



Bhai Chhannusingh Chandele Smruti Kendra Solapur Sanchalit Estd. : 1994

BHAI CHHANNUSINGH CHANDELE
COLLEGE OF SOCIAL WORK, SOLAPUR
भाई छन्नुसिंह चंदेले समाजकार्य महाविद्यालय, सोलापूर

Recognised & Aided by Govt. of Maharashtra (India)
Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur

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• President : Shri. Hamirsingh C. Chandele

• Secretary : Shri. Ravindra Mokashi

2.5. Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Sr.no	Particulars
1	Syllabus
2	Assignments (Sample)


IQAC-Coordinator
Bhai Chhannusingh Chandele
College of Social Work, Solapur




Principal
Bhai Chhannusingh Chandele
College of Social Work, Solapur.

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR



MASTER OF SOCIAL WORK (MSW)PROGRAMME

ORDINANCE , REGULATIONS & SYLLABUS OF MSW PROGRAMME

To be effective from the academic year 2020-21
Regulations Governing the Choice Based Credit System for the Two Years Post
Graduate Programme in Social Work (MSW)

MASTER OF SOCIAL WORK (MSW) PROGRAMME

Preamble:

The programme aimed at developing the knowledge, values, beliefs and skills necessary for working with individuals, groups, communities and for collective action. The programme also gives an edge to the social work students to enable them to inculcate the philosophies, ideologies and methodologies of social work profession. In order to fulfil this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of social work education. As per the U.G.C. guidelines the university has adopted Choice Based Credit System (CBCS) which provides an opportunity for the students to choose courses from the prescribed elective courses. The M.S.W. programme consists of two years is also arranged in four semesters.

Careers Opportunities of the programme

The degree of Master of Social Work is a Professional Post-Graduate degree in Social Work. It is a recognized qualification for positions of Human resource personnel, Welfare Officers in Governmental, Industrial and Non-Governmental Sectors for positions of ICDS Supervisors, CDPO's, Social Welfare Officers, Probation Officers in Child Development and adult correctional organizations, Human Resource Development in Industrial sectors, Social Development, Rural and Tribal Welfare and Development, Rural and Urban Community Development, Women's development and empowerment, Counsellors in Family Courts and Counselling centers, Medical and Psychiatric Social Workers in Hospitals, Social Defense, Social Work Research. Trained graduates after the course can get opportunities to hold responsible positions in International Organizations like UNO, UNICEF, ILO, WHO and CSR projects of corporates, Research and Training Organizations, as Social Work Educators in Universities and Schools of Social Work.

Definitions:

Programme: An educational programme leading to MSW Degree.

Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses (Core, Discipline Specific Elective & Generic Elective courses). The Choice Based Credit System provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

Credit: A unit by which the course work is measured. Credits are a value allocated to course units to describe the student's workload (i.e. Lectures, Practical work, Seminars, private work in the library or at home and examinations or other assessment activities) required to complete them. Normally one credit is allotted to 15 contact hours.

Course: Usually referred to, as 'papers' is a component of a programme. The courses should define learning objectives. A course may be designed to comprise lectures/ tutorials/ seminars/ field work/ outreach activities/ project work/ vocational training/viva/ assignments/ presentations/ self-study etc. or a combination of some of these.

Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

Discipline Specific Elective (DSE) Course: Elective courses offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature

Generic Elective Course: Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

Ordinances and Regulations for the Degree of Master of Social Work (MSW) Programme

I. Objectives of the Programme:

1. To impart education and training in professional Social work to those desirous of making a career in the fields of social work.
2. To impart theoretical knowledge and to provide practice learning opportunities required to practice in a professional manner.
3. To sensitize the trainees to involve themselves for the cause of poor, subaltern, under privileged and disadvantaged section of the society.
4. To promote a sense of commitment and dedication to strive for equity, social justice social harmony and peace.
5. To acquire knowledge and skills in undertaking practice-based research and to administer human service organizations
6. To develop confidence among the trainees to feel themselves as change agents for social change and transformation.

II. Competencies developed by the end of the Programme

1. Understanding the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
2. Understanding the history of the social work profession and its current structures and issues. Applying the knowledge and skills of generalist social work to practice.
3. Applying knowledge of bio-psycho-social theoretical frameworks to understand the interactions among individuals and between individuals and society
4. Analysing the impact of social policies on individuals, groups and communities.
5. Acumen for scientific research studies and integrating research findings to practice
6. Using communication skills differentially with a variety of stakeholders

III, Medium of instruction: The medium of instruction and examination shall be in English.

IV. Duration of Course: The duration of course shall be of two years consisting of 4 semesters.

V. Eligibility for Admission :

Candidates who have passed any bachelor degree examinations from Punyashlok Ahilyadevi Holkar Solapur University or any other University in India or abroad considered as equivalent there to are eligible for the programme

Admission Procedure: Selection of candidates seeking admission shall be on the basis of 50:50 weightage of marks. While selecting the candidates 50% is considered for academic performance at the graduation level and 50% is for entrance examination will be considered. Entrance examination pattern may be objective type test or interview or both . it is the discretion of the department or institutes offering admission to MSW programme

VI. Specializations:

The MSW programme offers following four specialization in the beginning of the Third semester.

1. Group A : Human Resource Management (HRM)
2. Group B : Urban and Rural Community Development (URCD)
3. Group D : Family and Child Welfare (FCW)
4. Group E : Medical and Psychiatric Social Work (MPSW)

Guidelines for choice of specialization in Second year MSW:

At the beginning of the third semester, an eligible student will apply for the Specialization he/she wants by writing an application. It should be submitted to the concerned Department / college, where he/she is studying within stipulated time. The Department / college after receiving such applications scrutinize for eligibility and allotment of specialization for the students shall be based on his or her marks obtained in the first year MSW Programme (Total marks scored both in first and second semester) and clear passed in all courses (papers) . Also equal number of students shall be allotted to each specialization from among the students admitted to third semester.

VII. Attendance:

Each course (theory, practical etc) shall be treated as an independent unit for the purpose of attendance. A student shall attend a minimum of 75% of the total instructions hours in a course including assignments and presentations in each semester. The students shall attend the class room lectures, activities and field work regularly. At least 75% attendance is essential to appear for the exam.

VIII. Field Practicum (Field Work)

A distinctive feature of instructional programme in Social Work is the emphasis laid on Social Work Practicum. A student shall be placed in a Community / Organization to gain experience of working with the people at individual, intra-group, community and organizational levels during the first two semesters and in a setting appropriate to their specialization during the last two semesters of MSW programme.

A. Objectives of Field Practicum (Field Work)

1. To understand the agency as a system-its philosophy, thrust, objectives, structure and management of service / programmes.
2. Develop skills in documenting and utilizing community resources both governmental and voluntary.
3. To develop ability to work as a member of a team.
4. To make conscious use of professional values and ethics.
5. To develop enhanced practice skills and integrate learning.

6. Develop skills to analyze the impact of the wider social system on individuals, families, groups, communities and organizations.
7. Develop the ability to involve the client system in the problem solving process, utilizing skills of social work intervention.
8. Develop skills in documenting and utilizing community resources both governmental and voluntary. Reinforce belief in the inherent strength of the people to meet their needs and resolve problems.

B. Field Practicum (Field Work) Rules and Regulations

Students placed in their respective organization or community for concurrently two days in a week and shall put in not less than 15 hours a week for field practice training. Students should complete minimum 20 Field Work Visits in Agency / Organization / Industry and or open community in each semester of MSW programme. During the semester II all the trainees are expected to undertake a minimum of one case study, one group work activity with the guidance of their supervisor. In Semester III & Semester IV the students will practice their fieldwork in their respective specialization set up and should attend atleast one seminar / conference/ workshop and submit the certificate of participation or attendance of the same to their faculty supervisor .

The students are required to submit the hand written reports and a diary in a structured format once a week to their respective faculty supervisors for evaluation and continuous guidance. The agencies are also expected to designate an agency supervisor, preferably a trained social worker to monitor the field work trainee at the agency level. The trainee shall take all the possible initiatives to participate in all the learning activities of the organization placed for training and shall attend the individual and group conferences regulating with regard to integration of theory and practice

Only those students who have put in a minimum of 75% attendance in field practicum are eligible to appear for the practicum examination (viva- voce). The viva-voce shall be jointly conducted by one internal and one external examiner selected from the panel of examiners and as approved by the University. A minimum of 50% of the marks shall be scored to pass in the field practicum assessment and viva-voce separately. The failed candidate in field practicum (Field Work) in any semester shall not be promoted in next Semester. They have to redo the field work by fulfilling all other requirements stipulated in this regard..

C. Field Practicum (Field Work) Modules and distribution of Marks

MSW	SEM	Field Work Core Components	Type of Assessment	Marks	Minimum passing marks	Total
I	I	Field Work	Internal Assessment	80	50	150
		Orientation Visits	Internal Assessment	20		
		Viva Voce	University Assessment (UA)	50	25	
I	II	Field Work	Internal Assessment	80	50	150
		PRA and or Social Camp	Internal Assessment	80		
		Viva Voce	University Assessment (UA)	50	25	
II	III	Field Work	Internal Assessment	80	50	150
		Orientation Visits or Exposure Visits	Internal Assessment	20		
		Viva Voce	University Assessment (UA)	50	25	

II	IV	Field Work	Internal Assessment	80	50	150
		Micro Study	Internal Assessment	20		
		Viva Voce	University Assessment (UA)	50		

D. Guidelines of Internal Assessment & University Assessment:

1. Internal assessment of MSW I SEM I Field Work (80 marks)

Sr No	Criteria	Marks allotted
1	Completion of visits allotted	20
2	Submission of Agency/community profile	10
3	Initiatives in group activities Case Study	10
4	Submission of reports in diary and journal along with sign of agency supervisor	20
5	Overall behavior and participation (IC/GC)	20
Total		80

2. University assessment of MSW I SEM I Field Work (Viva-voce) (50 marks)

Sr . No	Criteria	Marks allotted
1	Insights about agency/community	10
2	Knowledge of social work methods	15
3	Evaluation of Field work reports	15
4	Presentation skills	10
Total		50

3. Internal assessment of MSW I SEM II Field Work (80 marks)

Sr No	Criteria	Marks allotted
1	Completion of visits allotted	20
2	Case study	10
3	Group work	10
4	Submission of reports in diary and journal along with sign of agency supervisor	20
5	Overall behavior and participation (IC/GC)	20
Total		80

4. University assessment of MSW I SEM II Field Work (Viva-voce) (50 marks)

Sr . No	Criteria	Marks allotted
1	Insights about agency/community	10
2	Applications of social work methods	15
3	Evaluation of Field work reports	15
4	Presentation skills	10
Total		50

❖ **Orientation visits / Exposure visits: (20 Marks)**

Every institution offering MSW programme shall organize a minimum of 4 orientation visits or for the M.S.W. Part-I (in first semester) and Part-II (in third semester) for students. For the M.S.W. Part-I agency visits to all specialization may have to be conducted. For the M.S.W. Part-II orientation visits / exposure visits should be organized to the organizations / industries related to their respective specialization within or outside city/ district / State. Students should submit orientation visit report / exposure visit to the concerned faculty coordinator.

Sr . No	Criteria		Marks allotted
1	Attendance per visit	4 x 2 marks	08
2	Participation during visit	4 x 2 marks	08
3	Reports of the visits		04
Total			20

❖ **Participatory Rural Appraisal / Participatory Learning and Action / Social Work Camp:**

5 days training on Participatory Rural Appraisal (PRA) or Participatory Learning and Action or 2 days training on PRA and 3 days social camp any one of these is compulsory for the M.S.W. Part-I. It is to be conducted in the period of 2nd semester. Students should prepare a PRA or PLA or Social Camp report and submit it to the Coordinating Faculty.

Sr . No	Criteria	Marks allotted
1	Professional behaviour	08
2	Active Participation in activities	08
3	Reports	04
Total		20

❖ **Micro study:**

Micro study for one week is mandatory for the M.S.W. Part-II students. Micro study can be conducted in the specialization related agencies / industries / communities with in or outside the city / district / state the period of 4th semester. Students should prepare micro study report and submit it to their faculty supervisor

Sr . No	Criteria	Marks allotted
1	Insight gained about the organization	05
2	Participation in microstudy	08
3	Reports of the visits	07
Total		20

IX. Research Project:

The research project offers students an opportunity to plan a study, prepare research tools, collect data in the field, analyze the data, and write up the project under the guidance of the faculty. The topic of research must be related to the area of social work. Ethical norms and concerns in research, plagiarism policy of the institute and University, must be adopted. The research project shall be based on quantitative research methods. However a mixed method approach, making use of both quantitative and qualitative data may also be permissible. The sample size for quantitative research shall not be less than 50 respondents. In qualitative research method the candidate has to

take minimum 10 case studies in elaborative manner. Two Bound copies of the Research project – synopsis and Research project – report, duly signed by the Research Guide and certified by the Head of the / department / Institution should be submitted to the department / institute at least one week before the vivavoce of III semester and IV semester respectively

Internal assessment of MSW- II SEM- III Research Project- Synopsis (50 marks)

Sr No.	Criteria	Marks allotted
1	Finalization of Title	05
2	Problem Formulation (Introduction)	10
3	Review of literature	10
4	Research methodology	10
5	Finalization of tool/s	05
6	Interaction with guide and professional behaviour	10
Total		50

External assessment of MSW- II SEM- III Research Project- Synopsis (50 marks)

Sr No.	Criteria	Marks allotted
1	Knowledge about research topic and problem formulation	10
2	Identification of research gaps	10
3	Clarity about adopted research methodology	10
4	Presentation of Synopsis	10
5	Presentation skills	10
Total		50

Internal assessment of MSW- II SEM- IV Research Project- Report (50 marks)

Sr No.	Criteria	Marks allotted
1	Data interpretation and analysis	10
2	Major findings, conclusion and suggestions	10
3	Report writing	10
4	Interaction with guide and following deadlines	10
5	Research aptitude and professional behavior	10
Total		50

External assessment of MSW- II SEM- IV Research Project- Report (50 marks)

Sr No	Criteria	Marks allotted
1	Codebook and master chart/memos	5
2	Results and discussions	15
3	Presentation of research project report	10
4	Content clarity	10
5	Presentation skills	10
Total		50

X. Scheme of Examination and Assessment of Theory and Practical Examination:

1. **Each course (theory paper)** shall carry a maximum of 100 marks out of which 30 marks shall be for internal assessment and the remaining 70 marks shall be for University examination conducted at the end of each semester..

Internal Assessment (Theory): The internal assessment of 30 marks shall be based on the following criteria

Sr. No.	Criteria	Marks Allotted
1.	Home Assignment	10
2.	Class Assignment or Presentation	10
3.	Attendance	05
4.	Class participation & overall behavior	05
5.	Total	30

2. Viva Voce of Field Practicum (Field work)

At the end of each semester the viva-voce shall be jointly conducted by panel of two examiners out of which one is internal examiner (faculty member of social work department or colleges affiliated to PAH Solapur university) and one external examiner (faculty member of social work other than parent university). The panel of examiners selected for conducting viva voce examination should be approved by the University.

3. Assessment of Research Project:

Research Project carries 100 marks and shall assessed by the faculty guide for 50 marks and by panel of 2 examiners (one internal examiner & another external examiner) for 50 marks during the viva voce examination conducted at the end of third and fourth Semester .

XI. Standard of passing:

Each Course (Paper) & Field Work shall constitute separate heads of passing.

1. Each Course (Theory Paper) consist of 100 marks

For passing in each semester, the candidate must get 40% of total marks in each theory paper in the examination conducted by university (UA- University Assessment) i.e. 28marks out of 70 marks and should obtain 40 % of total marks in the internal assessment (CA – College Assessment) i.e. 12 marks out of 30 marks. There is separate head of passing for university examination as well as internal assessment

2. Field Practicum (Field Work)

For passing in the Field work (100 marks) and viva voce (50 marks) in each semester , a candidate should obtain minimum 50% marks i.e. 50 marks and 25 marks respectively. A candidate shall score minimum marks as mentioned in both the heads of passing i.e field work and viva Voce) separately.

3. Research Project

The research project consist of 100 marks out of which the Internal assessment of 50 marks at the institute / department level and the viva voce examination of 50 marks conducted by university at the end of third and fourth semester . A minimum of 50% of the marks shall be scored by the candidate in the internal assessment and viva-voce separately i.e. 25 marks out of 50 marks for passing in the research project .

4. Allowed To Keep Terms (ATKT) norms:

1. ATKT: Students who fail in any number of papers in the first semester will be allowed to keep terms in the second semester.
2. ATKT for the third semester: Students who fail in maximum of two papers each in the first and second semesters may be granted ATKT for the third semester.
3. ATKT for the fourth semester: Students who fail in maximum of two papers in the third semester will be allowed to keep terms in the fourth semester and may be granted ATKT, provided they have cleared all the papers of first and second semester including field work.

5. Failure in Field Work:

A Student who has failed in Field Work shall not be allowed to keep term. He/She shall be declared fail in the particular semester. He / She can repeat the same process of field work in the next/subsequent semester. However, the chance is limited for only one attempt.

6. Failure in the course (theory paper).

The candidates will be declared fail in the particular course (theory paper) if he or she fails to score 40 % of total marks in the internal assessment and he or she has to reappear for the same course in the next / subsequent semester for the theory examination conducted by the university as well as submit all the assignments and or presentations related to the respective course for internal assessment.

7. **Revaluation:** In any case, there is no provision of revaluation or moderation of field work or research project or internal assessment (CA) marks at the university level

XII Change of Specialization :

The student may reappear at the M.S.W. examination with change of specialization provided; he/she has passed the M.S.W. examination with earlier specialization. In Such cases, the student have to appear for the specialization Courses (papers), Field Work and Viva-voce. However, such students shall not get class and shall not be another degree but he/she will get a certificate mentioning the result. This opportunity (Change of group/specialization) will be given to the candidate up to only two years after his first degree of M.S.W.

XIII Award of degree

The degree of Master of Social Work shall not be conferred upon a candidate unless the candidate has passed in all the papers and in field work prescribed for the four semester examinations in accordance with the provision of present syllabus.

STRUCTURE OF M.S.W. PROGRAMME

Semester	Total no. of Course (Theory papers)	Field Work (Practical)	Research Project	Total
I	7	1	---	8
II	7	1	---	8
III	6	1	1	8
IV	6	1	1	8
	26	04	02	32

DISTRIBUTION OF MARKS AND CREDITS

Courses	Sem. I		Courses	Sem. II		Courses	Sem. III		Courses	Sem. IV		Total Marks	Total Credits
	Marks	Credits		Marks	Credits		Marks	Credits		Marks	Credits		
CC 1.1	100	4	CC 2.1	100	4	CC 3.1	100	4	CC 4.1	100	4	400	136
CC 1.2.	100	4	CC 2. 2	100	4	CC 3.2	100	4	CC 4.2	100	4	400	
CC 1.3	100	4	CC 2.3	100	4	CC 3.3	100	4	CC 4.3	100	4	400	
CC 1.4	100	4	CC 2.4	100	4	CC 3.4 RP	100	4	CC 4.4 RP	100	4	400	
CC 1.5 (FW 1.5)	150	6	CC 2.5 (FW 2.5)	150	6	CC 3.5 (FW 3.5)	150	6	CC 4.5 (FW 3.5)	150	6	600	
DSE 1.1	100	4	DSE 2.1	100	4	DSE (HRM 1 URCD 1 FCW 1 MPSW 1)	100	4	DSE (HRM 4 URCD 4 FCW 4 MPSW 4)	100	4	400	
DSE 1.2	100	4	DSE 2.2	100	4	DSE (HRM 2 URCD 2 FCW 2 MPSW 2)	100	4	DSE (HRM 5 URCD 5 FCW 5 MPSW 5)	100	4	400	
	----	----		----	----	DSE (HRM 3 URCD 3 FCW 3 MPSW 3)	100	4	DSE (HRM 6 URCD 6 FCW 6 MPSW 6)	100	4	200	
GE 1.1	100	4		100	4		----	----		---	-----	200	
Total	850	34		850	34		850	34		850	34	3400	

CC= Core Course = 88 CREDITS
Generic Elective =8 CREDITS
FW = Field Work / Field Practicum

DSE= Discipline Specific Elective = 40 CREDITS **GE =**
, RP = Research Project

Master Social Work (MSW)

<i>MSW – I Sem – I</i>					
Course Number	Course Title	Credit	University Assessment	Internal Assessment	Marks
Core Course : All Core Courses are Compulsory					
CC 1.1	Introduction to Social Case work	4	70	30	100
CC 1.2	Introduction to Social Group Work	4	70	30	100
CC 1.3	Community Organization & Development Practices	4	70	30	100
CC 1.4	Introduction to Social Work Research	4	70	30	100
FW 1.5	Field Practicum (Field Work)	6	100	50	150
Discipline Specific Elective : Opt 2 Courses from any one Group					
Group I					
DSE 1.1	History and Concept of Social Work	4	70	30	100
DSE 1.2	Dynamics of Human Behaviour	4	70	30	100
Group II					
DSE 1.3*	Economics of Environment (M. A. Economics – I Sem - I)	4	80	20	100
DSE 1.4*	Indian Economic Policy (M. A. Economics- I Sem - I)	4	80	20	100
Generic Elective: Opt Any 1 course from General Elective					
GE 1.1	Understanding Society for Social Work	4	70	30	100
GE 1.2**	Psychology of learning and development (M. Ed. - I Sem – I)	4	80	20	100

	MSW – I Sem – II				
	Core Course : All Core Courses are compulsory				
CC 2.1	Theories & Skills in Social Case Work	4	70	30	100
CC 2.2	Social Group Work & Leadership	4	70	30	100
CC 2.3	Social Action and Advocacy	4	70	30	100
CC 2.4	Social Work Research and Statistical Applications	4	70	30	100
FW 2.5	Field Practicum (Field Work)	6	100	50	150
	Discipline Specific Elective : Opt 2 Courses from any one Group				
	Group I				
DSE 2.1	Ethics and Ideologies of Social Work	4	70	30	100
DSE 2.2	Theories of Human Development	4	70	30	100
	Group II				
DSE 2.3*	Economics of Environment (M. A. Economics – I Sem - I)	4	80	20	100
DSE 2.4*	Indian Economic Policy (M. A. Economics – I Sem - I)	4	80	20	100
	Generic Elective : Opt Any 1 course from Generic Elective				
GE 2.1	Indian Social Problems	4	70	30	100
GE 2.2**	Sociology of Education (M. Ed. – I Sem - I)	4	80	20	100

*DSE 1.3, 1.4, 2.3 & 2.4 are the course adopted from M.A. in Economics

**GE 1.2 & 2.2 are the course adopted from M. Ed

	MSW – II Sem – III				
Course Number	Course Title	Credit	University Assessment	Internal Assessment	Marks
	Core Course : All Core Courses are compulsory				
CC 3.1	Administration of Human Service Organization	4	70	30	100
CC 3.2	Project Management & Skills in Communication	4	70	30	100
CC 3.3	Social Policy & Social Legislation – I	4	70	30	100
CC 3.4	Research Project – Synopsis	4	50	50	100
CC 3.5	Concurrent Field Work Practice	6	100	50	150
	Discipline Specific Course : Opt 3 Courses from any one Specialization				
	Group A – Human Resource Management (HRM)				
HRM 1	Human Resource Development & Social Work Industry I	4	70	30	100
HRM 2	Personnel Management & Industrial Relations I	4	70	30	100
HRM 3	Labour Welfare & Labour Laws I	4	70	30	100
	Group B – Urban and Rural Community Development (URCD)				
URCD 1	Governance & Rural Community Development	4	70	30	100
URCD 2	Urban & Rural Community Development- I	4	70	30	100
URCD 3	Social Work & Ecology	4	70	30	100
	Group D – Family and Child Welfare (FCW)				
FCW 1	Child Development	4	70	30	100
FCW 2	Family & Women Development	4	70	30	100
FCW 3	Social Work Intervention with Children, Youth & Elderly	4	70	30	100
	Group E - Medical and Psychiatric Social Work (MPSW)				
MPSW 1	Medical Social Work	4	70	30	100
MPSW 2	Preventive & Social Medicine- I	4	70	30	100
MPSW 3	Psychiatry & Mental Health –I	4	70	30	100

	MSW – II Sem – IV				
	Core Course : All Core Courses are compulsory				
CC 4.1	Social Welfare Administration	4	70	30	100
CC 4.2	Project Implementation and Communicational Media	4	70	30	100
CC 4.3	Social Policy and Social Legislation-II	4	70	30	100
CC 4.4	Research Project Report	4	50	50	100
CC 4.5	Concurrent Field Work Practice	6	100	50	150
	Discipline Specific Course : Opt 3 Courses from any one Specialization				
	Group A – Human Resource Management (HRM)				
HRM 4	Human Resource Development & Social Work Industry – II	4	70	30	100
HRM 5	Personnel Management & Industrial Relations – II	4	70	30	100
HRM 6	Labour Welfare & Labour Laws - II	4	70	30	100
	Group B – Urban and Rural Community Development (URCD)				
Course Number	Course Title	Credit	University Assessment	Internal Assessment	Marks
URCD 4	Strategies and Trends in Rural Community Development	4	70	30	100
URCD 5	Urban & Rural Community Development- II	4	70	30	100
URCD 6	Disaster Management	4	70	30	100
	Group D – Family and Child Welfare (FCW)				
FCW 4	Child Welfare Services	4	70	30	100
FCW 5	Family Issues & Social Work Intervention	4	70	30	100
FCW 6	Social Work Intervention with Women & Disabled	4	70	30	100
	Group E - Medical and Psychiatric Social Work (MPSW)				
MPSW 4	Psychiatric Social Work	4	70	30	100
MPSW 5	Preventive & Social Medicine II	4	70	30	100
MPSW 6	Psychiatry & Mental Health II	4	70	30	100

Name of the title of course (Paper) for MSW - II is not yet finalised

Bhai Chhannusingh Chendele College
of Social Work Solapur.

Name of Trainee Social Worker :-

Sunita D. Lokare

Subject :- Social Work.

Subject of paper :- Social Group.

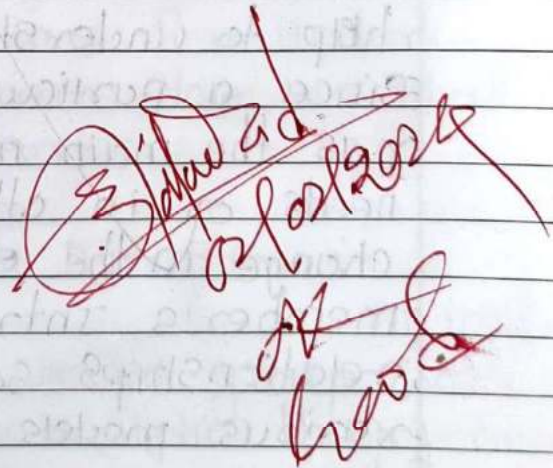
Work in Specific Settings.

Std :- MSW - I year (Sem-II)

Name of Faculty Teacher :- Prof Gaikwad
Sir

Assignment No :- 1

Date :- 2-2-2024


Prof. Gaikwad
HOD

1) Explain the theories And models In Social Group work

* Introduction :-

Social group work is based on the idea of man as a constantly developing human being in necessary and significant interactions with other men. He is shaped by others and also shaping others. A part from basic needs he needs to belong, to be an important individual and to participate. Every human being requires help to fulfill needs and to deal with dissatisfactions and frustrations in life. Social group work practice facilitates that development of the individuals personality through guided group work help interaction.

Theories in social group work help to understanding group behaviour. Since a particular way of group behaviour is the main modality for fulfilling needs or in other words for bringing change in the environment or in the member's intrapersonal or interpersonal relationships social group work uses various models or approaches to accomplish group goals, hence the present endeavour, hence in this chapter will be to discuss various theories and models of social group work.

* Theories In Social Group works-

theory is a Plausible or scientifically acceptable general principle or body of facts offered to explain phenomena for example. Social learning theory describes how human behaviour is a product of environmental social and personal factors. In the context of group work theories are on the whole scientifically accepted facts or statements for understanding individuals and their relationship with others. Therefore Group work is based on eclectic theory of individuals and groups, there are no independent theories as such in social group work method, but in the core of social group work practice we have in the core of social group work practice, we have theories of individual dynamics and theories of group dynamics borrowed from various disciplines for understanding group behaviour. Now we shall discuss these theories.

* Theory of Individual Dynamics :-

An individual is understood in social group work on the basis of psychoanalytic theory and cultural components as well as knowledge of social psychology and sociology.

* the concept of ambivalence :-

The human being can experience two opposing emotions

ns at the same time towards the same person or situation. In case of change, they wish to be involved in the change process, but at the same time they resist change and desire to keep their identity as it is.

* Development theory of human being:-

Human beings pass through various stages in their life. In the first year when child is under the loving adult a sense of trust is established. In the next stage a sense of autonomy is felt when the child can understand the boundaries of his/her self-determination. The third, fourth and fifth stages are sense of initiative, sense of identity respectively. Sense of intimacy which comes next is the beginning of interest in the other sex and in marriage. The worker also facilitates positive group experiences to compensate for the developmental lags.

* models of social group work:-

In the initial days, the conventional view for the purpose of group work was prevention, but afterwards group workers were gradually involved in treatment as primary goals. As group workers embarked on practice in a range of settings, they

attempted to describe repeated patterns of phenomena and to define practice in the language of science. the social goals model the remedial model, and the reciprocal model these are at the core of social group work tradition.

* Social Goals model :-

the settlement house movement, the social movement, the labour union movement and the women's movements of the 1930s in USA are the roots of the social goals model (Sullivan et al 2003). the central focus of this model is on 'social consciousness' and 'social responsibility' it helps members of the community to work on solving social issues and bringing about social change for oppressed populations appropriate issues for collective action and the weighing of alternative for action and their consequences.

Remedial model :-

the function of the remedial model is the function of the treatment of individuals it tends to be clinically oriented the model focuses on those who have problems of adjustment in personal and social relationships. (Farhat 1992). A worker undergoes the model while dealing with group of person with emotional problem or Teaching skills of daily living

to a group of mentally handicapped children the remedial model is widely used in mental health centers correctional institutions family service organizations counseling services schools health care facilities and in many other agencies.

* Reciprocal model :-

The reciprocal model has been derived from the systems theory, field theory, social psychological theories of behaviour, and the practice principles that are a part of generic methodology for social work (Skidmore et al 1988). There is a duality of attention in this model i.e. it serves both the individual and society.

Thus, we find several models of small model. Team model, Fisher's model these have small group development such as Kurt Lewin's model, team model, Fisher's model have been discussed here briefly.

* Kurt Lewin's model :-

Kurt Lewin is remembered for coining the term group dynamics. His model of individual change is a stepping stone for many pioneers who have contributed theoretically. Kurt Lewin's model has three stages such as unfreezing change and freezing in a change process or small group. The first stage makes effort to remove. In the last phase the new

mindset is crystallized and individual becomes stable.

* Fisher's model :-

Fisher's model of decision emergence outlines four phases. i.e orientation, conflict emergence and reinforcement. In the first phase, members get to know each other and experience primary tension. Second phase is meant for conflict and marked by secondary tension. members there disagree with each other and declare viewpoints become apparent in the emergence phase and group members bolster their final decision in the last phase.

* Team model :-

Team Evaluation and maturation (TEAM) model identified by Morgan, Salas and Glickman has seven main stages such as first meeting (forming) unstable situation (storming) accommodation (norming) inefficient patterns of performance (performing-I).

The activities devoted to enhance the quality of the interactions Interdependence, co-operation, etc.

* Problem - Solving task - centred and social skills model :-

This group of models is concerned with solving specific behavioural problems achieving specific tasks or developing.

specific behavioural skills. Every model belongs to this category does not have exclusively a group approach as it uses a blend of individual pairs and group methods. The major emphasis is an operation rather than competition self and esteem using positive reinforcement practice.

* Conclusion :-

we have understood in this chapter theories and models used in social group work. Theories are the scientifically acceptable body of facts that help to understand individual behaviour as well as to carry forward the group process.

Though this group process itself is a greatest Teacher, group members sometimes feel puzzled and can not get any direction. The final consideration in selecting a single model for practice with groups is very important and the same depends on the model is not sufficient competence of the practitioner. Simple knowing the model is not sufficient competence of the practitioner. Simple knowing the model is not sufficient competence. Worker must examine before selecting any model, whether they possess adequate knowledge and skills to make maximum use of the same model. Many practitioners feel in order to resolve this problem it is always better to use an eclectic model i.e. multiple models for best interest of the client system.

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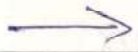
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② The Explain Multivariate Analysis



Introduction :-

In the previous section we described techniques used for analyzing the relationships between two variables. The bivariate measures of relationship have a limited function of establishing covariation and its direction. An observed correlation between two variables does not, of itself, permit making causal relationships. A bivariate relationship may be the result of chance or it may exist because the variables are related to a third, unrevealed variable. Moreover the phenomenon under study may be multivariate in nature and cannot be explained by a single independent variable. In either case, the need for analyzing multiple variables arises. The analysis of multiple variables of a phenomenon is known as multi-variate analysis, and it involves simultaneous analysis of more than two variables. Multivariate analysis provides more complete explanations for complex phenomena and permit assessing causal relationships through statistical control.

* The Concept of Control

A correlation between an independent variable and a dependent variable is not a sufficient basis for inferring causal relationship between them. The relationship between them might be caused by a third variable that is the cause of both the independent and dependent variables. Only by eliminating the possible effects of such other variables the original bivariate association can be validated. A process called control, a basic principle in all research designs achieves this.

In these cases, control is achieved through statistical methods that include cross tabulation, multiple correlation, partial correlation, multiple regression and factor analysis.

* Cross Tabulation :-

This is one of the simplest methods of analyzing more than two variables at a time. The process of this method is as follows.

We establish first the relationship between an independent variable and a dependent variable

Through bivariate analysis, we then select a third variable associated with the independent variable and use it as a control variable. The sample is then divided into sub-groups according to the categories of the control variable. The bivariate association is then reassessed within each sub-group. We may find an entirely different result, the disappearance/weakening of the original strong relationship, or emergence of a new relationship or existence of a strong relationship under one control condition but not under another. The following example illustrates this process of control through cross tabulation.

Suppose a sample of 900 persons is selected from Urban and rural areas to test the hypothesis that Urban people are politically more aware than rural people. The hypothetical data are presented in Table 11.17. It is observed that 50 per cent of Urban respondents have higher level of political awareness compared with only 28 per cent of the rural respondents. Thus, it may be concluded that political awareness is related to place of living. Whether this relationship is real or is just based on an accidental relation with a third variable, one such additional variable might be

educational level which is associated with political awareness and place of living (see Tables 11.18 and 11.19).

Table 11.17

political Awareness by place of living

political Awareness	place of living	
	Urban	Rural
High	200 (50%)	140 (28%)
Low	200 (50%)	360 (72%)
Total	400 (100%)	500 (100%)

Table 11.18

place of living by educational level

place of living	Educational level	
	High	Low
Urban	300 (75%)	100 (20%)
Rural	100 (25%)	400 (80%)
Total	400 (100%)	500 (100%)

Table 11.19

political awareness by educational level

political Awareness	Educational level	
	High	Low
High	240 (60%)	100 (20%)
Low	160 (40%)	400 (80%)
Total	400 (100%)	500 (100%)

To Control for educational level the 900 respondents are divided into two groups according to their level of education (High, Low). Within each group Urban - Rural living is Cross-tabulated with political awareness. the original bivariate association is then estimated in each of the sub-groups (Table 11.20).

Table 11.20

political awareness by place of living,

Controlling for educational level

Political awareness	High Education		Low Education		Total
	Urban	Rural	Urban	Rural	
High	180 (60%)	60 (60%)	20 (20%)	80 (20%)	340
Low	120 (40%)	40 (40%)	80 (80%)	320 (80%)	560
Total	300 (100%)	100 (100%)	100 (100%)	400 (100%)	900

* Evaluation :-

The Cross-tabulation method is popular in empirical research and it is applied to all levels of measurement. However, this method is a tedious process. It also suffers from a serious limitation, that is, it necessitates a subdivision of the sample into progressively smaller sub-groups for measuring association and thus rendering its validity and reliability questionable. The partial correlation method overcomes these drawbacks.

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