniques of social work as far as possible
4. Beginning to form a core group/basic nucleus of children/youth/women/ men for addressing one or more of the concerns identified above and introducing a process of self-help.
5. Identifying formal and informal leaders from within the community and maintaining regular liaison with them
6. Assisting the agency in its ongoing interventions
7. Relating theory with practice

#### **Components of Field Work:**

- Concurrent Field Work twice a week
- Individual Conferences
- Weekly report submission

## SEMESTER I

### MSW- SI-06 - SKILL LAB – I

**Max Marks:** 50

**Credits:** 2

**Course Content:**

#### **Unit 1: Understanding Self**

- a. Concept of Self and Making of Self
- b. Understanding Beliefs and their expression in relation to others
- c. Challenging Self
- d. Managing Emotions

#### **Unit 2: Communication Skills**

- a. Concept, Types and Methods of Communication
- b. Relationship Building through Media (Theatre, Art, Music, Group Games)
- c. Dynamics of Communication
- d. Recording Skills, Listening Skills, Verbal and Non Verbal Skills, Interviewing Skills

**MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS**

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

## SEMESTER II

### MSW- SII-07: PSYCHOLOGY FOR SOCIAL WORK

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understand the fundamental components of Psychology and its linkage to social work practice.
2. Gain insight into factors contributing to development of personality.
3. Understand growth and development of individual at various stages in the life span.
4. Understand the processes of adjustment and not-adjustment and its impact on human behaviour.

#### **Course Outline**

##### **Unit 1: Nature and Scope of Psychology for social work**

- a. Psychology : Definitions, Schools of thoughts and fields
- b. Behaviour and factors affecting behaviour: Heredity versus Environment
- c. Perception & Learning
- d. Memory & Intelligence

##### **Unit 2: Psychological Processes in Behaviour**

- a. Needs and Motivation.
- b. Emotions
- c. Personality
- d. Adjustment: Conflicts, Adjustment & Coping

##### **Unit 3: Human Development & Social psychology**

- a. Theories of Human Development: Freud, Erickson, Jung and Adler
- b. Life Span Approach to Human Development
- c. Principles & Areas of Human Development: Social, Emotional, Cognitive and Physical
- d. Social perception –attitudes, prejudices, biases, stereotypes, propaganda and rumours

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)



### Essential Readings:

1. Coleman, J. (1979). *Contemporary psychology and effective behavior*. 4th ed. Glenview, Ill.: Scott, Foresman.
2. Colman, J. C., & Broen William, E. (1972). *Abnormal Psychology and Modern life*, India: DB Taraporevala Sons and Co. Pvt. Ltd.
3. Elizabeth, H. B. (1976). *Personality development*. New Delhi :Tata McGraw Hill Publishing Co. Ltd.
4. Hilgard, E., Atkinson, R. and Atkinson, R. (1979). *Introduction to psychology*. 6th ed. New York: Harcourt Brace Jovanovich.
5. Huffman, K., Vernoy, M. and Vernoy, J. (1997). *Psychology in action*. New York: J. Wiley.
6. Morgan, C., Schopler, J., Weisz, J. and King, R. (1986). *Introduction to psychology*. New York: McGraw-Hill.

## SEMESTER II

### MSW- SII-08: SOCIAL CASE WORK

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. To develop an understanding of case work as a method of social work and appreciate its place in social work practice.
2. To understand the process of social case work practice and the various tools and techniques that facilitates the same.
3. To understand the theoretical systems that supports the practice of case work.

#### **Course Outline**

##### **Unit I Introducing Case Work**

- a. Social Case Work as a method of social work practice – Concept, History, Scope and Linkages to Other Methods
- b. Philosophical Assumptions underlying Case Work Practice
- c. Principles of Case Work Practice
- d. Components of Case Work Practice

##### **Unit II Case Work Process**

- a. Process of Case Work Practice
- b. Tools for Case Work Practice- Home Visit, Interviewing, Observation, Client Worker Relationship
- c. Techniques of Case Work Practice-Supportive Techniques, Techniques for Enhancing Resources and Reflective Techniques
- d. Recording in Case Work Practice – Types of Records and Use of Records

##### **Unit III Theoretical Systems Supporting Case Work Practice**

- a. Ecological Systems Perspective
- b. Behaviour Modification
- c. Rational Emotive Behaviour Therapy
- d. Person Centered Therapy

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

### Essential Readings:

1. Banerjee, G. R. (1973). *Papers on Social Work: An Indian Perspective*. Bombay: TISS.
2. Das, S. (2008). Working with Individuals in Urban Settings. *Indian Journal of Social Work*, 69(2), 203-219.
3. Garrett, A. (1942). *Interviewing: Its Principles & Methods*. New York: Family Service Association of India.
4. George, R. L., & Cristiani, T. S. (1990). *Counselling Theory & Practice*. Prentice Hall.
5. Hamilton, G. (2013). *Theory & Practice of Social Case Work*. Jaipur: Rawat Publications.
6. Mathew, G. (1993). *An Introduction to Social Casework*. Mumbai: TISS.
7. Pearlman, H. H. (1957). *Social Casework: A Problem Solving Process*. Chicago: The University of Chicago Press.
8. Roberts, R. W., & Nee, R. H. (1972). *Theories of Social Casework*. Chicago: University of Chicago Press.

## SEMESTER II

### MSW- SII-09: SOCIAL WORK RESEARCH

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understand the concept and nature of social work research
2. Understand the nature and process of quantitative and qualitative social work research
3. Know the relevance of research in social work practice

#### **Course Outline**

##### **Unit I Basic Concepts**

- a. Social Work Research, types and steps
- b. Variables & Causation, Deduction & Induction
- c. Levels of Measurement, reliability & validity
- d. Problem Definition, Research Question & Hypothesis

##### **Unit II Social Work Research Methodology (Quantitative)**

- a. Research Designs
- b. Sampling
- c. Methods & Tools of Data Collection
- d. Data Analysis, including use of measures of Central Tendency, Variability, Correlation & Association

##### **Unit III Social Work Research Methodology (Qualitative)**

- a. Social construction of knowledge & rationale of qualitative research
- b. Tools and Techniques, including analysis: Ethnography, Narratives, Grounded Theory, Content Analysis
- c. Writing: Field notes, FGD transcripts, Reports, iterative recording
- d. Reporting Research and Ethics of Social Work Research

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

### Essential Readings:

1. Black, J. and Champion, D. (1976). *Methods and issues in social research*. New York, N.Y.: Wiley.
2. Cook, Thomas D Cook & Reichardt , eds (1979). *Qualitative and Quantitative Methods in Evaluation Research*. CA: Sage
3. Creswell, J W (1994). *Research Design: Qualitative and Quantitative Approaches*. CA: Sage Publications.
4. Denzin, N.K. & Lincoln, Y.S. Eds (2017). *The Sage Handbook of Qualitative Research*. Sage
5. Kerlinger, F. (1986). *Foundations of behavioral research*. New York: Holt, Rinehart and Winston.

## SEMESTER II

### MSW- SII-10: SOCIAL ACTION AND SOCIAL MOVEMENTS

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understand the concept, process, ideas and methods of social action
2. Understand the concepts, context, perspectives types and features of social movements in India.
3. Understand and analyze issues in a broader context in order to respond to critical social realities.

#### **Course Outline:**

##### **Unit I: Social Action**

- a. Social Action: Concept & Process
- b. Approaches to Social Action: Cooperation, Collaborative & Conflictual
- c. Strategies and Models
- d. Principles & Techniques

##### **Unit II: Social Movements-I**

- a. Social Movements: Theories & Perspectives
- b. Genesis, Phases & Sustainability of Social Movements
- c. Land Rights & Reforms Movements: Telangana, Naxalbari, Bhoodan & Gramdaan
- d. Ecological Movements: Chipko Movement and Narmada Bachao Andolan

##### **Unit III: Social Movements-II**

- a. Women's Movements
- b. Peace Movements: Movements against Nuclear Energy
- c. Inclusion Movements: LGBTQ, Disability Rights Movements
- d. Governance Movements: RTI, Lokpal, Anti Globalisation, Anti Corruption

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

### Essential Readings:

1. Alinsky, S. (2010). *Rules for radicals*. New York: Vintage eBooks.
2. Freire, P. (1997). *Pedagogy of the oppressed*. New Delhi: Penguin Books.
3. Gurr, T.R. (1970). *Why Men Rebel*. Princeton N J: Princeton University Press.
4. Oommen, T.K. (2004). *Nation, Civil Society and Social Movements: Essays in Political Sociology*. New Delhi: Sage Publications Ltd.
5. Rothman, J. (1970). *Three Models of Community Organization Practice. Strategies of Community Organization*. New York: Columbia University Press.
6. Shah, G. (2003). *Social Movements and the State*. New Delhi: Sage.
7. Siddiqui, H.Y. (1984). *Social Work and Social Action- A Development Perspective*. New Delhi: Harnam Publications.
8. Smelser, N.J. (1971). *Theory of Collective Behaviour*. New York: The Free Press.

## SEMESTER II

### MSW-SII-11-FIELD WORK (CONCURRENT)

**Maximum Marks:** 200 + 50 (Viva Voce)

**Credits:** 8+2

#### **Nature of Placement**

The students continue their field placement in the same organisation where they were placed in the first semester.

#### **Field Work Objectives**

1. Developing an in-depth understanding of community dynamics and the impact that it has on the lives of people
2. Strengthening the basic nucleus/groups for addressing the identified concerns in the community
3. Learning to mobilize the identified internal and external resources for the benefit of the community
4. Learning to practice individualized interventions with the identified families/ individuals/groups with special reference to urban/rural community set up
5. Strengthening the ability to consciously translate theoretical inputs into the practice realm
6. Developing the ability to undertake analytical recording
7. Moving towards professional development of self
8. Attempting to draw out plans for making the interventions sustainable

#### **Tasks for Field Work**

1. Engaging in continuous discussions with the community at large, the formal/informal leaders and the functionaries of the various systems that are linked to the community
2. Identifying needs and problems in the community
3. Facilitating the core group/basic nucleus to work towards the implementation of the plan of action that is evolved
4. Facilitating the core group to identify ways and means by which their interventions could be sustained after the withdrawal of the student trainee.
5. Finding out target groups requiring professional interventions and enabling them to evolve a plan for increasing their capacity to enhance their present level of social functioning
6. Identifying and networking with other agencies that could be utilized by the individuals units being worked with
7. Assisting the agency in its ongoing interventions
8. Relating theory with practice
9. Bringing out issues, concerns or dilemmas encountered during field work through a planned paper presentation in the scheduled group conference



**Components of Field Work:**

- Concurrent Field Work twice a week
- Individual Conferences
- Weekly report submission
- Group Conference
- Viva Voce

**SEMESTER II**  
**MSW-SII-12 RURAL CAMP**

**MAXIMUM MARKS: 100**

**CREDITS: 4**

The Department of Social Work organizes an educational camp for 10 days in a rural area for the students of M.A. Social Work - II Semester.

The camp is organised keeping the following objectives in view:

1. To provide exposure of realities of life in rural and semi-rural areas
2. To sharpen the skills of rapport formation, situational analysis and awareness generation in the community
3. To develop an understanding of group dynamics and the power structures in a rural community
4. To sharpen the skills of group living and to initiate the development of attitudes conducive for effective team work.

**SEMESTER II**  
**MSW-SII-13 SKILL LAB – II**

**Max Marks:** 50

**Credits:** 2

**Course Content:**

**Unit 1: Participatory Techniques**

- a. Concept and Philosophy of Participation
- b. Models and Theories of Participation
- c. Tools for Participatory Assessment (Social and Resource Mapping, Wealth Ranking, Problem Tree Analysis, Matrix Ranking)
- d. Participatory Monitoring and Evaluation

**Unit 2: Research Skills**

- a. Writing Research Proposal
- b. Preparing Tools of Data Collection
- c. Sample Selection
- d. Skills of Data Collection (Interview, FGD, Content Analysis of Secondary Data)
- e. Writing a Research Report

**MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW  
STUDENTS**

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

## SEMESTER III

### MSW- SIII-14: SOCIAL WELFARE MANAGEMENT

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understand the concept and scope of social welfare management
2. Critically appreciate the changing perspectives on Welfare Management
3. Understand the dynamics of non-profit organizations & their social and legal environment
4. Develop skills in project management

**Course Outline:**

#### **Unit I Basic Concepts**

- a. Social Welfare Organisations: Types, Characteristics & Structure
- b. Social Welfare Management: Nature, Elements & Characteristics
- c. Theories of Social Welfare Management: Fayol, Weber, Taylor
- d. Organisational Culture & Effectiveness

#### **Unit II Project Management Tools**

- a. Programme Model Approach: Inputs, Activities, Outputs, Outcomes & impact
- b. Logical Framework Approach & Results Based Framework
- c. Situational Analysis, Social & Organizational Assessment
- d. Budgeting, Monitoring and Evaluation

#### **Unit III Provisions of Laws relating to non-profit sector**

- a. Societies Registration Act, 1860; Indian Trust Act, 1882
- b. The Companies Act, 2013 (Section 8); Income Tax Act, 1961 & FCRA, 2010
- c. Minimum Wages Act, 1948; Contract Labour Regulation & Abolition Act, 1970
- d. Equal Remuneration Act, 1976; Payment of Wages Act, 1936

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

### Essential Readings:

1. Abraham, A. (2011). *Formation and management of NGOs: Non-governmental organisations*. Universal Law Publishing.
2. John, E. (2003). *Handbook on Management of Non-Profit Organizations*. Macmillan.
3. Keck, M., & Sikkink, K. (1998). *Activists beyond borders: Transnational activist networks in international politics*. Ithaca, NY: Cornell University Press.
4. LFA/etc:www.scribd.com/.../Logical-Framework-Approach-LFA-handbook-for-objectivesoriented-planningarirusila.files.wordpress.com/2010/04/sida28355enlfa\_web.pdf
5. Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners*. Sage.
6. Robbins, S. P. (2009). *Organizational Behavior, 13/E*. Pearson Education India.
7. Vakil, A. C. (1997). Confronting the classification problem: Toward a taxonomy of NGOs. *World development*, 25(12), 2057-2070.
8. Bare Acts

## SEMESTER III

### MSW- SIII-15: MARGINALISED COMMUNITIES: ISSUES AND CHALLENGES

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Develop theoretical understanding and logical concern for the issues of marginalized communities in India.
2. Understand the relevance and scope of Governmental and Non-Governmental efforts in welfare, development and empowerment of marginalized section in India.
3. Understand the scope and strength of contemporary social work perspectives in minimizing issues of marginalization.

#### **Course Outline:**

##### **Unit I: Understanding Marginalisation and forms of Protest:**

- a. Marginalisation: Social Exclusion, Inclusion & Discrimination: Concept, Process and Theories
- b. Indian Social Structure: Class, Caste & Religion
- c. Social Reforms and Movements: Religious, Non-Brahmin, Peasant/Labour & Dalit
- d. Marginalisation: International Perspective

##### **Unit II: Marginalised Groups in India**

- a. Scheduled Castes: Concept, Issues and Concerns
- b. Scheduled Tribes: Concept, Issues and Concerns
- c. Other Backward Classes: Concept, Issues and Concerns
- d. Minorities: Concept, Types (Religious, Linguistic, Ethnic, Ability & Sexual), Issues and Concerns

##### **Unit III: Marginalised Communities: Constitutional and Institutional Responses**

- a. Scheduled Castes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
- b. Scheduled Tribes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
- c. Other Backward Classes: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response
- d. Minorities: Constitutional and Legislative Safeguards, Policy, Programmes and Civil Society Response

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential Readings:

1. Agrawal, A. & Sharma, M. (2012). *Voices of minorities and the marginalized in Indian English literature*. New Delhi: Author Press.
2. Ambedkar, B. R. (2017). *State and Minorities: What are their Rights and how to Secure them in the Constitution of Free India*. New Delhi: Kalpaz Publications.
3. Bettleille, A. (1981). *The Backward Classes and New Social Order*. New Delhi: Oxford University Press.
4. Bhalla, A. & Luo, D. (2013). *Poverty and Exclusion of Minorities in China and India*. UK: Palgrave Macmillan.
5. Eleanor, Z. (2005). *From Untouchable to Dalit Essays on the Ambedkar Movement*. New Delhi: Manohar Publisher.
6. Galantar, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. New Delhi: Oxford University Press.
7. Ghurey, G.S. (2000). *Caste and Race in India*. Bombay: Popular Prakashan.
8. Gupta, D. (Eds.). (1991). *Social Stratification*. New Delhi: Oxford University Press.
9. Hasan, Z., & Menon, R. (Eds.). (2005). *In a minority: Essays on Muslim women in India*. New Delhi: Oxford University Press.
10. Jawaid, M. A., Jehangir, K. N., & Bose, S. (Eds.). (2007). *Minorities of India: problems & prospects*. Indian Council of Social Science Research in association with Manak Publications
11. Joshī, V. (Ed.). (1998). *Tribal Situation in India: Issues in Development: with Special References to Western India*. Jaipur: Rawat Publications.
12. Kumar, V. (2011). *Status of Other Backward Classes in India*, New Delhi: Alfa Publications.
13. Michael, S.M. (2007). *Dalit in Modern India*. New Delhi: Sage Publication.
14. Nalini, Rajan. (2002). *Democracy and the Limits of Minority Rights*. New Delhi: Sage Publications.
15. Radhakrishna, M. (2016). *First Citizens: Studies on Adivasis, Tribals, and Indigenous Peoples in India*. New Delhi: Oxford University Press.
16. Rath, G. C. (Ed.). (2006). *Tribal development in India: The contemporary debate*. New Delhi: Sage.
17. Sharma, S. R. (2002). *Protective Discrimination: Other Backward Classes in India*. New Delhi: Raj Publications.
18. Sundar, N. (2016). *The Scheduled Tribes and Their India: Politics, Identities, Policies, and Work*. New Delhi: Oxford University Press.
19. Taket, A., Crisp, B. R., Nevill, A., Lamaro, G., Graham, M., & Barter-Godfrey, S. (Eds.). (2009). *Theorising social exclusion*. Routledge.
20. Xaxa, V. (2014). *State, Society, and Tribes: Issues in Post-Colonial India*. New Delhi: Pearson Publication.



## SEMESTER III

### MSW- SIII-16: HEALTH: ISSUES AND CONCERNS

**Max Marks:** 100 [25/75]

**Credits:** 4

**At the end of the course, the student shall be able to:**

1. Understand the changing concept of health as an aspect of social development.
2. Develop a critical perspective of healthcare services and programmes in the context of health scenario in the country.
3. Gain understanding of relevance, domains and nature of social work intervention in health settings.

#### **COURSE OUTLINE**

##### **UNIT I: Concept of Health, Well-Being and Disease**

- a. Health, Wellbeing & Disease: Meaning, Components, Determinants
- b. Critical Health Indicators
- c. Epidemiology, Etiology and Prevention of Major Communicable Diseases (Tuberculosis, Malaria, Dengue, HIV)
- d. Epidemiology, Etiology and Prevention of Major Non-Communicable Diseases (Diabetes, Hypertension, Typhoid, Cholera, Iodine Deficiency Disorder)

##### **UNIT II: Healthcare Services and Programmes**

- a. Structure of healthcare services in India: Primary, secondary and tertiary level healthcare structure and their functions
- b. Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services
- c. Health planning and policy: National health policy, National Health Mission and health planning in India
- d. Public-private partnership and collaboration in health care: Role of NGO and private sector in health care

##### **UNIT III: Healthcare Social Work**

- a. Historical evolution of social work practice in health settings
- b. Community based social work approaches to prevention of diseases, promotion of health and Rehabilitation
- c. Domains of social work practice in institutional health services (Behaviour change communication, social assistance, social support strategies, problems of treatment adherence, counselling and rehabilitation, hospice and palliative care)
- d. Health Activism & Social mobilization for Right to Health

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

### Essential Readings:

1. Burman, P. & Khan, M.E. (1993). *Paying for India's Health Care*. New Delhi: Sage Publications.
2. Dasgupta, M. & Lincoln, C.C. (1996). *Health, Poverty and Development in India*. New Delhi: Oxford University Press.
3. Dhillon, H.S. & Philip, L. (1994). *Health Promotion and Community Action for Health in Developing Countries*. Geneva: WHO.
4. Drinka, T.J.K. & Clark, P.G. (2000). *Health Care Teamwork: Interdisciplinary Practice and Teaching*. Westport, CT: Auburn House.
5. Germain, C.B.(1993).*Social Work Practice in Health Care: An Ecological Perspective*. New York: The Free Press.
6. Katja, J. (ed.).(1996).*Health Policy and Systems Development*. Geneva: WHO.
7. Macdonald, G. & Peterson, J.L. (eds.)(1992).*Health Promotion: Disciplines and Diversities*. London: Routledge.
8. McLeod, E., & Bywaters, P. (2000) *Social Work, Health and Equality*. London: Routledge.
9. Nadkarni, V.V. (1985). *Proceedings of the Seminar on Changing Trends in Healthcare and Implications for Social Work*. Bombay: Tata Institute of Social Sciences.
10. Park, K. (2005). *Textbook of Prevention and Social Medicine (18th edition)*. Jabalpur: Banarsidas Bhanot.
11. Phillips, D.R.& Verhasselt, Y.(1994).*Health and Development*. London: Routledge.
12. Sundaram, T. (1996). *Reaching Health to the Poor, Sourcebook on District Health Management*. New Delhi: VHAI.
13. Voluntary Health Association of India.(1992).*State of India's Health*. New Delhi: Voluntary Health Association of India.
14. WHO.(1978).*Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care*. Alma Ata: USSR.

## SEMESTER III

### MSW- SIII-17: SOCIAL POLICY AND SOCIAL LEGISLATION

**Max Marks:** 100 [25/75]

**Credits:** 4

**At the end of the course, the student shall be able to:**

1. To understand the formulation of social policy and social legislation
2. To analyse and critically appraise Social Policies and Legislations
3. To understand the process of policy reform

#### **Course Outline**

##### **Unit I Social Policy**

- a. Social Policy: Concept, Models and Process of Policy Formulation
- b. Directive principles of state policy and its Institutional Linkages
- c. Influencing Social Policy: Tools (Advocacy and Networking), Elements, Mechanisms and Methods
- d. Policy Analysis: Review and Alternate Reporting

##### **Unit II Social Legislation**

- a. Social Legislations: Concept, Sources and Types
- b. Social Legislations: Process of Formulation
- c. Social Legislations: Challenges in Formulation and Implementation
- d. Social Legislation: Practice Area of Social Work (JJ Act, DV Act, Scheduled Caste & Scheduled Tribe (Prevention of Atrocities) Act)

##### **Unit III International Law and Governance**

- a. Neo-Liberalism: Concept & Theories
- b. Political Economy of Social Legislations and Governance
- c. International Law and Enforceability
- d. Social Legislation, Governance and Social Work Practice

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential Readings:

1. Ahuja, S. (1997). *People, Law and Justice: Casebook on Public Interest Litigation*. New Delhi: Orient Longman.
2. Bakshi, P.M. (2016). *The Constitution of India*. Delhi: Universal Law.
3. Dominelli, L. (2004). *Social Work: Theory and Practice for a Changing Profession*. New York : Polity Press.
4. Gangrade, K.D.(1978). *Social Legislation in India (Vol. I & II)*. Delhi: Concept Publishing House, Delhi.
5. Hebsur, R.K. (ed.). (1996). *Social Interventions for Social Justice*. Bombay: Tata Institute of Social Sciences.
6. Jansson, B.S. (2014). *Becoming an Effective Policy Advocate: From Policy Practice to Social Justice*. New Delhi: Wadsworth Publishing.
7. Saraf, D.N.(ed). (1984). *Social Policy, Law and Protection of Weaker Sections of Society*. Lucknow: Eastern Book Company.
8. Titmuss, R. M. (2008).What is Social Policy?. In Stephan, L. & Steffen M. (Eds), *Welfare States: Construction, Deconstruction, Reconstruction Volume I, Analytical Approaches* (pp 138-148).Massachusetts, USA: Edward Elgar Publishing.

## **MSW-SIII – 18 (D) & MSW- SIV-25(D)-FIELD WORK (CONCURRENT)**

### **MSW Semester – III & IV – Social Development**

The thrust of the field work in MSW – III & IV semester is determined by the specialization that the student has opted for. Further the objectives for the third and fourth semester are seen in a continuum and are thus not bifurcated strictly.

#### **Nature of Placement Agencies**

Students opting for social development are placed with organisations having significant focus on research, documentation, policy analysis, advocacy, training and networking. Illustratively students are placed in organizations engaging on issues of public health, child protection, gender equity, governance, environmental protection, homelessness, informal sector, marginalization etc.

#### **Field Work Objectives**

1. To develop an understanding of the placement organization with respect to its ideology, vision, design, interventions and human resource policies.
2. To begin to develop an understanding of the legal environment within which the organization functions.
3. To begin to understand the socio-political-economic context that impacts the issue being addressed by the organization.
4. To begin to understand and analyse the social policies and legislations relevant to the issue being addressed by the organization.
5. To begin to recognize the relevance and scope for using various tools (research, documentation, advocacy, training etc.) so as to create a macro level impact.
6. To directly experience the usage of any one of the above tools and bring out a document based on the above.
7. To begin to understand and participate in the process of project formulation.
8. To develop skills of different forms of recording.
9. To learn to use supervision at faculty and agency level.

Note: Since the placement agency of the student will ordinarily remain the same in semester III & IV and there is continuity in the work and assignments carried out by the students, the objectives remain the same for semester III and IV. However, for evaluation purposes at the end of Semester III, Objectives 1, 2 & 3 are expected to be substantially achieved and additionally the students are expected to acquire beginning skills in respect of the remaining objectives. Similarly, at the end of semester IV the students are expected to substantially achieve all the objectives listed above and acquire skills and competencies of a higher order reflected in their ability to function independently as a professional with little supervision.

**Components of Field Practicum:**

- Concurrent Field Work twice a week
- Individual Conferences
- Weekly report submission
- Group Conference (Semester III)

## **MSW-SIII-18(W) & MSW- SIV-25(W)-FIELD WORK (CONCURRENT)**

### **MSW Semester – III & IV – Social Welfare**

The thrust of the field work in MSW – III & IV semester is determined by the specialization that the student has opted for. Further the objectives for the third and fourth semester are seen in a continuum and are thus not bifurcated strictly.

#### **Nature of Placement**

The students are placed in organizations where opportunities for intensive individual and group level interventions are available. Illustratively students are placed in mental health settings, statutory or non-statutory institutions involved in child protection, de-addiction facilities, statutory and non statutory institutions working on issues of domestic violence, services for differently abled, institutions offering counselling and care and support services for persons who are infected or affected with HIV/AIDS.

#### **Field Work Objectives**

1. To develop an understanding of the placement organization with respect to its ideology, vision, design, interventions and human resource policies.
2. To begin to develop an understanding of the legal environment within which the organization functions.
3. To begin to understand and analyze the social policies and legislations relevant to the client group of the agency.
4. To develop skills of assessment at an individual and group level and to develop skills of drawing out plans of intervention in the light of the above.
5. To understand and implement the intervention plan using the skills and techniques drawn from various therapeutic approaches.
6. To begin to understand and participate in the process of project formulation.
7. To learn to work as part of an interdisciplinary team.

Note: Since the placement agency of the student will ordinarily remain the same in semester III & IV and there is continuity in the work and assignments carried out by the students, the objectives remain the same for semester III and IV. However, for evaluation purposes at the end of Semester III, Objectives 1, 2 & 3 are expected to be substantially achieved and additionally the students are expected to acquire beginning skills in respect of the remaining objectives. Similarly, at the end of semester IV the students are expected to substantially achieve all the objectives listed above and acquire skills and competencies of a higher order reflected in their ability to function independently as a professional with little supervision.

***Components of Field Practicum:***

- Concurrent Field Work twice a week
- Individual Conferences
- Weekly report submission
- Group Conference (Semester III)



## **SEMESTER III**

### **MSW-SIII-19 SKILL LAB – III**

**Max Marks:** 50

**Credits:** 2

**Course Content:**

#### **Unit 1: Computer Application**

- a. MS Office (MS Word, MS PPT, MS Excel)
- b. Data Processing and Analysis
- c. SPSS
- d. Software for Qualitative Research

#### **Unit 2: Project Management**

- a. Writing Project or Grant Proposal
- b. Budgeting for Projects
- c. Project Monitoring and Evaluation
- d. Training HR: Need Assessment, Designing & Evaluation

**MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW  
STUDENTS**

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.

**SEMESTER IV- SOCIAL DEVELOPMENT PRACTICE**  
**MSW- SIV (D)-20: DEVELOPMENT THEORY AND PRACTICE**

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understanding concept of development and debates of contemporary society
2. Develop understanding about contemporary development processes and concerns
3. Develop analytical and critical skills to comprehend the complexities underlying development practice and facilitate intervention

**Course Outline**

**Unit I Development Theories & Paradigms**

- a. Development: Concept & Evolution
- b. Developmental Paradigm: Classical
- c. Developmental Theories: Modern
- d. Conflicting & Alternative Development Paradigms

**Unit II Contemporary Processes of Development**

- a. India's Development Experience
- b. Development Processes and Projects: Nature, Impact, Migration and Displacement
- c. Developmental Disparities
- d. Women, Gender and Development

**Unit III Post Development Thinking & Practice**

- a. International Development Strategies
- b. Indigenous & Localism in Development Practice
- c. Post Development Thinking & Role of Civil Society (Media & NGOs)
- d. Ethics & Development Practice

**INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

### Essential Readings:

1. Apffel–Marglin, F., Kumar, S. & Mishra, A. (Eds.) (2010). *Interrogating Development: Insights from the Margins*. New Delhi: Oxford University Press.
2. Banerjee, A. V., Benabou, R., & Mookherjee, D. (Eds.). (2006). *Understanding poverty*. Oxford University Press.
3. Marshall, K. (2008). *The World Bank: From reconstruction to development to equity*. Routledge.
4. Rai, M.S. (2008). *The Gender Politics of Development: Essays in Hope and Despair*. New Delhi: Zubaan (an imprint of Kali for Women).
5. Sachs, W. (Eds.) (1992). *The Development Dictionary*. London: Zed Books.
6. Sen, A. (2000). *Development as Freedom*. Oxford: Oxford University Press.
7. Sen, G. & Grown, C. (1987). *Development Crises and Alternative Visions*. USA: Monthly Review Press.
8. Sengupta, A. (2000). Realizing the right to development. *Development and Change*, 31(3), 553-578.
9. Stiglitz, J. E. (2002). *Globalization and its Discontents* (Vol. 500). Norton: New York.
10. Willis, K. (2011). *Theories and practices of development*. Taylor & Francis.

## SEMESTER IV

### MSW- SIV (D)-21: URBAN AND RURAL COMMUNITY DEVELOPMENT

**Max Marks:** 100 [25/75]

**Credits:** 4

**At the end of the course, the student shall be able to:**

1. Understand the Concept and Process of Community Development
2. Critically look at the patterns, pathologies & programs of Urban and Rural Development
3. Visualize the scope and relevance of Social Work intervention in the Urban and Rural Community Development

#### **Course Outline**

##### **Unit -1: Community Development: Concept and Process**

- a. Community Development: Concept, need, principles and methods
- b. Historical development of community development in India
- c. Structure and functions of community development at district, block and grass root levels
- d. NGOs and their role in community development

##### **Unit -2: Urban Community Development**

- a. Urban, Urbanism, Urbanization: Conceptual Understanding of the terminologies
- b. Trends and Patterns and Pathologies (Issues and Concerns) of Urbanisation in India.
- c. 74<sup>th</sup> Constitutional Amendment Act and its implications
- d. Urban Development Policies and Programs of Government of India over the years.

##### **Unit-3: Rural Community Development**

- a. Conceptual Understanding of a Village and Rural Community
- b. Characteristics of Village Life and Pathologies (Issues and Concerns) of Rural areas
- c. 73<sup>rd</sup> Constitutional Amendment Act and its implications
- d. Rural Community Development Programs of Government of India over the years

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential Readings

1. Bhattacharya, B. (2006). *Urban Development in India: Since Pre-Historic Time*. New Delhi, India: Concept Publishing Company.
2. Gangrade, K.D. (2001). *Working With Communities at Grass Roots Level*. New Delhi, India: Radha Publications.
3. Nagpaul, H. (1996). *Social work in urban India*. Jaipur, India: Rawat Publications.
4. Madan, G.R. (1990). *India's Developing Villages*. New Delhi, India: Allied Publishers.
5. Patil, A.R. (2013). *Community Organization and Development*. New Delhi, India: PHI Learning Private Limited.
6. Green, G.P & Haines, A. (2001). *Asset Building and Community Development*. New Delhi, India: Sage Publications.
7. Ramachandran, R. (1991). *Urbanization and Urban System in India*. New Delhi, India: Oxford University Press.
8. Sandhu, R.S. (2003). *Urbanization in India: Sociological Contributions*. New Delhi, India: Sage Publications.
9. Singh, K. (2009). *Rural Development: Principles, Policies and Management*. New Delhi, India: Sage Publications.

## **SEMESTER IV**

### **MSW- SIV (D)-22: POVERTY AND LIVELIHOOD**

**Max Marks:** 100 [25/75]

**Credits:** 4

**At the end of the course, the student shall be able to:**

1. To understand the various perspectives on poverty and its dimensions
2. Critically appraise the impact of socio-political-economic environment of poverty.
3. Understand various strategies and programmes of poverty alleviation

#### **Course Outline**

##### **Unit I Poverty**

- a. Poverty in the Indian Context
- b. Modern Approaches to Understanding Poverty
- c. Poverty, Social Exclusion and Marginalization
- d. Entitlements and Rights Approaches to Poverty

##### **Unit II Measurement and Intervention**

- a. Measurement Indicators: Traditional and Contemporary
- b. Impact of Structural Adjustment , Globalization and Migration
- c. Poverty Alleviation strategies
- d. Critical analysis of Poverty Alleviation Programme

##### **Unit III Livelihoods**

- a. Livelihood: Concept, Types, Approaches and Sustainable Livelihood
- b. Micro credit, Micro finance and Livelihood strategies
- c. Agricultural based Livelihoods
- d. Gender, Food security and Livelihoods

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential Readings:

1. Addison, T., Hulme, D. & Kanbur, R. (2009). *Poverty Dynamics*. Oxford: Oxford University Press.
2. Datta, S. & Sharma, V. (2010). *The State of India's Livelihoods Report 2010: The 4P Report*. New Delhi: Access Publications.
3. Deaton, A. & Kozal, V. (2005). *The Great Indian Poverty Debate*. New Delhi: Macmillan India Ltd.
4. Kabeer, N. (2003). *Social Exclusion, Poverty and Discrimination: Towards an Analytical Framework*. Sussex, UK: IDS Bulletin: 31(4): 83-97.
5. Kumar, A., Das, A.K. & Das, S.P (2017). *Chronic Poverty in India: Issues, Policies and Challenges*. New Delhi: Vistara Publishing.
6. Planning Commission. (2009). *Report of the Expert Group to Review the Methodology for Estimation of Poverty*. New Delhi: Planning Commission, Government of India.
7. Radhakrishna, R. & Shovan, R. (2005). *Handbook of Poverty: Perspectives, Policies, and Programmes*. New Delhi: Oxford University Press.
8. Sen, A. (1999). *Commodities and Capabilities*. Oxford: Oxford University Press.
9. Sen, A. (2001). *Development as Freedom*. Oxford: Oxford University Press.
10. World Bank. (2003). *Perspectives on Poverty in India: Stylized Facts from Survey Data*. Washington, D.C: World Bank.



## **SEMESTER IV**

### **MSW- SIV (D)-23: ENVIRONMENT AND DISASTER MANAGEMENT**

**Max Marks:** 100 [25/75]

**Credits:** 4

**At the end of the course, the student shall be able to:**

1. Understanding concepts related to Environment and Disaster
2. Understanding impact of environmental degradation and disasters on the lives of the people, particularly the marginalized section.
3. Understanding theoretical Perspectives on environmental sustainability and disaster management.

#### **Course Outline**

##### **Unit I Environment and Related Concepts**

- a. Environmental Degradation: Causes and Consequences
- b. Climate Change: Technological Innovations and Challenges
- c. Environmental Sustainability: Approaches and Challenges
- d. Environmental Justice: International treaties & Environmental laws

##### **Unit II Disaster Management**

- a. Disaster: Concept, Typology, Impact & Theories
- b. Disaster Management: Concept & Phases
- c. Disaster Mitigation, Resettlement & Rehabilitation: Issues & Concerns
- d. Disaster Management Act, 2005

##### **Unit III Environment, Disaster Management & Social Work Intervention**

- a. Politics of Ecology and Development
- b. Stakeholders Participation in Environmental Conservation
- c. Community Based Disaster Preparedness & Management
- d. Psychosocial Interventions in Post Disaster Situations

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

### Essential Readings

1. Ehrenreich, J.H. (2001). *Coping With Disaster: A Guidebook to Psychosocial Intervention*. Old Westbury, NY: Center for Psychology and Society.
2. Gadgil, M. & Guha, R. (1995). *Ecology & Equity: The Use and Abuse of Nature in Contemporary India*. London: Routledge.
3. Gupta, K.R.(ed.). (2005). *Environment: Problems and Policies, Vol. I & Vol. II*. New Delhi: Atlantic Publications.
4. Gupta, M.C., Sharma, V. K., Gupta, L.C., & Tamini, B.K. (2001). *Manual on Natural Disaster Management in India*. New Delhi: National Centre for Disaster Management.
5. Reid, D.E. (1995). *Sustainable Development: An Introductory Guide*. London: Earthscan Publications.
6. Sheth, P. (1997). *Environmentalism: Politics, Ecology and Development*. Jaipur: Rawat Publications.
7. Sinha, P.C. (ed.). (1998). *Encyclopedia of Disaster Management*. New Delhi: Anmol Publications Pvt. Ltd.
8. Sundaram K.V. Jha, M.M. & Mrityunjay ,M.(ed.). (2004). *Natural resources management and livelihood security: survival strategies & sustainable policies*. New Delhi: Concept Publishing Co.

## SEMESTER IV

### MSW-SIV (D)-24: DISSERTATION

#### Dissertation Guidelines

- **Agency Attachment:** Field Work Agency of MSW-III & IV Semester
- **Domain of Research:** To be decided in consultation with the supervisor
- **Nature of Research:** Preferably based on primary data. In exceptional cases, research based on secondary data may be undertaken after taking prior permission from competent authority
- **Time Line**

Identification of Issue and Development of Proposal	August-September (III Semester)
Literature Review and Tool Development including Pre-Testing	October-November (III Semester)
Data Collection	Winter Vacation
Data Analysis	January-February (IV Semester)
Report Writing & Submission	April (IV Semester)
Viva	End of IV Semester

## **SEMESTER IV**

### **MSW- SIV (D)-26 -SKILL LAB – IV (SOCIAL DEVELOPMENT PRACTICE)**

**Max Marks:** 50

**Credits:** 2

**Course Content:**

#### **Unit 1: Livelihood**

- a. Forming and Sustaining SHG and Cooperatives
- b. Designing a Business/Livelihood Plan
- c. Skills of Marketing
- d. Skills of Accounting

#### **Unit 2: Tools of Social and Policy Assessment**

- a. Budgetary Analysis
- b. Tools and Techniques of Measuring Poverty
- c. Environmental and Social Impact Assessment
- d. Policy Analysis Tools and Social Audit

## SEMESTER IV- SOCIAL WELFARE PRACTICE

### MSW- SIV (W)-20: FAMILY PRACTICE

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understand the concept of family and family life cycle
2. Develop an understanding of the implications of the changes in contemporary families and challenges faced consequently
3. Understand changing patterns in marriage and strategies to face the challenges
4. Develop an understanding of the issues of elderly in the family and the support system to handle the issues.

#### **Course Outline**

##### **Unit I Family: Theoretical and Conceptual framework**

- a. Understanding Family as a system: Concepts, Types & Theories
- b. Family life cycle and Challenges.
- c. Family Dynamics and family functioning: Concept and Models
- d. Family Assessment tools: Eco-map and Genogram

##### **Unit II Challenges within Families**

- a. Challenges in marriage : Infidelity , Infertility, Violence and Divorce
- b. Legislative Measures to deal with violence: PWDVA; Dowry Prohibition Act; IPC Sections 498a, 304b and Relevant Sections of Indian Evidence Act (Section 113 A & 113), PCPNDT Act, 1994
- c. Therapeutic Interventions for Family Enrichment: Couple Therapy, Family Therapy, Pre-Marital Counselling
- d. Therapeutic interventions in cases of family disputes: Family Courts, Family Counselling Centres

##### **Unit III Elderly in Families**

- a. Gerontology: Concept, Theories of Aging and Approaches
- b. Issues of Elderly: Longevity, Health, Security, Death and Bereavement
- c. Elderly and Family: Abuse, Care and Caregiving
- d. Policies and Programmes for Elderly: NPOP, Maintenance and Welfare of Senior Citizens Act, 2007, NSAP

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

### Essential Readings:

1. Angie, A. (2015). *Safeguarding Older people from Abuse: Critical Contexts to Policy and Practice*. Great Britain: Policy Press.
2. Arora, R. K. (2006). *Family Relationship and Child Development*. New Delhi: Murari Lal & Sons.
3. Browning, D. S. (2003). *Marriage and Modernization: How Globalization Threatens Marriage*. Wm. B. Eerdmans Publishing.
4. Carr, D. C., & Komp, K. S. (2011). *Gerontology in the era of the third age: Implications and next steps*. Springer Publishing Company.
5. Carson, D. K., Carson, C. K., & Chowdhury, A. (Ed) (2007). *Indian families at the crossroads: Preparing families for the new millennium*. New Delhi: Gyan Publications.
6. Doherty, W. J., Boss, P. G., LaRossa, R., Schumm, W. R., & Steinmetz, S. K. (2009). Family theories and methods. In *Sourcebook of family theories and methods* (pp. 3-30). Springer US.
7. Patel, T. (Ed.). (2005). *The family in India: Structure and practice*. New Delhi: Sage.
8. Rajan, S. I. (2014). *Social Security for the Elderly: Experiences from South Asia*. New Delhi: Routledge.
9. Ratra, A., Kumar, P. & Chhikara, P. (2006). *Marriage and Family in Diverse and Changing Scenario*, New Delhi: Deep & Deep Publications Pvt. Ltd.
10. Sharma, K. L. (2007). *Studies in Gerontology: Intergenerational Perspectives*. Jaipur: Rawat Publications.
11. Zimmerman, S.L. (1995). *Understanding Family Policy: Theories and Applications*. London: Sage Publications.

## SEMESTER IV

### MSW- SIV (W)-21: COUNSELLING THEORY AND PRACTICE

**Max Marks:** 100 [25/75]

**Credits:** 4

**At the end of the course, the student shall be able to:**

1. Understand the concept and context of counseling for social work practitioners
2. Acquire skills of counseling relevant to different stages of the process
3. Understand therapeutic interventions appropriate for specific situations

#### **Course Outline**

##### **Unit I Introduction to Counselling**

- a. Counselling: Concept, Types (Interpersonal, Group, Telephonic)& Scope
- b. Assumptions, Principles and Goals of Counselling
- c. Attributes of a Counsellor
- d. Counsellor Burnout and Self Care

##### **Unit II Stages and skills of Interpersonal counselling**

- a. Stages in interpersonal counselling process
- b. Counselling skills for relationship building and exploration
- c. Counselling skills for developing new perspective
- d. Counselling skills for facilitating positive action, goal setting, and follow-up.

##### **Unit III Therapeutic Interventions**

- a. Grief and Trauma Counselling
- b. Child Centred Counselling, Play Therapy, Bibliotherapy, Art Therapy
- c. Motivational Enhancement Therapy for Working with Addiction
- d. Solution Focussed Therapy

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential readings:

1. Brammer, L. M., & Macdonald, G. (1996). *Helping Relationship: Process & Skills*. Boston: Allyn & Bacon.
2. Corey, G. (2000). *Theory and Practice of Group Counselling (5th Edition)*. Australia: Brooks/Cole.
3. Egan, G. (1982). *The Skilled Helper: Model, Skills and Methods for Effective Helping (Second Edition)*. Monterey: Brooks/Cole Publishing Company.
4. George, R.L. & Christiani, T.S. (1981). *Theory, Methods and Processes of Counselling and Psychotherapy*. Englewood Cliffs: Prentice Hall.
5. Gumaer, J. (1984). *Counselling and Therapy for Children*. New York: Free Press
6. Humphrey, G. M., & Zimpfer, D. G. (2008). *Counselling for Grief and Bereavement (Second ed.)*. London: Sage Publications Ltd.
7. Kottler, J.A. & Shepard, D.S. (2008). *Introduction to Counselling: Voices from the Field*. Australia: Thomson Brooks/Cole.
8. Lewis, J.A., Dana, R.Q. & Blevins, G.A. (2015). *Substance abuse counselling (5th Edition)*. Australia: Cengage Learning.
9. Macdonald, A. J. (2011). *Solution Focused Therapy: Theory, Research & Practice*. London: Sage Publications Ltd.
10. MacLean, D., & Gould, S. (1988). *The Helping Process: An Introduction*. London: Croom Helm.
11. Patterson, L. E., & Welfel, E. E. (2000). *The Counselling Process*. Brooks/Cole: Australia.
12. Rao, S. N. (1981). *Counselling Psychology*. New Delhi: Tata Mc Graw Hill Publishing Company Ltd.
13. Saarthak : Operation Hope : A Manual for Phone Counselling (Unpublished Document)
14. Seligman, L., & Reichenberg, L. W. (2011). *Theories of Counselling and Psychotherapy: Systems, Strategies and Skills*. New Delhi: PHI Learning Private Limited.
15. Sriram, S. (Ed.). (2016). *Counselling in India: Reflections on the Process*. Springer.



## SEMESTER IV

### MSW- SIV (W)-22: SOCIAL DEFENSE & SOCIAL WORK

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Develop an understanding of the concept and domains of social defense.
2. Understand emerging contextual social realities with regard to social defense and the role of Social worker in area of social defense.
3. Understand the practice of social work in Institutional and community based correctional, preventive and rehabilitative settings.

#### **Course Outline**

##### **Unit I Social Defense**

- a. Social Defense: Concept, Evolution & Scope
- b. Social Defense in India: Philosophical Foundation and Contemporary Thrust
- c. Crime, Victimology and Correction: Concept & Theories
- d. Prison Welfare: Concept & Legislative Framework

##### **Unit II Areas of Social Defense I**

- a. Juvenile Delinquency: Concept, Magnitude and Vulnerabilities
- b. Juvenile Delinquency: Legislative Framework and Social Work Intervention
- c. Probation: Concept & Legislative Framework
- d. Beggary: Concept, Types, Legislative Framework and Social Work Intervention

##### **Unit III Areas of Social Defense II**

- a. Trafficking: Concept, Forms, Magnitude and Vulnerabilities
- b. Trafficking: Legislative Framework and Social Work Intervention
- c. Sex Work: Concept, Types and Debates
- d. Sex Work: Legislative Framework and Social Work Intervention

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential Readings:

1. Ahuja, R. (1996). *Youth and Crime*. Jaipur, India: Rawat Publication.
2. Ancel, M. (2001). *Social Defence: A Modern Approach to Criminal Problems*. Briton: Routledge.
3. Bedi, K.(2014). *It is Always Possible: Transforming one of the Largest Prisons in the World*. New Delhi, India: Sterling Publishers.
4. Bhattacharya, S.K. (1985). *Social Defence. An Indian Perspective*. New Delhi, India: Manas Publications.
5. Chakrabarti, N.K. (ed.). (1997). *Administration of Criminal Justice (Vol. 1)*. New Delhi, India: Deep and Deep Publication.
6. Cox, S. M., Allen, J. M., Hanser, R. D., & Conrad, J. J. (2017). *Juvenile Justice: A Guide to Theory, Policy, and Practice (9<sup>th</sup> Edition)*. USA: Sage.
7. Govt. of India. (1959). *Bombay Prevention of Begging Act*. India: Author.
8. Hussey, J. (2012). *Reoffending: A Practitioner's Guide to Working with Offenders and Offending Behaviour in the Criminal Justice System (Probation)*. Birmingham, UK: Bennion Keerney.
9. Kara, S. (2010). *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Colombia University Press.
10. Sahni, R. (2008). *Prostitution and Beyond: An Analysis of Sex Workers in India*. New Delhi, India: Sage.
11. Srivastava, S.P. (1981). *Public Participation in Social Defence*. New Delhi, India: D.K. Publishers & Distributors.
12. Teeters, N.K. & Barnes, H.E. (1996). *New Horizons in Criminology*. New York: Prentice - Hall.
13. Wolhuter, L., Olley, N., & Denham, D. (2009). *Victimology*. London: Routledge-Cavendish.

## SEMESTER IV

### MSW- SIV (W)-23: MEDICAL AND PSYCHIATRIC SOCIAL WORK

**Max Marks:** 100 [25/75]

**Credits:** 4

***At the end of the course, the student shall be able to:***

1. Understand the concept of psychiatric social work
2. Develop skills in identifying mental disorders in health and community settings
3. Develop the capacity of the student to apply knowledge and skills of the methods of professional social work in the domain of mental health

**Course Outline:**

#### **Unit 1: Introduction to Medical & Psychiatric Social Work**

- a. MPSW: Concept & Importance
- b. Role of Social Workers in Medical & Psychiatric Settings
- c. Changing Trends in Mental Health Care
- d. National Mental Health Programme and Mental Healthcare Act

#### **Unit 2: Social Work & Mental Health I**

- a. Classification of Mental and Behavioural Disorders-DSM and ICD systems
- b. Clinical Signs, Symptoms, & Causes of Mental Disorders
- c. Psychiatric Assessment and use of Mental Health Scales in Assessment & Intervention
- d. Psychiatric Interviewing-Case History, Recording & Mental Status Examination

#### **Unit 3: Social Work & Mental Health II**

- a. Family Interventions- Psycho-Education
- b. Social Skills Training, Activities of daily living & Vocational skills training
- c. Support Group Strategies
- d. Therapeutic Communities

#### **INTERNAL ASSESSMENT**

1. Assignment (15 Marks)
2. Test (10 Marks)

## Essential Readings

1. Bentley, K.J. (2001). *Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques*. Wadsworth Publishing.
2. Birn, A., Pillay, Y. & Holtz, T. H. (2009). *Textbook of International Health: Global Health in a Dynamic World*. USA: Oxford University Press.
3. Carson R.C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*. Singapore: Pearson Education.  
Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: Areas of Practice, Challenges, and Way Forward*. New Delhi: Sage Publications India.
4. Francis, A. P. (Ed.). (2014). *Social Work in Mental Health: contexts and theories for practice*. New Delhi: Sage Publications India.
5. Kishor, J. (2012). *National Health Programmes of India: National Policies and Legislations Related to Health*. New Delhi: Century Publications.
6. Park, J.E. & Park, K. (2009). *Textbook of Preventive and Social Medicine*. Jabalpur: Banarasidas Bhanot.
7. Sisti, D. A., Caplan, A. L., & Rimon-Greenspan, H. (Eds.). (2013). *Applied Ethics in Mental Health Care: An Interdisciplinary Reader*. London: MIT Press.
8. Taylor, E. H. (2014). *Assessing, Diagnosing, and Treating Serious Mental Disorders: A Bioecological Approach*. New York: Oxford University Press.
9. Turner, F. (ed.) (1978) *Social Work Treatment: Interlocking Perspectives*. New York: *The Free Press*.
10. Wolf, C., & Serpa, J. G. (2015). *A clinician's guide to teaching mindfulness: The comprehensive session-by-session program for mental health professionals and health care providers*. Oakland: New Harbinger Publications.
11. World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.

## SEMESTER IV

### MSW-S IV (W)-24: DISSERTATION

#### Dissertation Guidelines

- **Agency Attachment:** Field Work Agency of MSW-III & IV Semester
- **Domain of Research:** To be decided in consultation with the supervisor
- **Nature of Research:** Preferably based on primary data. In exceptional cases, research based on secondary data may be undertaken after taking prior permission from competent authority
- **Time Line**

Identification of Issue and Development of Proposal	August-September (III Semester)
Literature Review and Tool Development including Pre-Testing	October-November (III Semester)
Data Collection	Winter Vacation
Data Analysis	January-February (IV Semester)
Report Writing & Submission	April (IV Semester)
Viva	End of IV Semester

## **SEMESTER IV**

### **MSW- SIV (W)-26 -SKILL LAB – IV (SOCIAL WELFARE PRACTICE)**

**Max Marks: 50**

**Credits: 2**

**Course Content:**

#### **Unit 1: Therapeutic Interventions and Relevant Tools-I**

- a. Mental Health Assessment
- b. Cognitive Behaviour Therapy
- c. Counselling Techniques for Children and Adolescents
- d. Disability Assessment

#### **Unit 2: Therapeutic Interventions and Relevant Tools-II**

- a. Skills for Crisis Intervention
- b. Family Assessment and Family Therapy
- c. Couple Counselling
- d. Designing and Executing Family Enrichment Programmes

**MODALITIES FOR INTERNAL ASSESSMENT IN RESPECT OF CORE COURSES FOR MSW STUDENTS**

1. The internal assessment in respect of all core courses will be of 25 marks.
2. There will be two components of the internal assessment, an assignment, and a test.
3. The assignment will be for 15 marks. The nature of assignment will be the discretion of each course teacher.
4. The test will be of 10 marks and will be conducted in the week assigned for the concerned year by the Examination Incharge in consultation with Head of the Department.
5. The rules with respect to internal assessment will be the same as provided for in the university ordinances and as modified from time to time.