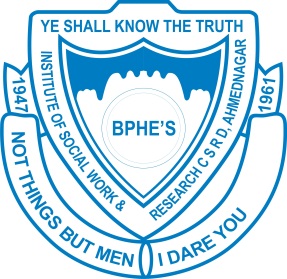
**BPHE Society’s**

**CSRD – Institute of Social Work and Research, Ahmednagar**

**Plan of Teaching and Syllabus**

**Course Number: FCW – I (MSW – I; SEM. II)**

**Course Title: The Field of Family and Child Development**

**Semester and Months: Jan. – April 2019**

**Days and Timings: Monday – Saturday, 12.05pm – 01.00pm.**

**Instructor:** Mr.Vijay Sansare (MASW, SET, NET + JRF)

Assistant Professor, CSRD-ISWR, Ahmednagar

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**Copy of Syllabus Available on:** [**www.csrd.edu.in**](http://www.csrd.edu.in)

**Course Description:** This course is designed to help the students to understand the fields of family and child development and learn and find out significance to work with these fields in the contemporary society. The social institution family is a backbone of the society and therefore this institution must be protected and strengthen. The child the future of any nation, however, they must protected, cared and development in such manner that they become a good citizen and grow as a healthy person. The present course stresses two important aspects, frailty it introduces the field of family and secondly the field of child development.

on to know the family institution better and to learn the different interventions to deal with family more effectively. It also focuses on the aspect of issues involved in the family. It focuses on changing pattern of family and impact led by the different means of modernization. In very special way family play a crucial role in sustaining the society. It is a family institution that molds society. The future of thesocietydepends on the values an individual pursue from the family. The healthy environment of generates good people or individual.

Thus, any human being society on the earth needs to strengthen a social institution family. If family is safe and sound, ultimately society’s wellbeing is done. Vitally creating healthy environment for is a need of the today. The family institution look broken due the impact of world getting closer and closer.

**Learner’s Objectives**

Following are the objectives set before the learners,

1. To orient learners to the field of Family and Child Development.
2. To understand the various orientations to work with families, children, women and youth in various settings.
3. To develop understanding, role and function of Professional Social Workers in various settings of Family and Child Development.

**Expanded Description**

Strengthening of family is a focal discourse in this process of learning about a social institution. In the present era this institution looks at risk. There are several factors are affecting the unit in the name of development, globalization, industrialization, urbanization etc. These factors are making the family vulnerable. Due to present changing situation and development family is at the verge to adopt a new lifestyle. The family is losing its values of respect, love, caring for each other etc.

Thus, class will examine the issues and challenges that family is undergoing. They will look into their own family to really understand the impact, the discrimination we make between the male and female. The preferences given to an individual in the family, the power dynamics, and patriarchy will the learners to understand the issues and respond accordingly. It will help learner to gain the knowledge about the family as a social institution create a healthy environment to build a healthy society.

**Teaching Method**

Teaching method will include lecture and class discussion, debates, as well as multimedia presentation, small group task and activities, case scenarios/studies, individual sharing, poster presentation, role plays.

The syllabus will be covered with an active participation from students and faculty. Each one needs to contribute to the class learning and apply to professional growth for working with groups.

**Class Room Environment**

The development of supportive learning environment is essential for the success of the teaching and learning. This is based on the values and principles of social work profession. It is observed with every individual seats in the class by listening to others views and ideas, respecting, creating a healthy environment for sharing, being able to understand and appreciate a views that is different from you, give a positive motivation for class participation, making an appropriate articulation while expressing views, linking practice to theory and reading by sharing experiences and through assignments. Each student will be appreciated for fostering a contribution in progressive, optimistic, safe and respectful class learning and growth. Students’ behavior should be humble and always open to add new learning.

**Assignments**

Two types of assignments will be given to students as part of internal assessment. The student must score 50 percent (i.e. 25 marks) in internal assignment for passing the paper.

**Assignment 1:** each individual will work on a given topic and will prepare an independent write up in his own hand writing.

**Assignment 2:** the students will be divided into equal groups for assignment purpose. Assignments will be based on theory and field practice.

The student has to submit the write up for both assignments separately and that will be hand written. The reference must be given to both assignments in API style.

The due date for submission of assignment is 31st March 2019 to administration office.

**Policy on Incompletes and Late Assignments**

I prefer not to give an incomplete grade and will give incompletes only in compliance as per the policy of evaluations. If assignment is late or not submitted without prior approval student will lose the grade or writing an additional assignment to comply with same.

**Course Evaluation Pattern/ Grading Mechanism**

Assignments 25%

Internal Exam 25%

External Exam 50%

**Total 100%**

**Attendance and Class Participation**

Students are grade for the class participations through the assignment presentation and its activities. The class relays on discussion thus, students are required to participate utterly and without any hesitation. Students are expected to read or refer the reading material or through references given to the students. Active listening, respect and tolerance for views of others and a stance of curiosity will all contribute to a safe and stimulating learning environment.

A student is not allowed to enter into class after the class bell is rung as per the time scheduled. As per the institute’s policy continuous two days absenteeism is serious and not allowed to seat in the class and student is require to get permission from course coordinator or director in writing.

**Plan of Session**

Each session will have a specific plan. The plan of session will include the teaching introduction of topics, objectives, methods of lectures and conclusion.

**Policy on Academic Dishonesty**

Inappropriate use of assistance in preparing assignment or in the case of plagiarism the students will be asked to rewrite individually within the stipulated time.

The person shall be liable if found in the case of plagiarism;

1. Fine or warning,

2. Rustication for limited period or permanent,

3. Withdrawal of degree.

(Under the Policy of Plagiarism of Savitribai Phule Pune University - 14/05/2012).

In the case of mischievous behavior in the class the students will be sent out of class for next three classes and will have to get a written permission to seat for further classes from course coordinator or director.

**Policy on Accommodating Differently Able**

Differently able student who faces difficulties or affect participation in class may inform and request instructors for special guidance.

**Required Reading**

Required readings for this course are books, articles, organizational and government ministries websites. (Compilation of reading material will be available in the library)

**Class Schedule and Reading**

**Week One**

**Jan. 03 - 04, 2019 –Overview of Course and Course Requirement**

**Jan. 05 - 06, 2019 – Introduction to Course; Field of Family and Child Development**

**Week Two (Unit – I)**

**Jan. 08 - 10, 2019**

**Brief review of the Field of Family**

* Concept of family
* Types of family
* Functions of family
* Issues and problems

*Readings:*

* *खदसे भा. कि. (1999) भारतातील सामाजिक समस्या, फिनिक्स कओम्पुतर अन्द प्रिंतेर्स, नागपुर – पान क्र. 141 - 165*
* *वैद्य नी. स. (2001) समजशासत्र, विद्या प्रकाशन, नागपुर – पान क्र. 1 – 15 व 126 – 157 (सामाजिकरन), व 178 – 220*
* *सुधा कलदाते (1991), भारतातील सामाजिक संरचना, समाजशाश्त्र विभाग औरंगबाद – पान क्र. 01 – 06*
* *नाडगोंडे गु. द. (1997) ग्रामिण समाजशास्र, कोंतटिनेंत्टल प्रकाशन, विजयानगर, पुणे 30 – पान क्र. 61 – 73*
* बोबडे प्र. (2001) भारतिय समाजरचना पारंपारिक व आधुनिक, श्री मंगेश प्रकाशन, नागपुर 10 – पान क्र. 126 – 157 (कुटुंब)
* *कुलकर्णी पी. के. (2004) प्रारंभीक समाजशास्त्र, विद्या प्रकाशन, नागपुर -* पान क्र. 101 – 164 (कुटुंब, प्रकार, वैशिष्टॆ, कार्य) व 57 – 72 (समाजिक संस्था)
* खडसे भा. क़ि. (1995) आधुनिक समाजशास्त्र, श्री मंगेश प्रकाशन, नागपुर – पान क्र. 01 – 30 आणि 104 – 114 (सामाजशास्त्र व समाजिकरण)
* *सुर्यवंशी वि. (1997) सामाजिक संस्था आणि सामाजिक गट, विध्या बुक्स पुब्लिशर्स, औरंगाबद – पान क्र. 1 – 19 (सामाजिक संस्था) आणि 69 – 116 (कुटुंब संस्था)*
* *फरकाडे त्रि. शा. (2003) विवाह अणि कौंटुबिक संबंध, विद्य़ा प्रकाशन नागपुर – पान क्र. 80 – 330 (कुटुंब संस्था)*
* *काचोळे दा. धो. (2009) भारतीय ग्रामिण समाजशास्र, क़ैलाश पब्लिकेशन्स, औरंगाबाद - पान क्र. 163 – 192 (कुटुंब संस्था)*
* *David Popenoe, Sociology – the discipline of sociology page 01-20, society page 79-96, the family page, 343-366*

**Jan. 11 - 13, 2019**

**Brief review of the Field of Child Development**

* Who is child?
* Problems and issues of children
* Child rights
* Policies and laws for children

*Readings:*

**Week Three**

**Jan. 15 – 17, 2019**

Different orientations: Welfare work, Therapeutic and Rehabilitative Orientation, Developmental orientation and Rights Based and Empowerment

**Jan. 18 – 20, 2019**

Basic Understanding of different settings: Residential (statutory and non-statutory), Non Residential services, Open Communities

**Week Four (Unit 2: Working with Families)**

**Jan. 22 - 23, 2019**

Importance of working with families in context of satisfaction of human needs and human rights

**Week Five**

**Feb. 08 – 10, 2019**

Family Development Programme

**Week Five**

**Feb. 12 – 14, 2019**

Family Counselling and Family Courts

**Feb. 15 – 17, 2019**

Roles of Professional Social Worker

**Week Six (Unit 3: Working with children)**

**Feb. 19 – 21, 2019**

Working with children in need of protection and care : Residential and Non residential services

**Feb. 22 – 24, 2019**

Integrated Development services

**Week Seven**

**Feb. 26 – 28, 2019**

Social Work in Child Education

Child Guidance Clinic and Counselling

**Week Eight**

**March 16 – 17, 2019**

Personality Development Programmes and recreation for children and adolescents

**Week Nine**

**March 19 – 21, 2019**

Programmes for Youth Development

Roles of Professional Social Worker

**March 22 – 24, 2019 (Unit 4: Working with women)**

Counselling and shelter for women in need of protection

**Week Ten**

**March 26 – 28, 2019**

Women Development programmes, Micro Finance Groups and livelihood promotion programmes

**March 29 – 31, 2019**

Legal Literacy, Political participation and empowerment

Roles of Professional Social Worker

**Week Eleven (Unit 5: Working with special groups)**

**April 02 – 04, 2019**

Residential and non - residential programmes and services for differently abled

**April 05 – 07, 2019**

Residential and non -residential programmes and services for elderly

**Week Twelve**

**April 09 – 10, 2019**

Roles of Professional Social Worker

**April 11 – 14, 2019**

Assignment Presentation and Discussion

**Week Thirteen**

**April 16 - 19, 2019**

Assignment Presentation and Discussion

**April 20 - 21, 2019**

Revision, feedback and conclusion

**FCW 1: Family Sociology & working with families Recommended Readings:**

1. Harris, C. C. (1969) The Family an Introduction, London : George Allen and Unwin Ltd.
2. Burgess, Ernest W., Locke Harvey J., Thomes Mary Margare (4th edition), New York : The Family from Traditional to companionship Van Nostrand Reinhold Co.
3. Elliott &Merril (1960) Social Disorganization, New York: Harper & Brother Pub.
4. Gore, M S (1968) Urbanization and Family Change, Mumbai : Poplar Prakashan
5. Green Arnold W. (1964) Sociology (Analysis of life in Modern Society), MacGraw Hill Book, Co
6. Jayapalan N. (2001) Indian Society & Social Institutions – Vol. I, New Delhi : Atlantic Publishers & Distributors
7. Kumar, S., Chacko, K. M. (1985) Indian Society & Social Institutions, New Delhi : New Heights Publishers & Distributors
8. Lal, A. K. (1989) The Urban Family : A Study of Hindu Social System, Concept, New Delhi : Publishing Company
9. Larlton E, Munson (1983) Social Work with Families – Theory and Practice, New York : The Free Press
10. Leouard Brown, Philip Selznick (4th Ed.) Sociology – A text with adapted readings, New York, Evanston and London : Harper & Law Publication
11. Lowie, Robert H. (1950) Socail Organization, London : Routledge and Kegan Paul Ltd.
12. Maciouis, John J. (1993) (4th Ed,) Sociology, New Jersey : Prentice Hall Engle wood chifts
13. Nichols,Michall P. & Richard, C (1991) (2nd edition), Family Therapy Concepts and Methods, London : Allyn and Bacob
14. Nisbet, Robert A., Knopf (1970) The Social Bond – An Introduction to the study of Society, New York : Alfred A.
15. Philips Belanard S. (1969) Sociology Social Structure & Change, London : Macmillan Co.
16. Rajeshwar Prasad, Hallen, G. C., Pathak, Kusum, Conspectus of Indian Society, Agra : Satish Book Enterprise, Motikatra
17. Reece McGee, Holt Rinehart and Winston N Y(1980) Sociology – An introduction, New York
18. Sharma, Rajendra K. Fundamentals of Sociology, Atlantic Publishers & Distributors
19. Williamson, Robert C. (1967) Marriage and Family Relations, New York, London, Sydney: John Wiley and Sons, Inc.
20. Williamson, Robert C. (1967) Marriage and Family Relations, New York, John Wiley & Sons, Inc.

**General References:**

1. Aviva Ron, Brian Able – Smith, Giovanni Tamburi (1991) Health Insurance in Developing Countries – The Social Security Approach, New Delhi : Oxford and IBH Publishing Co, Pvt; Ltd.
2. Desai Murli (1986) Family and Intervention – Some Case Studies, Mumbai: TISS.
3. Family Life Education in India, (1969) (Perspectives Challenges & Application)
4. Jouer, Linda J. (1994) The Social Context of Health & Health Work, Macmillan Press Ltd.
5. LSS O‟MalleyIndia‟s Social Heritage, Kanpur :Vikas Publishing House Pvt. Ltd.
6. Rose, Peter I., Glazer Myron, Glazer Penina Migdal (1982) Sociology (IInd Edition) Inquiring into society Ramu G. N. (1977) Family Structure & Fertility, New Delhi/New Bury Park, London :Sage Publication
7. Singh, Yogendra (1997) Social Stratification & Change in India1997, New Delhi : Manohar Publication

**EC: Elective Compulsory Courses**

**FCW- 1: The Field of Family and Child Development**

**Learner’s Objective:**

1. To orient learners to the field of Family and Child Development.
2. To understand the various orientations to work with families, children, women and youth in various settings.
3. To develop understanding, role and function of Professional Social Workers in various settings of Family and Child Development.

**Unit -1: Orientation to the Field of Family and Child Development**

1. Brief review of the Field of Family and Child Development
2. Different orientations: Welfare work, Therapeutic and Rehabilitative Orientation, Developmental orientation and Rights Based and Empowerment
3. Basic Understanding of different settings: Residential (statutory and non-statutory), Non Residential services, Open Communities

**Unit 2: Working with Families**

1. Importance of working with families in context of satisfaction of human needs and human rights
2. Family Development Programme
3. Family Counselling and Family Courts
4. Roles of Professional Social Worker

**Unit 3: Working with children**

1. Working with children in need of protection and care : Residential and Non residential services
2. Integrated Development services
3. Social Work in Child Education
4. Child Guidance Clinic and Counselling
5. Personality Development Programmes and recreation for children and adolescents
6. Programmes for Youth Development
7. Roles of Professional Social Worker

**Unit 4: Working with women**

1. Counselling and shelter for women in need of protection
2. Women Development programmes, Micro Finance Groups and livelihood promotion programmes
3. Legal Literacy, Political participation and empowerment
4. Roles of Professional Social Worker

**Unit 5: Working with special groups**

1. Residential and non- residential programmes and services for differently abled.
2. Residential and non -residential programmes and services for elderly
3. Roles of Professional Social Worker