

SYLLABUS
FOR
M.S.W. PROGRAMME



MAHATMA GANDHI
CHITRAKOOT GRAMODAYA VISHWAVIDYALAYA
CHITRAKOOT, SATNA (M.P.) INDIA - 485331

MAHATMA GANDHI CHITRAKOOT GRAMODAYA VISHWAVIDYALAYA
CHITRAKOOT, SATNA (M.P.)

ORDINANCE
for Master in Social Work

Programme Offered	: M.S.W.
Intake	: 30 students
System of Education	: Credit system on semester basis
Eligibility for Admission	: Graduation with 50%
Mode of Education:	: Entrance examination conducted by M.G.C.G.V., Chitrakoot
Duration of Course	: 4 semesters
Examination and Evaluation	: Internal (20%) + External (80%)
Grading	: 10-point scale

Evaluation of programme will be referred to as grading and shall be measured by the quality of performance in that course by assigning course grade as indicated below:

Cumulative Grade Point Average	Description of Performance
8.5 to 10.0	: First class with distinction
6.5 to 8.4	: First Class
5.0 to 6.4	: Second Class
Below 5.0	: Fail

Students obtaining Grading point of less than 5.0 will be declared as Fail (F) . The course with grade point of 5.0 or more will be treated as cleared

Minimum OGPA required for degree: To qualify for a degree the student shall complete all the prescribed courses with CGPA of not less than 5.0

Grade: It is a measure of quantity of the performance of a student work done in a course at the end of a semester. It is computed by dividing the percentage of marks obtained in a course by ten. It shall be expressed on a 10 -point scale up to first decimal place.

Grade Point: A grade point is product of course credits and grade secured by a student in a course .It shall be expressed upto first decimal place.

Grade-Point Average: It is a measure of Quantity of work done in a semester. It is a quotient of the total grade point secured by a student in various courses registered in a semester divided by the total course credit during that semester. It shall be expressed upto first decimal place.

Cumulative Overall Grade-Point Average (CGPA): It is a measure of overall cumulative performance of a student on completion of two or more semesters. It is computed by dividing total number of course grade points earned by a student over the semesters by the total number of credits. It shall be expressed upto first decimal place.

Attendance: Normally the attendance should be 100%. The minimum required by a student is 80%. The attendance condonation by Dean /Director/CSSC up to 10% on justifiable ground.

Maximum number of semesters permitted to complete the course: 6 semesters

Make-up examination: The students of final year shall be allowed for make-up examination on one or more grounds such as hospitalisation; death of parents; own marriage; attending interview and attending court case(s) etc.

Procedure for awarding sessional marks: For theory subject three internal tests will be conducted. Total of all three tests will be considered for awarding sessional marks.

Procedure for evaluation of practical /extension etc: The internal assessment of Fieldwork will be based on fieldwork/ extension work done by students in community, NGOs, the submitted report, and knowledge of work and integration etc. End semester evaluation will normally involve external examiner.

Fee: As prescribed by the University from time to time.

Matter not provided for in this ordinance shall be governed by the orders of the Chairman Academic Council

SYLLABUS OF SOCIAL WORK

THE DEPARTMENT

Department of HSS is offering courses in social work is the second department of Social Work to be established in the state of Madhya Pradesh and offers post graduate course leading to M.A.(Social Work) degree since 1991.

THE PERSPECTIVE

The perspectives of the department are taken from its location and the goals of the university. Chitrakoot is a religious small town situated in the midst of the rural and tribal population of the state. It has a spiritual-ethical ethos and the pilgrims flow from all corners of the country. It is associated with Lord Rama and Devi Sita human incarnation of Vishnu and the mother goddess, the benevolent Kamadgiri, the saintly Sati Anusua, devoted Laksman, the younger brother, Hanuman, the disciple. It radiates ethical and moral values and the characters around 'Ram' are all symbols of dedication, commitment, fidelity, service and universal well-being. The Ethico-spiritual-moral perspective of its location is its first note.

Secondly, it is located in a small town surrounded by villages and tribal settlements, and hence any educational programme has to keep in focus its clientele. Thirdly, the university is dedicated to the course of resurgence of the rural culture and values and hence these two perspectives are also the cornerstones of the department.

Social Work - A Practice Profession

Social work is a practice profession hence; the content offered must have the vital component of practice learning opportunities. The educational programme is incomplete without guided practice learning satisfactorily provide. The practice content makes up about forty per cent of the total marks. It is accepted that the career in this profession relates to a wide and complex range of human situations, calling for a versatile practice perspective and skill based competencies. The professional practice is unique in the sense that, the professional has no tools, 'a relationship' is to be established and change jointly planned. This may be by being in teams with other professionals and volunteers or by being 'a change agent' in a participatory approach with the client system.

Human service professions, societal response, people's response and individual actors' responses- all aim at bringing about social change. The social work profession broadly works for equity, social justice, harmony and peace mainly directing the activities to support the quest of the marginalized groups to meet their needs. Educational programmes in society are impacted by the same social influences. Further, these are placed in the framework of the educational policy, and in the educational settings of the societies. They are universities, colleges and departments. These have their regulations and rules for hours of class-room and practice activity and nature of assessment. This is for all disciplines, and not specially constructed for an educational programme of a profession.

In the Social Deconstructionist category the interest is the relationship between the social, political and economic development of the society. The underlying belief here is that education is for social change and for equity in society. The learner is to be confronted with the severe problems the people face in a society and is supported in selecting strategies for change.

The criteria for selecting learning opportunity is, that, these must be real, necessitating action and those providing learning values by applying the sense of right and wrong. These must be carried out in a participatory fashion, with the community.

Evaluation here is of the process of learning and of change effected due to work done. The practice learning opportunities of the social work curriculum have their basis in the deconstructionist category. Activities of this nature are more visible when 'advocacy and action' roles are enacted for social change.

The Teaching -Learning Experience-The Institution and The Teachers

Curriculum 'the written word document' becomes a positive educational experience when the institution offering/housing the programme, the teachers and the learners, all work towards the educational goals. Three different norms as requirements accepted in Second Review Committee Report (1975) and reiterated in the Curriculum Development Center's Report (1990) are stated here:

- 1- Practice teaching learning is like learning in a laboratory. The difference is that, this learning is carried out in real life situations of communities, groups, and families/individuals and in organizations providing services. Every learner is required to spend a minimum of sixteen hours a week in a setting/agency organization to learn practice. Each learner should get about forty-five to sixty minutes of individual instruction, hence the teacher-learner ration suggested is 1:8 to 10. Practice learning calls for individual guidance, and small group guidance.
- 2- Core courses and Elective courses calls for small group teaching methods and class-room practice. These methods are best employed when the numbers making up the class is small, necessitating break up of large group s into those around twenty. The number of teachers required for the same content is naturally larger.
- 3- The third concern emerges from the need of minimum norms/requirements for starting a programme for social work profession. The U.G.C. Panel of Social Work Education has worked out 'basic minimum' requirements, and the Commission has in its 'in house ' meeting accepted these norms. Therefore, universities providing affiliation and those setting up programmes must consider the basic minimum requirements if 'a standard' is to be established, retained and propagated, to march to excellence.

The Teachers

The debate here is not between duties and rights. Academic faculty requires freedom and an academic climate to function and grow. Adequate infrastructural facilities are necessary. Some of them are:

- Well ventilated classrooms and office space to function. A well equipped, continually updated library, availability of wide range of practice teaching centers, time and ratio requirements for teaching-learning of a professional course.
- Provision for faculty to make some changes in the curriculum for the purpose of update along with those for innovations and experiments in education supported by the university mandate.
- Teachers Development Programme-'in house'- that is those voluntarily designed by the faculty and those planned by the institution for the growth of faculty. Opportunities for national and international interaction, programmes for exchange between academicians and between practitioner and academicians, all are necessary. Social Work faculty's experience of practice, research based practice and that of developing and implementing action based projects, are also considered critical and growth oriented. All this needs to be facilitated.(For details see :Report of UNESCO :1996)
- Inservice training, growth opportunities like-well designed refresher courses, and summer institutes to include all on the academic ladder should continue to be viewed as necessary along with those of preservice.
- A curriculum document requires infrastructural facilities, which would support translating curriculum plans to academic activity for a standard of education and in the march to excellence. When facilities will be provided, including those of teacher development and when learners' have adequate previous experiences, that it is possible for education to support change in a direction for a civil society, and for learning to remain life long activity.

(Source: U.G.C. Model Curriculum, New Delhi, 2001)

OBJECTIVES OF THE DEPARTMENT

The department aims at the reconstruction the social order in the context of the ethico-spiritual- rural social system and to educate the young generation to reconstruct society in the context of its perspective, for this its specific objectives are as follows:

1. To organise education in social work at the university level to train personnel for the twin tasks of social welfare and social development.
2. To organize activities and to promote organizations, in stitutions, projects, and programmes for the ethico- social economic and physical well being and development of the people in general and of rural and tribal people in particular.
3. To organize research and to train the students in the methods of research so as to promote the growth of knowledge in the areas studied in the department.
4. To promote integration of knowledge and practice through action research and participatory learning.
5. To promote, organise, and to provide inter-disciplinary collaboration for wholesome integrated understanding of human nature, society needs, problems, services, and issues of social development and well-being.
6. To arrange lectures, conferences, symposia, seminars, and dialogues between people from different walks of life concerned with social and human issues.
- 7 To promote self-reliance and self-employment of youth.
- 8 To promote values and attitudes relevant to well-being of mankind and the universe.
- 9 To create awareness and understanding of the problems of environmental protection and balance, living and non-living.

TEACHING PROGRAMME

Department of Social Work organises two years degree programme at post graduate level. It is basically a generic course, where knowledge is transferable to various settings of social work practice. The students are encouraged to select electives to focus on areas of their choice. The fifty percent teaching is in the classroom and fifty percent in the field.

BOARD OF STUDIES

There is an independent board of studies of social work course comprising eminent teachers and experts from both within the university and from other universities, professionals from rural development, social sciences and representatives of voluntary organizations are involved in social work education and rural development programmes. The board is responsible to review the course, its structure, co-curricular activities, and the experiences of the faculty.

ORIENTATION

For a smooth transition from the entrance level to the phased process of learning in four semesters, the students are given orientation in university philosophy, organisation, rules and regulations, and its rural development programmes. Orientation to social work course relates to syllabus, time-table, guidelines of credit system, curricular and co-curricular activities, internal and external assessment (CFA & ESE) and examination system, and students welfare. They are also acquainted with the norms for extra curricular activities. Visits to various faculties, institutes, farm and Vocational centers, rural areas, and voluntary organisations are also conducted. The programme is conducted in the beginning of the first semester.

SEMINARS

Regular seminars are organised where students are expected to give seminar on issues related to the course and field experiences and case studies. Seminars are also given by faculty members, external experts and guest speakers. Here, ideas requiring investigation and action research are also identified. A panel of judges (teachers) judge each student's performance. The moderator (teacher) helps the student in his presentation, discussion and question/answer session.

STUDY TOUR

The study tour is undertaken every year for the entire group of students under different programmes for data collection, field surveys, visit to industries, business houses, legislatures, libraries, training institutes, news paper houses, government offices, educational and social institutions/voluntary agencies, hospital, museums places of social and historical importance for a period of 10-15 days. This programme includes lectures and group discussion by the visiting institutions staff and experts. This also includes studies about the agency and the village adopted. The study tour provides additional learning in area based on experiences of institutions /agencies concerned. Most of these tours are integral to the course structures and are guided by teachers.

DISSERTATION

Each student writes a dissertation of a good standard on a theme selected in consultation with faculty members (who also acts as research guide/supervisor). After the finalisation of the dissertation topics it will be sent to examination department. Dissertation shall be submitted before block field work programme and final semester examination. The dissertation is examined by an external examiner followed by viva-voce.

EXAMINATION SYSTEM

The Social Work course has been divided into four semesters (2 years). The examination in each semester includes three monthly tests (CFA) and semester examination. Field work review is undertaken annually followed by viva-voce.

Rules for Admission

1. A bachelor's degree in any discipline from an accredited college or university.
2. With a minimum of 50% marks in graduation are eligible to apply for admission.
3. After the successful qualifying the entrance examination students have to go on counselling session. If the student is satisfied with the course curriculum, rules and regulations of the university, then he will be permitted for the admission.
4. Applicants graduate with liberal arts perspective will be given preference i.e. graduate in Social Sciences (Sociology, Political Science, Economic, Psychology, Social Work, Development Administration and Anthropology).
5. There will 30 be seats available for admission of which 80% shall be reserved for candidates of M.P. state and 20% for those belonging to other state. Reservation in admission will be given according to M.P. Government rules. Candidates belonging to M.P. state have to submit domicile certificate issued by appropriate authority to get reservation in M.P. state quota. If the certificate proved to be false, admission shall be cancelled (33% seats are reserved for female candidates).
6. Admission will be made on the basis of written test conducted by the university each year in the month of June/July.
7. Question paper shall be made and evaluated by outside experts belonging to the field of social work.
8. Admission test will consist of two papers
 - i) General Knowledge
(Objective type)
100
 - ii) Indian Society and Social Problems.
(Short answer type)
100

	Time	marks
	One hour	100
	Two hours	
9. Minimum qualifying marks in the written test will be 50% in each paper and in aggregate for general candidates and 45% for SC/ST candidates.

10. Admissions will be made in order of merit.
11. The medium of written test will be Hindi/English but candidates from Non-Hindi speaking states/areas may be allowed to write in English.
12. The paper of General Knowledge will cover fundamental/basic information about Indian culture, History, Religion, Philosophy, Political system, Economy, Society, Literature, Elements of Science, Geography, Technology, World Geography, International affairs and sports, Adventures, Awards, Titles etc.
13. The second paper on Indian Society and Problems will cover Indian social organization, social institutions (family, marriage, stratification, caste and class) disorganisation and major social problems such as poverty, inequality, unemployment, communal and caste tensions, crime and delinquency, women's status and exploitations, Women Empowerment, child labour, handicapped and destitute population, slums, Environment, migrants labour, human rights, social justice, social legislation, Government programmes related to rural development, disaster, war, rehabilitation etc. The emphasis will be on candidate's awareness of the problems of Indian Society and his reaction to those.

Confirmation of Admission

The admission offered by the admission committee of the department is provisional and is subject to final approval by the central admission committee of the university.

For registration of student in the department and for confirmation of admission, the student is required to submit the following document.

- (i) High School/Sr. Sec.School Examination Certificate in original.
- (ii) Original marks list of all examinations passed .
- (iii) Letter from the employer (in the case of applicants who are in employment) to the effect that the applicant will be relieved from service are granted leave for the period of study at the department and will be re-employed after the successful completion of the course.
- (iv) Certificate of Fitness from a registered medical practitioner (not less than MBBS/BAMS).

Note: The department does not give any guarantee for the delivery of letter/telephone /fax/e-mail on selection .Out station students are therefore advised to make their own arrangements for securing information.

ADDITION:

Only marks obtained in the degree examination will be counted for the purpose of admission and no benefits / weightage will be given to candidates on the basis of LL.B/Post graduation marks.

(No admission will be entertained on the basis of PG Degree /B.Ed /LL.B. Degree. Entrance is restricted for candidates qualified B.Tech and M.B.B.S/B.A.M.S. and any kind of diploma before graduation.)

Method of Teaching

1. Medium of instruction in classroom shall be English.
2. Teaching of compulsory papers will be through lectures, discussion, assignment, seminar, self study and field visits. The elective courses will be taught through tutorials, selective lectures, and seminars, reading assignments, field practice and self-study.

EXAMINATION AND EVALUATION OF WRITTEN PAPERS EXTERNAL AND INTERNAL BOTH

1. The question papers shall be made by only those examiners whose names are recommended by the Head of the Department and approved by the Vice-chancellor or by question bank prepared by the department and approved by vice chancellor /Academic council.
2. The division of marks (Internal and External) will be as follows:

SUBJECT	MARKS		TOTAL
	INTERNAL	EXTERNAL	
1. Written Papers	20%	80%	100
2. Field Work	20%	80%	100
Dissertation, Evaluation &	20%	80%	100

Viva-Voce			
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3. **For Internal Evaluation (for monthly test):** A committee of two senior teachers will review and give the total award of monthly test of those students who get lowest marks and more than 75% marks and average of all of them will be awarded.
4. **Minimum OGPA required for degree:** to qualify for a degree the student shall complete all the prescribed courses with OGPA of not less than 5.00.
5. The three senior most teachers of the department will assess the internal evaluation of field work of students and average of the grade will be credited .It will consist (1) Head of the department (2) One senior teacher of the department who is Field Work Coordinator (3) Concern field work supervisor.
6. Students will submit their fieldwork report on every Monday in the department. The concerned teachers will procure regularly the fieldwork report form the Field Work Director/Coordinator within the week of the receipt.

7. FIELD WORK PRACTICUM

We believe that the learning that occurs during the practicum is unique. Learning by doing is more effective than learning by reading. Thus learning by doing is accomplished through supervised fieldwork in social work education. Its objectives are three folds:

1. To study and to understand the behaviour of individuals, groups and community.
2. To integrate theory and practice through direct involvement in helping activities and
3. To develop appropriate skills, values and attitudes relevant to social work.

From amongst many of its forms focus is laid mainly on three:

- (a) Concurrent fieldwork
- (b) Rural camp and
- (c) Block fieldwork (Practice school)

CONCURRENT FIELD WORK

Concurrent field work is carried out on regular basis in a client system to develop consciousness and an attitude of commitment and sensibility to human needs and sufferings as also to develop capacity to mobilise individuals and groups to deal with them. They are placed in welfare agencies, Voluntary organizations, or in communities.

As students come from different educational streams, most of them have little or no idea of the fields of social work or understanding of rural society. Hence the students will be provided theoretical knowledge in the class room, while in the field work programme one, they would be given village exposure and helped to understand village society and to identify areas of social work intervention. Specifically each student will be involved in the following activities:

1. Study of the village and its socio-economic structure, location, social institutions, population characteristics, economy, occupational pattern, communication, main problems of the village.
2. Develop rapports with families bring out family structure; inter relationships, income-expenditure pattern, food habits, social customs, values and beliefs, education etc.
3. Identify, study and help cases of abnormal children, handicapped, aged, destitutes, dropouts, child labour, landless labour, village and youth leaders etc.
4. Study common interest areas of children, women, youths, farmers, artisans, labour, SC/ST and undertake group work practice with them by formation of groups.
5. Explore and arrange areas / activities of community organizations viz. health, hygiene, sanitation, nutrition, school enrollment drive, adult literacy, women's education, women empowerment programme, issues related to human rights and social justice, problems of weaker sections, environmental awareness and promotion, income generation activities and cultural programmes etc.

FIELD WORK SUPERVISION

For concurrent field work practice each student is placed under the direct supervision of a field work supervisor who is the student's primary teacher in the field and bears responsibility for a major part of field based education, supervisor provides field work orientation in the beginning, gives introduction to field education, its objectives, its place in social work education, details about field work content, requirements, procedures, types of client system, and so on. Fieldwork supervisor and students visit and study village situation and develop the field work programme as per the situation in discussion with village leaders. He will hold weekly supervisory conference to guide plan and carry out fieldwork activities as well as with individual students.

FIELD WORK DIARY

Every student are required to prepare regularly the following:

- (a) A diary of activities, recording time spent on each of them and points from supervisory conferences.
- (b) Activity wise detailed weekly fieldwork report, which should be submitted on or before each Monday to the Supervisor for review and discussion.
- (c) Summary of fieldwork activities to be submitted at the end of each semester.
- (d) Field work attendance will be maintained by supervisors and if the student is placed in any agency /organisation the attendance may be submitted through the incharge of the agency.

RURAL CAMP

Rural camp is organised to experience rural life by living with rural people. This is intended to develop understanding of rural social system, intervention programmes, acquire experience of group living, interpersonal relationship and mutual responsibilities. This is conducted for about 7 to 10 days.

BLOCK FIELD WORK

After satisfactory completion of concurrent field work during the third semesters and after third semester examination and after submission of the dissertation /project report, every student is placed for block field work for a period of six weeks for full-time work in an approved agency, or project, in government organisation or voluntary organisation outside Chitrakoot (M.P.). The department selects the placements from amongst a large number of projects, organisations and agencies spread all over the country keeping in mind the availability of learning opportunities for students and students back grounds etc. Such agencies accept this training as part of their administrative process and assume responsibility to supervise the trainees.

This programme is designed to equip the students in more comprehensive and practical way with an understanding and appreciation of the multidimensional nature of agency's policies and programmes. Besides, they are also expected to have an idea of the processes by which these policies and programmes are formulated and implemented by the agencies. This learning experience will be an enrichment of what they have learnt during their two year's stay at the department. For instance they have learnt to diagnose the meaning and purpose of human behaviour and to help people skillfully when they are in difficulties. Now they are expected to learn and experience, the work in a large size agency with complex administration demanding greater involvement and strict supervision. This experience will be closer to actual normal job- situations which is the future assignment of the student. Briefly speaking the block placement will focus on the following areas:

1. A general understanding of the total agency set-up.
2. Management of an adequate workload, more or less equal to a regular worker.
3. Acceptance of the student as part of administrative process, i.e. assigning him some definite tasks and responsibilities, giving him authority to take decision in the particular area, and holding him responsible.
4. Good grasp of the administrative problems encountered and possible solution suggested, in the specific area of his functioning.
5. Understanding of the line of authority in the agency and experience of collaborations, consolation and supervision.
6. Adequate understanding of administrative policies, procedures and practices - their meaning and purposes.
7. Involvement of student in planning and implementing programmes, budgeting, and office routines, etc.
8. Help the student in general to function as adequate and competent person in an administrative setting.

The department through the field work Director/Supervisors maintains close contact with agency supervisors and plan the content of the training programme, to evaluate the students performance and to deal with other problems concerned to block field placement. Thus, with the help of the department and the agency student get ample opportunity to have practical experience of conducting responsible job in the field of social work.

FIELD WORK EVALUATION:

Grading Student Performance in the Field :

Fieldwork supervisors are required to make a written evaluation of his/her student's performance at the end of the first semester and at the end of the year, fill the evaluation in a format provided and recommend the grade. To aid FWSs in their evaluation, profiles of expected performance level for each grade are outlined here.

The grades are as follows:

Outstanding	O	5.50-6.00	75-100
Very good	A	4.50-5.49	65-74
Good	B	3.50-4.49	55-64
Average	C	2.50-3.49	45-54
Fail	D	Below 2.5 grade	

PROFILE OF STUDENT SHOWING OUTSTANDING PERFORMANCE: O

- For performance to be evaluated as outstanding – 'O' grade – the student should demonstrate, by the end of the first year, overall competence and superior performance in most areas of field practice.
- Very consistent performance throughout the year.
- Superior ability to analyse social situations, identify needs and resources of the client system, consistently demonstrate superior skill in problem definition, work and evaluation.
- Superior ability to integrate theory (knowledge understanding, critical appreciation, appropriate application) with practice.
- Strong identification with the profession and an excellent attempt to internalise its values and goals. a clear understanding of the purpose of agency's services and social worker's role.
- Strong motivation to be of help to others. Complete orientation towards others and no evidence of preoccupation with self during field work.
- Very disciplined approach to work. good sense of responsibility and commitment shown towards client system, agency, colleagues and FWSs. Excellent capacity to work and team spirit.
- Superior capacity to relate purposefully, to empathise and to respond appropriately while working with individuals, families, groups and communities. Supervisor capacity for sustained focussed work, and for involving clients in the problem-solving process.
- Superior ability in using all the methods of social work skilfully. Superior capacity to use skills which show enhancement of process, interaction, verbal skills which promote thinking or reflection in the client system.
- Outstanding initiative and self-direction, reflected in maximum efficiency in the management of time and workload.
- Student is very open to learning and shows an excellent capacity for accepting and acting on constructive criticism, and makes positive use of supervision.

PROFILE OF STUDENT SHOWING VERY GOOD PERFORMANCE : A

For performance to be evaluated as very good – 'A' grade – the student should demonstrate, at the end of the first year, more or less consistent progressive movement throughout the year and overall competence in most areas of work. Students, at this level, may intellectualise or be doers, and show creativity, flexibility and openness to learning and a potential for higher performance.

- More or less progressively even movement during the year.
- Very good ability to analyse social situation, identify needs and resources of the client system; demonstrate good skill in problem definition, work plan and evaluation.
- Good ability to conceptualise and integrate theory with practice as reflected in conferences and recording.
- Clear identification with the profession; good attempts to integrate values and goals of the profession, and a clear understanding of a social worker's role.

- Strong motivation to be of help to others. Minimal, preoccupation with own needs and problems which has not affected field work performance.
- Disciplined approach to work. Good sense of responsibility and commitment towards the client system, agency, colleagues and FWS and a good capacity for working and contributing to team sharing.
- Good capacity to relate purposefully, empathise and respond appropriately and consistently with individuals, families, groups and the community. Good capacity for sustained focussed work and for involving clients in the problem solving process.
- Good capacity to use all the method of social work skilfully. Good capacity to use skills which show enhancement of process, interaction and verbal skills, which promote thinking or reflection in the client system.
- Good initiative, self-direction and resourcefulness. Good capacity in the management of time and workload.
- Basic objectivity and openness to learning. Good capacity for accepting and acting on constructive criticism. Has capacity to change. Has made very positive and constructive use of supervision.

PROFILE OF STUDENT SHOWING GOOD PERFORMANCE: B

The good student's performance ('B' grade), is characterised by more or less progressive movement over the year, though there may have been periods of unevenness in performance with some degree of regression or immobilisation, mainly due to stress or pressure. However, the student gives evidence of motivation and capacity to perform satisfactorily in all areas and is fairly consistent and conscientious. For performance to be evaluated as Good – 'B' grade – the student should demonstrate at the end of the first year:

- More or less progressive movement over the year. Though at times, performance may show some degree of regression, overall performance is satisfactory.
- Good ability to analyse social situations, identify needs and resources of the client system. Good skill in problem definition, work plan and evaluation.
- Fairly good ability to conceptualise and integrate theory with practice as reflected in conferences and recording.
- Identifies with the profession and makes a good attempt to internalise the values and goals of the profession. Has attained some clarity about the social worker's role.
- Basic motivation to be of help to others. Sometimes preoccupation with own needs and problems affects field work performance.
- Shows appropriate professional demeanour. Good sense of responsibility and commitment towards the client system, agency, colleagues and the FWS. Good capacity for working and contributing to team sharing.
- Has capacity to relate purposefully, to empathise with and respond appropriately while working with individuals, families, groups and community. Is able to maintain focus of work and involve clients in the problem-solving process most of the time.
- Shows evidence of basic capacity to use all three methods of social work but the skilful use of the various methods varies from good to average ability. Basic capacity to use skills which show enhancement of process, interaction, verbal skills which promote thinking or reflection in the client system.
- Has capacity for initiative and self-direction but often shows hesitation in using this ability. Has showed fair amount of ability in the management of time and workload.
- Basically objective and open to learning constructive criticism, but sometimes tends to become defensive which affects the student's capacity to change. Has shown good capacity to make positive and constructive use of supervision.

PROFILE OF STUDENT SHOWING AVERAGE PERFORMANCE : C

A major characteristic of an average student is the unevenness and rather slow progress in his/her overall performance, and in the application of theory and development of skills. Such students may have periods of improved functioning, in response to frequent and specific instructions from their FWSs and are generally able to meet the minimal demands of field work. Students showing average- 'C' grade -- performance may have a combination of the following characteristics.

- Fieldwork performance throughout the year shows a little uneven movement with periods of improved functioning in response to frequent and specific instructions from the supervisor.
- Student shows limited ability to analyse social situations, identify needs and resources of the client system and limited skill in work plan and review.

- Limited ability to conceptualise and integrate theory with practice as reflected in conferences and recordings.
- Student has begun to identify with the profession but still some inappropriate attitudes. Student begins to internalise values and goals of the profession and attains some clarity about social work.
- Frequent preoccupation with own needs and problems resulting in unevenness in productivity, though there are periods when the student is able to mobilise himself/herself to meet fieldwork requirements.
- Student has the capacity to be responsible and committed to the client system, colleagues, staff and supervisor, but needs to be sometimes reminded of the same. Student has capacity for working with and contributing to team sharing on a limited basis.
- Limited ability to view the client system objectively and sensitively, and establish and maintain purposeful relationships with the client. Difficulty in disciplining his/her own feelings and responses.
- Restricted in capacity to use various methods of social work skillfully, but can offer help in a more limited way. Limited capacity to use skills, which show enhancement of process, interaction, verbal skills which promote thinking and reflection in the client system.
- Restricted capacity for self-direction and resourcefulness. Is quite dependent on direct, continued guidance from the supervisor.
- Student shows limited ability to involve self in the learning process and frequent use of defensive behaviour as seen in communication with colleagues, agency staff and supervisor. Has difficulty in transferring learning from one situation to another.

PROFILE OF STUDENT WHO IS FAILING IN FIELD WORK: D

A combination of the following characteristics in a student would indicate that he/she is failing at the end of the

first year (Grade D). Such students demonstrate:

- Little or no progress in overall fieldwork performance.
- Very poor or no ability to analyse social situations, individual needs and resources, problem identification, work plan and evaluation.
- Very poor ability to integrate theory with practice as reflected in conferences and recording.
- Persistence of inappropriate attitudes and inability to internalise the values and goals of the profession and develop a professional identity. No clarity about the social worker's role.
- Major preoccupation with own needs and feelings, negating effective use of self as a helping person.
- Little or no responsibility or commitment to the client system, staff, colleagues and supervisor and/or unwillingness to work and contribute to team solving.
- Consistent lack of empathy and unrelatedness to the client system with evidence of basic inability to maintain purposeful relationships with the clients. Evidence of destructiveness with clients.
- Very poor or no capacity to use any of the methods of social work skillfully. Only able to use very concrete task oriented skills at the level of expectation of a volunteer working with the use of resources.
- Inability to think or work independently. Inability to respond to the basic demands for the use of time as reflected in submitting and maintaining recording, setting up and keeping appointments, and so on.
- Basic inability to use fieldwork as a learning experience.

Note:

1. The evaluation of fieldwork of semester I and II will be conducted in second semester (4+4=8credit) and marks will be credited in second semester.
2. The evaluation of field work of semester III and IV will be conducted after practice school (Block field work) (4+5=9 credit) and marks will be credited in fourth semester.
3. The evaluation of project work of third semester (3credit) and fourth semester (7 credit) will be conducted after block placement(practice school)and marks will be credited in fourth semester.
4. The elective courses will be taught through tutorials, selective lectures, seminars, reading assignments and self study. Teaching of compulsory papers will be through lectures, discussion, assignment, seminar and self-study.

M.A. (Social Work): Credit Programme

S.N.	SUBJECT	CREDIT
I.	Values and Social Responsibilities	6
II.	Computer	9
III.	(a) Major Core	36
	(b) Major Electives	6
IV.	Field Work/Extension Work	12
V.	Project Work/Dissertation	10
VI.	Practice School	5
	Total Credit	84

Course Design

M.A. (Social Work)

S.N.	Subject	Semester I	Semester II	Semester III	Semester IV	Total Credit
1.	Values and Social Responsibilities	2	2	2	-	6
2.	Computer Application	3	3	3	-	9
3.	Major core	12	12	12	-	36
4.	Major Elective	-	3	3	-	6
5.	Field Work	4	4	4	-	12
6.	Project Work/ Dissertation	-	-	3	7	10
7.	Practice School				5	5
8.	Total Credit	21	24	27	12	84

Design of the Syllabus

Semester I

	Course Title	Credit
1	Social Science Concept for Social Workers	3+0
2	Human Growth and Development	3+0
3	Social Work Profession and Gandhian Approach	3+0
4	Social Work Practice-I (Individual And Families)	3+0
5	Computer Applicaion (Module -1)	2+1
6	Field Work Practice/Extension	0+4
7	Values and Social Responsibilities	0+2
	Total Credit	21

Semester II

	Course Title	Credit
1	Social Work Practice – II (Groups And Institutions)	3+0
2	Social Change and Development	3+0
3	Human Rights, Social Justice and Weaker sections	3+0
4	Social Work Research, Statistics and IT	3+0
5	Major Electives - I (Any one of the following) A1 Social Inequality and Human Development A2 Ecology and Environment A3 Disaster Management A4 Development Communication A5 Guidance and Counselling A6 Non-Formal Education A7 Science of Living, Creative Intelligence and Yoga A8 Family Life Education A9 Management of Voluntary Organization	3+0
6	Computer Application (Module 2)	1+2
7	Field Work Practice / Extension	0+4
8	Values and Social Responsibilities	0+2
	Total Credits	24

Semester III

	Course Title	Credit
1	Social Policy, Planning and Administration	3+0
2	Participatory Techniques and Project Planning	3+0
3	Human Resource and Organisational Development in Social Work	3+0
4	Social Work Practice III (Community Work And Social Action)	3+0
5	Electives–II (Any one of the following) B1 Rural Reconstruction B2 Tribal Development B3 Social Work in Industry B4 Social Work with Unorganized Labourers B5 Social Defence and Correction B6 Medical Social Work and Population B7 Mental Health and Psychiatric Social Work B8 Women and Child Welfare B9 Social Work with Youth B10 Social Work with Aged	3+0
6	Field Work Practice/Extension	0+4
7	Project Work (Preliminary Work)	0+3
8	Computer Application (Module 3)	1+2
9	Values and Social Responsibilities	0+2
	Total Credit	27

Semester- IV

	Course Title	Credit
1.	Dissertation (Project Work –Intensive Work,) Viva-Voce	0+7
2.	Practice School (Block Placement) and Viva-Voce	0+5
	Total Credit	12

- Note:**
1. The evaluation of fieldwork of semester II and I will be conducted in second semester (4+4=8credit) and marks will be credited in second semester.
 2. The evaluation of fieldwork of semester III and IV will be conducted after practice school (Block field work) (4+5=9credit) and marks will be credited in fourth semester.
 3. The evaluation of project work of third semester (3credit) and fourth semester (7 credit) will be conducted after block placement(practice school)and marks will be credited in fourth semester.
 4. The elective courses will be taught through tutorials, selective lectures, seminars, reading assignments and self-study. Teaching of compulsory papers will be through lectures, discussion, assignment, seminar and self-study.

Course Title: Social Science Concept for Social Workers

Course Objectives:

- I Develop understanding of the basic concepts of social sciences relevant to social work.
- II Acquire ability to apply these concepts to the understanding of social structure and conditions, social differences, conflicts and change.
- III Understand economic, social, political and cultural dimensions of social problems, in India.
- IV Understand the socio-economic-political-cultural dimensions of social planning.

Course Content:

Unit I

- 1.1. Sociology and its relevance for social work; Basic concepts from sociology: society, community, social structure, social dis/organisation, social stratification; types of society: tribal, rural, urban.
- 1.2. Basic social institutions - family, marriage, caste and religion, their functions, types, related change, changing family in India, problems of changes.
- 1.3. Socialization: Concept and theories, status and role, - cultural goals and institutional means, role of heredity and environment in personality formation, culture-personality interaction, Cultural conditioning - Revival of folk, music and arts.
- 1.4. Social groups: Basic concept, nature and types, primary and secondary groups, reference groups, family as a social group.

Unit II

- 2.1 Social control: meaning, importance and forms, effective means of social control in traditional and modern society, social deviance.
- 2.2 Social change: factors and theories of social change, sources - urbanization & industrialization, sanskritization modernization, and westernization,.
- 2.3 Human behaviour, human needs, human motivation and problems of human behaviour and coping mechanism.

Unit III

- 3.1 Economics and social work: basic concepts in economics (definition, scope and nature) the element of demand and supply, theory of consumption need, utility and demand, theory of production (production, production factor and production function), theory of value demand, supply and equilibrium prices) theory of distribution, wage, modern life and social services (education, health and housing), state of Indian economy.
- 3.2 Poverty and unemployment as perpetuated socio-economic problems; need for individual, group and community casework.

Unit IV

- 4.1 Underdevelopment: its genesis and manifestations, problems of sectoral distribution of labour and income.
- 4.2 Rural and urban gaps, political economy of agricultural underdevelopment.
- 4.3 Eco-system: Eco-development and regeneration Indian experience of planning during post independence period.

Unit V

- 5.1 Nature of polity and state - concepts: state, nation, government, liberty, equality, rights, duties, power, authority, legitimacy, elites, bureaucracy, welfare state, social justice.
- 5.2 Political ideologies: Capitalism, Socialism, Communism, and Sarvodaya.
- 5.3 Indian constitution: preamble, fundamental rights and duties, directive principles of state policy, reservation, its rationale and results, democratic decentralization.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1. Leonard, Peter Sociology in Social Work, London, Routledge & Kegan Paul, 1966.
2. Shukla, K.S. Collective Violence: Challenge and Response, New Delhi, IIP, 1988.
3. Sinha, D. et. al. 1982 Deprivation; Its social Roots and Psychological consequences, New Delhi; Concept publications
4. Siddiqui, H.Y. (ed) Social Work an Social Action, New Delhi, Harnam, 1984.
5. Singh, Yogendra Modernization of Indian Tradition, Delhi, Thomson Press, 1988.
6. Srinivas, M.N. Social Change in Modern India, New Delhi, Allied Publishers, 1966.
7. Winslow, R.W. Society in Transition: A Social Approach to Deviance, New York, Free Press, 1970.
8. Mandelbaum, D.G. Society in India (Vol.1), Popular Prakashan Bombay, 1970.
9. Shankar Rao C.N. Sociology, S.Chand and Co.Ltd, New Delhi, 2002

Semester I

Paper II
Credit 3+0

Course Title : Human Growth and Development

Course Objectives:

- I Develop a holistic understanding of the nature and bases of human growth and behaviour and factors affecting them.
- II Gain understanding of developmental tasks and the needs during various stages of life and changes during adulthood and later years of life cycle.
- III Apply knowledge of growth and behaviour in social work practice.
- IV Understand own stage in the light of knowledge thus gained.
- V Acquire knowledge and holistic understanding of the various schools of thought as human behaviour.

Course Content:

Unit I

- 1.1. Life span perspective, stages of the life span, life span perspective and the systems approach of Bertalanffy, Sears and Bronfenbrenner to the understanding of human growth and behaviour.
- 1.2. Principles of growth and development, Methods of studying behaviour
- 1.3. Role of heredity and environment, social customs, traditions, values in parenting and child rearing practices, deprivation and development during stages of the life span.

Unit II

- 2.1 Indian Concept: Understanding the Indian concept of life span stages.
- 2.2 Theories of human development: Freud's psychosexual theory, Erikson's psychosocial theory, learning theories and Piaget's theory of cognitive development and those of Jung, Roger, Maslow and Murry.
- 2.3 Indian theories – Samkhyayoga.

Unit III

- 3.1 Stages of the life span from conception to old age;
- 3.2 Prenatal stage and genetic factors, infancy and adjustment to immediate world
- 3.3 Early childhood growth play; relationship with family; early and later adolescence, pubertal growth, hazards, lifestyle effects

Unit IV

- 4.1 Adulthood: growth personal and social adjustment, health, sexuality, vocational and marital adjustment
- 4.2 Aging-characteristics, hobbies, adjustments, health, mental health, death, dying and bereavement.

(Special focus is on psychosocial development, moral development, and personality development vis-a-vis the influence of the contexts of development. The contexts here refer to gender family significant others, neighbourhood, peers, school, community, workplace and other larger contexts like the society and culture. Emphasis is placed on the Indian context of development, variations from the normal pattern of development and views on the stages)

Unit V

- 5.1 Relevance to Social Work Practice: Relevance of social work practice across the stages of development.
- 5.2 Development needs, tasks, health problems and services.
- 5.3 Concept of normality and abnormality; Role of social work profession.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

- Baltes, P.B. (Ed.) 1978 Life span development and behaviour, New York: Academic Press, Inc.
- Hayes, Nicky Foundation of Psychology: An introductory Text, Routledge, London, 1994.
- Hurlock, E.B. Developmental Psychology Life Span Approach, Tata McGraw Hill, New Delhi, 1994.
- Berk, L.E. Child Development – Prentice Hall of India, New Delhi, 1996.
- McMartin J. Personality Psychology: A Student Centered Approach, Sage, London, 1995
- Hogan, R. Johnson J. & Briggs S. Handbook of Personality Psychology, Academic Press, San Diego, 1997.
- Hewstone M. Et. Al. The Blackwell Reader in Social Psychology, Blackwell, Oxford, 1997.
- (ed)
- Baron R.A. & Byrne, D. Social Psychology (8th Ed), Prentice Hall, New Delhi, 1998.
- Layens, J.P. et. Al. Stereotypes and social conditions, Sage, London, 1994.
- Bidwai P. Et. Al. Religion, Religiosity and communalism, Manohar, New Delhi, 1996.
- Miell D. & Dalloes R. Social interaction and Personal Relationship, Sage, London, 1996.
- Jowett, G.S. and O'Donnell, V. Propaganda and Persuasion (2nd ed) Sage, London, 1992.
- Kellogg, R.T. Cognitive Psychology, Sage, London, 1997.
- Anderson, P., Pelletier, D. Child Growth and Nutrition in Developing Countries, Priorities for Action, Oxford and University Press, Delhi, 1997.
- Alderman H. (ed) Human Communication (3rd ed.) Sage, New Delhi, 1994.
- Michael BN. & Others Handbook of Communication Science Sage, New Delhi, 1987.
- Berger C.R. & Chafee S.H.
- E.B. Hurlock Personality Development, Tata McGraw Hill Publishing Co. Ltd.
- Vatsyayan Child Psychology
- F. Philip Rice Human Development: A Life Span Approach
- Sigelman, C.K. and Life span human development 4th edition, Pacific Grove, CA Brooks Cole Publishing Company
- Shaffer, 1995
- Gore, M.S., 1978 Changes in the family and the process of socialization in India in Anthony, E.J. & Colette, C. (Eds) The Child in his family, Wiley, 365-374
- Rogers, D. 1977 Child psychology, Monterey, C.A. Brooks, Cole Publishing Company
- Sharma, N. 1999 Adolescent girl child in India, News Bulletin of the Indian Council of child Welfare.
- Smolack, L. 1993 Adult development, New Jersey ; Prentice Hall.
- Chowdhary D.P. 1992 Aging and the aged, New Delhi: Inter-India Publication

Course Title: Social Work Profession and Gandhian Approach

Course objective:

- I Understand
- II Highlight the development of various perspectives and goals in social work.
- III Identify the fields and spell out the roles and functions of social work.
- IV Understand the growth of professional aspects of social work-knowledge, skills, values, organization, education and social recognition.
- V Appreciate the various approaches in modern professional social work.

Course Content:

Unit I

- 1.1. Evolution of social work in India, UK. and U.S.A., socio-religious reform movements-the Indian Renaissance.
- 1.2. Basic concepts: Social service social welfare service, social reform, social action, social movement, social change, social development, and social intervention.
- 1.3. Professional values in social work, code of ethics for social workers.
- 1.4 Principles and methods of professional social work.

Unit II

- 2.1 Ideological perspectives—charity, philanthropy, humanitarianism, humanistic-rationalistic, radical, social justice and human rights orientation.
- 2.2 Goals of social work - ameliorative, remedial, rehabilitative, promotional, developmental, transformational, preventive.
- 2.3 Social Work as a system: client system, target system, the change agent system and the action system.
- 2.4 Role and functions of social work: enabler, educator, clarification, confronter, mediator, planner, advocacy.

Unit III

- 3.1 Social work as a profession: Evolution of social work profession, meaning, characteristics of a profession, need for professionalization and inherent dangers in professionalization, professional status of social work.
- 3.2 Fields of social work practice: health, education, economic and productive systems, underprivileged, deprived, marginalized, handicapped sections of society. Deviant and problematic individuals and groups.
- 3.3 Approaches to social work: holistic, integrated, interactionist, problem solving, psycho-social, behaviourist, crisis-intervention, and sarvodaya.

Unit IV

Gandhian Approach to Social Work:

- 4.1 Gandhi Ji as a leader and social thinker
- 4.2 Constructive Programme- its contents, training of constructive programme worker Sewagram Experiment Gandhian movement with special reference to Bhoodan and Gramdan.

Unit V

- 5.1 Philosophical dimension of Gandhian thought: his world view, concept of man, society , nature and God, their relationship.
- 5.2 Gandhian values: truth and non-violence, ethical value bases, human conduct.
- 5.3 Gandhian economic, political and social view

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1. Agrawal, M. M. Ethics and Spirituality, Shimla: Indian Institute of Advanced Study
2. Banks, S. Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd., 1995
3. Bhattacharya Sanjay In Integrated Approach, Deep and Deep publication, New Delhi
4. Congress, E.P. Social Work Values and Ethics, Chicago: Nelson -Hall Publishers
5. Chatarjee, P. Approaches to the Welfare State, Washington, D.C., National Association of Social Workers, 1996
6. Chris Beckett Essential Theory for Social Work Practice, Sage Publication; New Delhi, 2006
7. Dasgupta S. Towards Post Development Era, Mital Publication, Delhi, 1981.
8. David Cox & Manohar Pawar International Social work, Vistaar Publications, New Delhi, 2006
9. Diwakar R.R. & Vinoba Agarwal M. The Spiritual Revolution, Gandhi Peace Foundation, 1984.
10. Diwakar V.D. (Ed.) Social Reform Movements in India: A Historical Perspective, Popular Prakashan, Bombay, 1991.
11. Gore, M.S. Social Work and Social Work Education, Asia Publishing House, Bombay,
12. Gore, M.S. The Social Context of Ideology: Ambedkar's Social and Political Thought, Sage Publishing, New Delhi, 1993.
13. Ganguly Gandhi's Social Philosophy, Perspective and Relevance, Vikas Publishing House Pvt. Ltd. 1973.
14. Ian O'Connor, Mark Hughes & others Social Work and Social Care Practice, Sage publication, New Delhi, 2006
15. Jataw D.R. Social Philosophy of B.R. Ambedkar, Rawat Publication, Jaipur, 1997.
16. Kothari S. & Sethi H. (Ed.) Rethinking Human Rights, Lokayan, 1991.
17. Kappen, S. Tradition Modernity Counterculture: An Asian Perspective, Bangalore: Vistar, 1994
18. Lobise C. Johnson Social Work Practice, Allyn and Bacon, London, 1989.
19. Macht H.W. & Quann. A. Jean K. Social Work an Instruction, Bell & Howell Co. London, 1986,.
20. Malik S.C. (Ed) Dissent, Protest and Reform in Indian Civilization, Institute of Advanced Studies, Simla, 1975.
21. Natarajan Century of Social Reform in India, Asia Publishing House, Bombay, 1959.
22. Panikkar, K.N. Culture, Ideology Hegemony: Intellectual and social Consciousness in Colonial India, New Delhi: Tulika, 1995
23. Pathak, S.H., Social Welfare, Macmillan, New Delhi, 1981.
24. Patricia Higham Social Work, Sage Publication, New Delhi, 2006
25. Pereira, W. Inhuman Rights: The Western System and Global Human Rights Abuse, Mapusa, Goa: The other India Press, 1997
26. Reamer, F.G. Social Work Values and Ethics, New York: Columbia University Press, 1995
27. Roy Beniley Theory and Practice of Social Work, Black Phil Well, Oxford, 1982.
28. Stevan, Shardlaw The Values of Change in Social Work, Tinslock Routledge, London, 1985.
29. Sen S.P. Social Content of Indian Religious Reform Movements, Institute of Historical Studies, Calcutta.
30. Shastri R.R. Social Work Tradition in India, Welfare Forum and Research Organisation, Varanasi, 1966.
31. Shankaran T.S. (Ed.) Social Security in Developing Countries, Hari Anand Publications, New Delhi, 1994.
32. Timms, Noel and Timms, Rita Perspective in Social Work, Rutledge and Kegan Paul, London, 1977.
33. University Grants Commission Review of Social Work Education in India, 1980, 2001.

Course Title: Social Work Practice – I (Individual and Family)

Course Objectives :

- I Acquire knowledge and understanding about individual & family, stages of individual development.
- II Develop ability to analyse factors affecting the needs, behaviour, and coping capacities of individual and to learn the principles and skills of working with individual.
- III Acquire knowledge of different models of growth, enhancing problem solving skill and utilising them selectively.
- IV Develop positive attitudes towards growth enhancing and problem solving;

Course Content:

Unit I

- 1.1 The method and philosophy: introduction of case work as a method of social work, Concept of adjustment and maladjustment, Philosophical assumption and case work values
- 1.2 Social casework: concept and principles, its relationship with other therapeutic methods i.e. Psychotherapy etc.
- 1.3 Social Case Work Process: study, assessment, intervention, diagnosis, treatment, termination, and evaluation.

Unit II

- 2.1 Components of social casework: person, problem, process and place.
- 2.2 Helping techniques: interviewing, supportive techniques: insight development, identification, environmental modification, visits, collateral contacts and referral.
- 2.3 Problem solving techniques: Communication-verbal and non-verbal, collaborative, reflective, logical discussion, confrontation, use of programme media, educational techniques, listening, professional relationship; use of self with awareness

Unit - III

- 3.1 Diagnosis in casework: treatment theories of case work-psychoanalytic theory, psychosocial theory, diagnostic etc.
- 3.2 Behaviour modification theory: cognitive theory, existential theory, social work theory, family therapy, and conscientization.
- 3.3 Defense mechanism: need, nature and types.

Unit IV

- 4.1 The change agent system: social caseworker as a change agent, client-worker relationship, definition, use and characteristics.
- 4.2 Interdisciplinary work, models of treatment-long-term, short-term, task oriented model, crisis intervention, eclectic approach , family treatment.
- 4.3 Work with individuals and families in different settings/ institutional and non-institutional services.

Unit V

- 5.1 Recording process, use of records as a tool, block summary and summary recordings – advantages and uses.
- 5.2 Counselling: As a tool for help in casework practice.
- 5.3 Indian traditions of working with individuals – family Purohit, Kulguru, illustrations from Ramayan, Mahabharat, Gita and from Mahavir, Buddha and saints of the renaissance movement and Gandhi.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1. Bailey, Roy & Lee. Theory and Practice in Social Work. Oxford, Basil Blackwell, 1982.
2. Banarjee, G.R. "Concept of Being and Becoming in the Practice of Social Work" , Indian Journal of Social Work , Mumbai: Tata Institute of Social Sciences, 1967
3. Banarjee, G.R. " Some Thoughts on Professional Self in social Work" Indian Journal of Social Work , Mumbai: Tata Institute of Social Sciences, 1971
4. Barba, J.G. Beyond Case Work, London, Macmillan
5. Barry Cournoyel The Social work Skill Workbook, Second edition, Barry Cournoyel Books Cole Publishing Co., 1996
6. Bartlett, Harriett The Common Base of Social Work Practice, National Association of Social Workers, 2 Park Avenue, New York, N.R.
7. Bhattacharya Sanjay Social Work: An integrated Approach, Deep and Deep Publication, New Delhi
8. Connaway Ronda S. and Gentry Martha Social Work Practice: New Jersey: Prentice Hall.
9. Capuzi, David & Cross, Douglas R. Introduction to the Counselling Profession, Boston, Allyn and Bacon, 1997.
10. Davies, Martin, Ed. The Blackwell Companion to Social Work, Oxford, Blackwell, 1977
11. Davies, Recharad Stress in Social Work. London, Jessica Kingsley Publishers, 1998.
12. Daniel Goleman, Emotional Intelligence, Bantam Books, 1995.
13. Fischer, Joel. The Effectiveness of Social Casework, Springfield, Charles C. Thomas, 1976.
14. Food, Janis Radical Casework: A theory of practice, Australia, Allen & Unwin, 1993.
15. Halen Haris Peariman Social Casework: A problem – Solving Process, University of Chicago Press, 1970.
16. Kudushin, Alfred The Social Work Interview, New York, Columbia University Press, 1983.
17. Mathew, Grace An Introduction to Social Casework, Bombay Tata Institute of Social Sciences, 1992.
18. Parson Ruth, J. Jorgensen J.D. Hernandez Santosw H The integration of Social Work practice, California: Brooks Cole, 1994
19. Pincus, Allen and Anne Minaham Social work Practice: Model and Method, Illinois: F.E. Peacock Publishers Inc.
20. Roberts, R.W. & Nee, R.H. (ed) Theories of Social Casework, Chicago: University of Chicago Press, 1970.
21. Swami Chinmayananda Atma Bodh-A commentary of Swami Chinmayan Mumbai Central Chinmaya Mission Trust-400072: Page: 22-38, 2000
22. Towle, Chariotte Common Human Needs. London, George Allen & Unwin. 1973.
23. Uberoi N.K. Professional Competency in Higher Education, Centre for Professional Development in Higher Education, University of Delhi, Delhi, page-110-115, 130-137, 138-148, 1995
24. Younghusband, E. Social Work and Social Values, Vol.III, London: George Allen and Unwin
25. Mishra, P.D. Social Case Work in Hindi, Hindi Granth Akadami, Lucknow
- 26.

Semester - I**Paper VII****Course Title – Computer Application in Social work****Objectives:**

- a) To gain familiarity with use of the personal computer.
- b) To use computers in the process of report writing.
- c) To use computers in data processing (Statistical operations);
- d) To use the Internet (World Wide web and Email-including mailing lists).
- e) To use computers for agency functions (record keeping, database functions, etc.).
- f) Understanding of MS Office 2000 for report writing, preparation of projects, tables, etc.

Course Contents**Computer Course (Module I)****Semester I****Credit 3 (2+1)**

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1.	Fundamental of computer	<ul style="list-style-type: none"> ● What is computer? ● Data, Information, Data Processing, ● Importance of Computer ● Structure of computer ● Processor, memory, input/output unit, Hardware and software 	Lecture & Practical	5+ 5
2.	Operating System/ Software package	<ul style="list-style-type: none"> ● Disk operating system ● Function of operating system ● DOS Commands ● File system of DOS ● Internal and External Command ● What is Windows 98/XP ● Evolution of Windows ● Features of Windows 98/ XP ● Objects of Windows ● Desktop/My Computer/ Recyclebin ● /Network/Neighbourhood/start menu task Bar/ to start a programme/ ● Quit a programme/ Shut down / accessories, notepad / WordPad /Paint 	Lecture & Practical Practical Lecture Lecture Lecture Lecture & Practical Lecture & practical	10+ 10
3.	Introduction to Internet & telenet	<ul style="list-style-type: none"> ● What is Internet and telenet ● Use of Internet and telenet ● Getting Information from Internet and telenet ● Browsing and searching 	Lecture & Practical	5 + 10

		<ul style="list-style-type: none"> ● Setting E-mail account ● Secondary E-mails ● Address Book ● Introduction to outlook Express 		
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Computer Course (Module II)

Semester II

Credit-3 (1+2)

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1.	File Organization in Windows	<ul style="list-style-type: none"> ● File and folder ● Creating New Folder/moving a file/copying a file or folder ● Copying a file or folder from or to Floppy disk ● Renaming a file or folder, Deleting a file or folder ● Windows Explorer ● Viewing structure of folder ● Start a programme and opening a document ● Viewing and changing file properties ● Changing appearance of taskbar 	Lecture & Practical Practical Practical Practical Practical Practical Practical	10+10
2.	Paint	<ul style="list-style-type: none"> ● Getting started with Paint ● Selecting colours /Line width/ Drawing straight / ● Rectangle and square ● Filling Colours in shapes ● Adding text /using brush/ using eraser/saving the picture 	Lecture Practical Practical Practical Practical	5+ 5
3.	Starting MS Word	<u>Opening a new document</u> <ul style="list-style-type: none"> ● Designing the document ● Opening an old document ● Typing text, Selecting, Deleting, Inserting, Moving, Replacing, Copying, Undo, Redo, Starting new page, Saving, Views, Zooming, Printing, Print Preview <u>Formatting</u> <ul style="list-style-type: none"> ● Auto format, Formatting Tool Bar, Change font and size, Formatting paragraph, Alignment Line spacing <u>Features</u> <ul style="list-style-type: none"> ● Creating Bullet, Checking spelling, Auto Correct, find and replace, Tab, Tables, Table Border and shading <u>Mail Merge</u> <ul style="list-style-type: none"> ● Data source/main document, creating mail, merge Project, 	Lecture & Practical Practical Practical Practical Lecture Practical	10 + 10

		Editing data source, Printing merge document <u>Graphics</u> Drawing shapes, Selecting object, Moving, Resizing, duplicating, Deleting, Change colours, Filling Colours, Creating Text Box		
4.	MS Excel	<u>Opening Worksheet</u> <ul style="list-style-type: none"> Selecting cells, Entering and editing text, Checking spelling, Entering and formatting, Entering and editing formula <u>Rearrange Worksheet</u> <ul style="list-style-type: none"> Moving cell, copying cells. Sorting cell, Deleting, Inserting Row/ Column, Insert cell. <u>Enhancing Worksheet</u> <ul style="list-style-type: none"> Change column/Row width and height, Drawing Border, Page break <u>Functions</u> <ul style="list-style-type: none"> Date and time, Mathematical/statistical/Text, Logical function <u>Drawing Chart</u> <ul style="list-style-type: none"> Creating database, entering data, preparing chart, editing chart, Adding graphics. <u>Import and Export of data</u> <ul style="list-style-type: none"> Importing data from MS Word to Excel 	Lecture Practical Lecture Practical Lecture Practical Lecture Practical Lecture Practical	10+10

Computer Course (Module III)

Semester III

Credit-3 (1+2)

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1.	Power Point	<ul style="list-style-type: none"> Auto Content Wizard Editing the Presentation Using design templates Creating Masters Adding Slides Changing Slide Layout Delete Slides Editing and Moving text Spell checking Formatting text Changing colours / 	Lecture Practical	5+10

		Case/ Bullets/alignment		
	Graphics in PowerPoint	<ul style="list-style-type: none"> ● Inserting objects in PowerPoint, Pictures, Clip Art Drawing, Shapes 	Lecture Practical	3+7
	Show Time	<ul style="list-style-type: none"> ● Slide Show set up ● Slide Transition ● Animation Effects, Hiding Slide 	Practical	0+10
2.	MS-Access	<ul style="list-style-type: none"> ● What is access? Starting and Quitting 	Lecture Practical	3+5
	Creating Simple Database and Table	<ul style="list-style-type: none"> ● Table/Database Wizard ● Creating table /database without wizard ● Design view and saving ● Modify table Design ● Adding /Renamery Reordering/Deleting/ Resizing Primary Key and Index 	Lecture Practical	2+8
	Data Form	<ul style="list-style-type: none"> ● The form wizard and modify form ● Entering and Editing Data 	Lecture Practical	1+4
	Finding and Sorting	Query creating and modify	Practical	0+3
	Printing Reports	<ul style="list-style-type: none"> ● Simple table/ Form/ Database ● Auto reports ● Report wizard ● Designing and Modifying a Report 	Lecture Practical	2+8

Readings:

- | | | |
|----|------------------|---------------------------|
| 1. | Raja Ramanna, V. | Fundamental of Computers |
| 2. | Sinha P.K. | Fundamental of Computers |
| 3. | Saxena Sanjay | First Course in Computers |
| 4. | Taxali R.K. | MS DOS |
| 5. | | MS Office 2000 |

Field Work Practicum

Paper VIII

Objectives:

- i) To help student appreciate the need for learning theory through work in and exposures to communities and organizations as a beginning professional.
- ii) To guide student in the application of theories and intellectual content taught in all the courses in order to enable individuals, group and communities to resolve problems in real life situations through own efforts or otherwise.

- iii) To enable student develop professional self through integration of theory and practice, and through continuing self-evaluation.
- iv) To help student appreciate the preventive, promotional and therapeutic role of social work profession in solving problems, effecting change and empowering individuals, groups and communities.
- v) Develop the ability to observe and analyse social realities.
- vi) Develop critical understanding of the application of legislation, legal process, and social policy.
- vii) Use human rights tools, understanding of gender justice , and need for equity in all intervention.
- viii) Confront situations wherein conflicts, decision-making and reflections are necessary.
- ix) The concept of field in social work: field work in social work and social sciences; understanding the field for social work practice; identification of a practice setting and of individual, group and community problems therein; learning about different methods in problem- identification and problem-solving; social mapping, use of base line, prioritization and partialization of problems of individuals, families, groups and communities; identification and mobilization of resources, networking with local groups and social service agencies; selection of situations where problems lie in the environment generally, use of participatory techniques in social work practice.
- x) Assumption of professional role in terms of workload, specific goals, choice of method(s), planning of intervention and evaluation of its impact. Citizen and community participation in social work; Reflection on self-growth, application of theory, and change in values, attitudes and perspective; identification with the profession; process of intervention and outcome, and reflective practice.

The fieldwork practicum with nine opportunity is designed to provide a variety of opportunities to develop and enhance professional practice skills. Learning is aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention.

The tasks are organised to help the learner acquire beginning skills, practice those already acquired, and master them from simple to complex. The learner is gradually encouraged to becoming an independent worker.

1.Orientation: Orientation provides information regarding

- i. the importance and place of the practicum in the educational programme.
- ii. the purpose , functions and ethics in professional practice

2. Field visits provide a exposure and orientation to on-going services by different groups or individuals in response to people's needs. These are planned as a part of orientation to fieldwork. The faculty selects and plans, and implements the plans.

3. Structured experience laboratory is a classroom activity, to provide, in the form of games, the involvement of self in various processes. These laboratory experiences are designed for small groups to encourage participation, sharing experiences and aid in examining the learning and its applications.

4.Rural Camps are visits to provide opportunities to experience rural life by living with families in rural areas and an opportunity to analyse the social realities. This experience also aids participation in planning for and with the peer group and develops skills to share experience.

5. Study tours: urban, rural or both are planned tours to provide and experience of travelling to observe, understand, appreciate and study innovative efforts by individuals and groups to meet people's needs. Also, it is an experience to participate and plan with and for the group and experience group living.

6.One/two day workshops may be designed to help learners understand specific situations or problems encountered during fieldwork. They may supplement field visits or compliment learning from fieldwork.

7. Concurrent fieldwork is the on-going opportunity to develop intervention skills in the reality situation. This calls for working in the field for two, or two and a half days or its equivalent, each week of the semester.

8. Summer Placement provides an opportunity to experience day-to-day work in a setting. the learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about three weeks, after the first year of the postgraduate programme.

9. Block fieldwork is an experience to aid learners integrate learning and generate newer learning by participating in the intervention process over a period of 6 to 8 weeks continuously. Usually, block fieldwork is provided at the end of third semester.

List of Readings

- | | | |
|---|--------------------------------------|--|
| 1 | Srinivas, M.N. et.al.(ed.) | The Field Worker and the Field: Problems and Challenges in Sociological investigation, Delhi, Oxford University Press, 1979. |
| 2 | Singh, R.R.(ed.) | Field Work in Social Work Education: A Perspective for Human Service Professions. New Delhi, Concept Publishing Company, 1985. |
| 3 | Moorthy, M.V. & Rao, S. Narayana | Field Work in Social Work. Waltair, Department of Sociology & Social Work, 1970. |
| 4 | Bhanti, Raj | Field Work in Social Work Perspective. Delhi, Himanshu Publications, 1996. |
| 5 | Huws, Ursula(ed.) | Action Programmes for the Protection of Home workers: Ten Case-studies from Around the World. Geneva, International Labour Office, 1995. |
| 6 | Prince, Katie. | Boring Records: Communication, Speech and Writing in Social Work. London, Jessica Kingsley Publishers, 1996. |
| 7 | Mehta, Vera D. | Field Work in Social Work Education, Bombay, Association of Schools of Social Work in India, 1981. |
| 8 | Hugman, Richard & Smith, David (ed.) | Ethical Issues in Social Work, London: Routledge and Kegan Paul, 1995. |
| 9 | Marlin A. Baber & Sushma Batra (ed.) | Social Strains of Globalisation in India, New Delhi: Concept Publishing, 1996. |

Note: Other Books in Practical Social Work Series published by the British Association on Social Workers.

- Note:**
1. The evaluation of fieldwork of I and II semester will be in second semester (4+4=8 credit). Total fieldwork credit will be included in second semester result.
 2. The evaluation of fieldwork of III and IV semester will be in fourth semester (4+4=8 credit). Total fieldwork credit will be included in fourth semester result.

Field Work in Rural Areas

Rural Society and Development:

Nature of rural society: a historical perspective. Analysis of an Indian village: physical and ecological, economic, political and social structure; human influences. Dynamics in the village society: caste/class relationship, control and power, conflict and integration. Property ownership and relationship.

Poverty in the rural context: systemic nature of poverty and its manifestation. Analysis of basic problems /issues faced by the rural poor, such as migration, land alienation, indebtedness, bonded labour, low wages, unemployment, and other forms of exploitation.

Concept related to development at the micro-level; government and non-governmental organizations(including political parties): programmes, structure, personnel, nature and effects of intervention. Concept of integrated rural development. Legislation pertaining to the rural society. The role of the rural poor.

Early Childhood Development Programme.

The need of children; deficits in meeting these needs in poverty groups. Creating integrated programmes to meet these needs,(intellectual, social and emotional development, habit formation, health and nutrition, readiness for school entry.

Factors stimulating and influencing intellectual development-heredity, environment, nutrition, social opportunities, family neighbourhood, opportunities for play, purposeful activity, experiencing environment, observation, and encouragement to communicate. Methods of cognitive development-adaptation of Montessori and Kindergarten techniques to the child's environment and life experiences; organizing the balwadi: development of concept of time, colour form, number, activities which develop reasoning, judgement, discrimination through objects, observation, conversation. development of memory through rhymes and language.

Development of imagination and scope for expression of child's fantasy and real life situations through activities, such as play stories, dramatisation and role play, situations in her/his present experiences, roles of significant adults, animals.

Language development: stages gestures, words, phrases or incomplete sentences, initial content). Methods for language development (listening, comprehending through conversation, stories, pictures, immediate environment, action words). Teaching materials for language development.

Reading and writing readiness through play -way methods; phonetic methods, scribbling, pattern writing, drawing, modeling; familiarity and recognition of the letters of the alphabet and words through visual methods, number counting, concept of sets and simple manipulation of numbers through objects and visual methods.

Play as the fundamental medium of development: significance and function of play, play as used in the pre-school programme, education through play methods, (play as work of childhood for physical growth, motor co-ordination, social skills and initiative, learning, exploring, planning, creating, release of feelings

and tensions, fantasy, imagination, enjoyment co-operation, give and take). types of play: individual active/quiet play: play with educational equipment; play with materials immediately available in the child's environment.

Health and nutrition programmes: regular health check-up by teachers: feeding programme: medical check-up, health records, in relation to the child in class.

Identification of problems in early childhood years; speech defects (stammering, stuttering, retarded speech development, persistence of infantile speech, indistinct, hurried or faulty speech). Visual and auditory defects. Problems of bowel and bladder control and feeding; problems of relationship with adults and children.

Parent education and parent involvement.

Agro-based technology

Appropriate technology in rural development (agriculture, horticulture and forestry) : concept and role

Agriculture: geo-physical characteristics of the region ; distribution of land holding, distribution of marginal/small farmers and agricultural labour, norms for identification.

Soil conditions and irrigation patterns. Ground water resources-survey methods. soil testing (NPK considerations): stabilizing and monitoring NPK. soil erosion, factors, and techniques of soil conservation. Types of pests and diseases, control mechanisms and technology for application.

Methods of irrigation. Cropping patterns in the region.

Agricultural Methods: advantages and disadvantages. Traditional technology used in various agricultural operations; experiments in upgrading traditional technologies.

Horticulture: extent and spread: major products in the region; new varieties/strains introduced during recent years life cycle, pests / diseases/ control ; economics of new varieties, marketing facilities.

New technology and experiments in horticulture. Processing technology: traditional vs. commercial processing-technology utilized (cost, manpower and training).

Forestry: ecological importance of forests. Forestry schemes: types of plantations, relevance to local situations, forest based industries, minor forest products (cottage industry). Relationship between people and forest department and contractors: problems of exploitation.

Deforestation: process, problems and solutions. Analysis of legislation pertaining to forestry. Forest Labour co-operatives.

Role of social work in the areas of agriculture, horticulture and forestry: promotion of agricultural / horticultural / forestry development through selective use of experts, with emphasis in poorer sections. Educating people on the social implications related to technological development in agriculture, horticulture and forestry.

Rural Development: applied technology.

Appropriate technology in rural development (animal husbandry and livestock , fisheries, sericulture and application of energy): concept and role.

Animal husbandry and Live Stock: study of existing schemes (including "Operation flood" programme): technology in animal husbandry and live stock; cattle feed- conventional, protein content, upgrading cattle feed (use of concentrate4s, cost and other logistics, problems, production of high protein cattle-feed); improvements / introduction of new breeds-implications involved (financing and procurement, marketing infrastructure, veterinary services).scope and problems of co-operatives in animal husbandry sector. Scope and limitations in relation to utilization by poverty groups.

Fisheries: Traditional fishing technology: transport, processing, marketing, co-operatives of fishermen; socio-economic implications. Modern fisheries under commercial sector: deep-sea fishing and use of mechanized boats; cold storage and transport, canning and export. Problems related to modernization: conflicts arising out of modern commercial exploitation. Impact of modernization / mechanization on traditional fishing community; socio-political and economic implications, need for organization; problems related to co-operativization and unionization.

Application of energy: appropriate role of energy for rural development. Conventional sources of energy; demand and supply. Specific problems for small/ marginal farmers and agricultural labourers related to availability, access, cost and manageability. Non-conventional energy resources: experiments with solar energy, wind energy and bio gas energy. Prospects of utilization of non-conventional energy by the weaker sections.

Role of social work intervention in the areas of animal husbandry and live stock, fisheries, application of energy with emphasis on poorer sections: selective use of experts. Educating people on the social implications relate to technological development in animal husbandry and live stock, fisheries, and application of energy.

Social analysis.

Living conditions: housing, water supply and other amenities.

Social organisation- power structure, community life, social norms and social institutions, dominant caste, untouchability, etc.

Marriage and family life.

Economic life: occupation, extent of employment, ownership of house, land, average size of holding, proportion of landless labourers, proportion of land held by non-tribals and average size of holding, income and indebtedness, bonded labour.

Exploitation by landlord, moneylender, grocer, etc., extent and areas of exploitation, efforts made to obtain justice and with what effects; conflict and handling of conflict.

Political life: dominant politicians in the region and taluka, the bases of their power, their links with other economic exploiters and politicians at different levels; their influence with respect to the police judiciary, government officials, factional politics, that affect development and social justice.

Education: levels education: education facilities and who controls them, suitability of education facilities and who controls them suitability of education system; use made by the different caste and class groups.

Conditions of health and nutrition, services available and use made of them.

Socio-economic programmes for social development.

Role and importance of the unorganised sector in the Indian socio-economic context. Types of socio-schemes. Initiating self-employment projects or work centre; identifying the product, marketability, resources, material and miscellaneous (place, machinery, electricity, fuel; human; skilled, unskilled, semi-skilled; finances: working capital, fixed investment. Role of governmental and non governmental institutions for employment generation. preparation of schemes. Procedures in the application of bank schemes. Management of the programme.

Existence of technical and other vocational courses. Resources available; role of Indian Technical Institutes and polytechnics. Concept of co-operation; role of co-operation in utilization of resources; forming of cooperative societies, Legislation (e.g. the apprentice Act, Cooperative Societies Act) Role of the social worker as an enabler in identification, mobilization and utilization of socio-economic schemes.

Rural Micro Level Planning.

Concept and need for planning. Approaches to planning; types , merits and demerits. Government planning machinery: different levels of planning-national, state, area, district, local; mechanics of planning; types of plans- current and perspective; long term and short term plans; phasing of plans; infrastructure available- administrative, financial and institutional; existing priorities in the local context, types of scheme -special and on-going] for the lower income groups-resources available-manpower and material] and their relevance. Critical review of government's approach to planning for the area: nature of implementation, monitoring and evaluation, level of people's participation, promotion of self-reliance.

Role of the social Worker; selective utilization of the available infrastructure schemes and resources; build critical awareness among the people; identify gaps in plans; communicate people's needs and relevance of plans to the authorities concerned; intervene in order to bring about change so as to make plans more relevant to the people's needs; promote planning for self reliance and co-operative effort.

Rural Camp

Objective:

- a. Understand the rural social system with special reference to a specific poverty group.
- b. Analysis the regional, rural social system, the approaches, and the strategies of intervention used by the organization.
- c. Understand the nature of government intervention in relation to poverty groups in the region, and the related structures of decision-making and intervention.
- d. Develop the capacity to critique the interventions of both the voluntary organizations and the government agencies in relation to the specific poverty group.
- e. Through experience in-group living, appreciate its value in terms of self-development interpersonal relationships, sense of organization, management and taking on responsibility.
- f. Acquire skills in planning, organizing, implementing the camp for example conscious use of time, communication skills, team spirit handling relationships, sharing of resources, tasks, coping skills in problems situations, cooperation and coordination.
- g. Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
- h. The learners are encouraged to take on concrete tasks towards meeting basic/civic needs of the people.

Guidelines for Study and Observation.

Social Analysis:

- 1- Living conditions, housing, water supply and other amenities.
- 2- Social life- power structure, community life, social norms and social institutions, dominant caste and untouchability.
- 3- Marriage and types of gamilies, family life.
- 4- Economic life-Occupation, extent of employment, ownership of house, ;amd, average size of holding , proportion of landless labourers, proportion of land held by non-tribals and average size of holding(in tribal area) , income and indebtedness, bonded labour.
- 5- Exploitation by landlord, monylender and traders,extent and areas of exploitation,efforts made to obtain justice and with what effect, and conflict, resolution methods.
- 6- Political life- dominant politicians in the region and taluka, the bases of their power, their links with other economic exploiters and politicians at different levels, their influence with respect to the police, judiciary, government officials, factional politics that affect development and social justice.
- 7- Education- level of education, education facilities and who controls them, suitability of education system, use of education facilities by different castes and class groups.
- 8- Conditions of health and nutrition, services available and their use.
- 9- Positive local initiatives in the area.

- Other problems and issues

- analysis of intervention programmes/ services approach/strategies, participation of the client system.
- Gaps and suggestions.
- Role of the social worker.

10.Guidelines for observation of a voluntary agency in a rural setting:

1. Objectives.
2. The approach and methods used for achieving objectives.
3. Organizational structure.
4. Priorities and programs evolved, participation of people in decision-making and in programme implementation, problems encountered in program implementation.
5. Impact on the villagers in terms of their problems, social justice, development of leadership, development of an alert and democratic community.
6. Relationship with Panchayat Raj, Block development personnel, the magistracy and other government institutions and bodies, difficulties encountered, benefits received.

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11.Guidelines for Observation of community development organizations and Panchayat Raj.

- a. Administrative set up of both the above.
- b. Who are the Zila Parishad samiti /Panchayat members, their socio-economic and caste status.
- c. Problems of administrative personnel in working with elected persons at different levels.
- d. Decision making process; type of problems that come before the Zilla Parishad, Panchayat samiti/Panchayat, who initiates projects, process of assessing them.How decisions are made-manipulations, lobbying, pressure tactics used.
- e. Current major programmes, budget allocations for the programmes, methods of implementation, participation of people, impact on development and social justice.

Method of Assessment

A seminar shall be organized by the learners to present group papers to cover the visit. The sharing will not be graded. The learners are to be encouraged to present papers with suitable audio-visual aids. All learners shall participate in reporting at the seminar and attending the entire seminar.

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Semester II

Paper I

Credit 3+0

Course Title: Social Work Practice - II (Groups and Institutions)

Course Objectives:

- I Develop the understanding of the use of group work as a method, with special reference to India.
- II Acquire knowledge and understanding about group dynamics, stages of group development.
- III Develop skills of group formation and understanding group process, effective use of programme media, conducting various types of programme-recreational, developmental and therapeutic.
- IV Develop appreciation and skill of work with group as an effective method of social work intervention.

Course Content:

Unit -I

- 1.1 Introduction and history of group work - Understanding of groups, Characteristics and significance of group, Definition, Characteristics and purpose of social group work
- 1.2 Values and principles of group work, knowledge of skills and techniques for effective work with groups problem solving. Levels of group development, life as a process of adjustment within different types of groups.
- 1.4 Historical development of social group work in west and India and current application of group work as a method with special reference to India.

Unit - II

- 2.1 Group Dynamics: Definition, rules of groups, why people join a group? Working in groups, task-types and performance.
- 2.2 Group characteristics and productivity, communication in groups.
- 2.3 Group decision-making, and effect of group decision on the individual.

Unit - III

- 3.1 Group structure: Formulation of objectives and programme planning, assessment, implementation phase, termination phase, evaluation.
- 3.2 Leadership in Group: It's nature and impact on groups, leader effectiveness, transformational leadership, and professional leadership in social work.
- 3.3 Types of groups: Types and approaches based on objectives and purpose, types of membership, time duration, analysis of group process.

Unit-IV

- 4.1 Programme planning in group work- meaning, importance, planning and development process.

- 4.2. Diagnosis and treatment in group work- process of group diagnosis; techniques of group diagnosis; types, objective and techniques of treatment.
- 4.3. Scope of group work in different settings- main types of institutions where social group work is practiced.

Unit-V

- 5.1. Recording in-group work - objective, types, principles and importance.
- 5.2. Evaluation in group work- Importance of evaluation, types of evaluation, methods of evaluation, role of social worker in group work.
- 5.3. Supervision in group work- Role, types, skills; supervisory conference- individual and group conference.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

- | | |
|--------------------------------------|---|
| 1- Davies, Martin, ed. | The Blackwell Companion to Social Work. Oxford, Blackwell, 1977 |
| 2- Towle, Charlotte, | Common Human Needs, London, George Allen & Unwin. 1973. |
| 3- Davies, Richard, | Stress in Social Work. London, Jessica Kingsley Publisher, 1998 |
| 4- Bailey, Roy & Lee. | Theory and practice in social Work. Oxford, Basil Blackwell, 1982 |
| 5- Mathew, Grace. | An Introduction to Social Casework, Bombay Tata Institute of Social Sciences, 1992 |
| 5- Mathew, Grace. | An Introduction to Social Casework, Bombay Tata Institute of Social Sciences, 1992. |
| 6- Food, Janis. | Radical Casework: A theory of Practice, Australia, Allen & Unwin 1993. |
| 7- Kudushin Alfred. | The Social Work Interview, New York, Columbia University Press, 1983. |
| 8- Daniel Goleman, | Emotional Intelligence, Bantam Books, 1995 |
| 9- Capuzi, David & Cross, Douglas R. | Introduction to the Counselling profession. Boston, Allyn and Bacon, 1997 |
| 10- Balgopal & Vassil | Groups in Social Work; New York, Macmillan, 1983 |
| 11- Benson, J.F. | Working More Effectively with Groups, London, Tavistock, 1987 |
| 12- Brown Allan | Group Work, Alders not, Gover, 1986 |
| 13- Douglas, Tom | Basic Group Work, London, Tavistock, 1978 . |
| 14- Garvin, Charles, D. | Contemporary Group Work, E'Cliffis, Prentice, 1981 |
| 15- Hatrora, M.E. | Frame of Reference for social Group work, In AISSI, 1980 |
| 16- Heap, Ken | The practice of Social Work with Groups, London, Unwin, 1985 |
| 17- Kanopka G. | Social Group Work -A Helping Process |
| 18- Tracker H.B. | Social Group Work - Principles & Practice |
| 19- Wilson G.& Ryland G. | Social Group Work - Principles & Practices |
| 20 - Bernard, Davis | The Use of Group in social work practice group dynamics |
| 21- Pallassana, R. Balgopal | Groups in Social Work : An Ecological Perspective. |

Semester II

Paper II
Credit : 3+0

Course Title : Social Change and Development

Course Objectives :

- I. Understand the concept and process of change.
- II. Develop attitude favouring systems change rather than system maintenance.
- III. Understand the concept, content and process of social development.
- IV. Understand social system and the structure of under development in the third world countries with specific reference to India.
- V. Develop capacity to identify linkages between social needs, problems and development issues.

Course Content:

Unit I

- 1.1 Social change : concept & factors, approaches to the study of social change;
- 1.2 Effects of social change, organization, disorganization.

Unit II

- 2.1 Concept of social development; Definitions of development and social development, Goals of development, Approaches to Development, Development indicators, Critique of development definitions, Inter-country comparison.
- 2.2 Theories of Social Development, Social Evolution, Sanskritization, Westernization, Modernization, Secularization,
- 2.3 Factors of development: economic, social, cultural, psychological and political, role of state, values of social development, participatory approach, and empowerment

Unit III

- 3.1 Current trends in development: State intervention, voluntary sector intervention, Health and development, Health indicators, Global disparities in health development, Indian health care system
- 3.2 Ideology and Approaches to development: Capitalist, Socialism, welfare, Gandhian approach, Human Rights
- 3.3 People's organizations and social development, strategies of development - minimum needs programmes, poverty elimination;

Unit IV

- 4.1 Development sectors and understanding of nature of intervention themes: Rural Development, defining 'Rural', Agrarian and land reforms, Rural poverty-A Global perspective, socio-economic change in rural India, development avenues for the rural poor,
- 4.2 Industrialization and Urban development: History of urbanization in India, analysis of the crisis of urbanization/over urbanization.

- 4.3 Environment and Development; Global and trans-boundary concerns and regulations, International treaties and agreements; cross sectoral issues, biological diversities, forest, land and water resource management

Unit V

- 5.1 Planning and development: concept of developmental planning,
5.2 The machinery and process of social planning in India (Development council, Planning commission, specialized agency). A broad review of the five-year plans and programmes.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

- | | | |
|----|---------------------------------|--|
| 1- | Moore, Wilbert E | Social Change, Prentice Hall of India, New Delhi- 1975 |
| 2- | Ponsion JA | Social Welfare Policy (Vol. I & II) |
| 3- | Prasad, N. | Impediments to development in Developing Countries, Gandhian Institute of Studies Varanasi. |
| 5- | Kulkarni, PD | Social Policy in India, TISS, Bombay 1965 |
| 6- | Kulkarni, PD | Social Policy and Social Development in India ASSWII, Madras 1979 |
| 8- | Singh, RR (Ed) | Whither Social Development, ASWII, 95 |
| 9- | Pathak S. | Social Welfare : An Evolutionary and Developmental perspective : Delhi, Macmillan, India 1981 |
| 10 | Sharma, Soumitra | Development Strategy and the Developing Countries, South Asian Publishers (P) Ltd. New Delhi, 1983 |
| - | | |
| 11 | Meadows, Donell H. | The Limits to Growth |
| - | | |
| 12 | Meadows, Dennis L. | A Report For the /Club of Rome's |
| - | | |
| 13 | Govt. Of India | Five Year Plan Documents |
| - | | |
| 14 | World Bank(OUP) | World Development Reports |
| - | | |
| 15 | Midglay | Social Development |
| - | | |
| 16 | Kulkarni PD & Navvaty, M.C | Social Issues in Development. |
| - | | |
| 18 | Etzioni, A & Etzionio, E. (ed.) | Social Chang : Sources, Pattern and Consequences. |
| - | | |
| 19 | Boudon, Raymond | Theories of Social Change : A Critical Appraisal, Cambridge, Polity Press, 1986. |
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| 20 | Bateille, A. (ed.) | Social Inequality Harmondsworth, Penguin, 1973. |
| - | | |
| 21 | Sing, Yogendra., | Modernization of Indian Tradition, NewDelhi, Thomson Press, 1973 |
| - | | |
| 22 | Srinivas, M.N., | Social Change in Modern India, Bombay, Allied Publishers, 1966 |
| - | | |
| 23 | Desai, A.R. (ed.) | Essays on modernization of Under Developed Societies (vol. 2), Bombay, Thackar and Co., 1971. |
| - | | |
| 24 | Chakravarty. S. | Development Planning : An Indian Experience, Oxford, Clarendon Press 1987 |
| - | | |
| 25 | Smith, Gibert | Social Need : Policy, Practice and reserch. London. Routllege & Kegan Paul, 1980. |
| - | | |

Semester – II

Paper – III
Credit 3+0

Course Title: Human Rights, Social Justice and Weaker Sections.

Course Objectives :

- I Develop sensitivity to the problems and concern in Indian society.
- II Develop an ability for analysis of Indian society and identify the roots of the problems and also the structures that sustain them.
- III Develop an understanding of the efforts being made in India towards establishing human rights and social justice, and be able to analyse the role of the social work profession in ensuring the same, with reference to the weaker section.

Course Content :

Unit 1

- 1.1. Social justice : concept, laws and strategies to achieve social justice in India.
- 1.2. Social justice concerns in Indian society : inequality, injustice, oppression, social, economic, political structures of Indian society, and their effect on social development.
- 1.3. Various approaches to social justice like those of Gandhi, Marx, Lasky and Ambedkar.

Unit II

- 2.1 Concept of civil rights/ human rights and issues of social justice; social work as human rights profession.
- 2.2 Human Rights concern – the U.N. declaration of Human Rights, Human Rights Commission as at National and International level, their organization and functions.
- 2.3 Fundamental rights and duties under the Indian constitution.

Unit III

- 3.1 Weaker sections : concept, criteria and classification; weaker and vulnerable sections and minority groups; protective discrimination, safety net.
- 3.2 Legislations concerning to social justice; Protection of Civil Rights 1955, Dowry Prohibition Act 1961, Consumer Protection Act 1986, Juvenile Justice Act 1986.
- 3.3 Planning, policies (reservation of seats in the legislature, services and educational institution) and strategies to improve conditions of weaker sections (five year plans, commissions for SC, ST and OBC) Problems like untouchability and atrocities against SC.

- 3.4 Socio-economic background and status of different groups: scheduled castes, scheduled tribes, backward classes, bonded laborers, agricultural and unorganized women labourers.

Unit IV

- 4.1 Increasing socio-political awareness and intra and inter group conflict, politicization of backwardness.
4.2 Governmental and non-governmental agencies working for welfare and development of weaker sections – critical review.
4.3 Dalit liberation movements with reference to Gandhi, Ambedkar, Jyotiba Phule.

Unit V

- 5.1 Social work practice to secure rights and social justice. Employment of oppressed individuals, groups and communities.
5.2 Identifying problems, analysis of policies, public interest litigation, and legal aid.
5.3 Roles of social work as researcher, enabler, teacher, outreach worker, advocate and activist.

Note:1. Here learners have to learn government policies, programmes, legislation, data related to weaker sections by census report or other method etc at national level.

2. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1. Sehgal Singh B.P. Human Rights in India Deep & Deep publications F - 159, Rajori Garden New Delhi
2. Diwan, Paras Diwan, Human Rights and the Law (universal and Indian) Deep & Deep Publication F - 159, Rajouri Garden New Delhi - 110027
3. Sharma, Gokulesh Human Rights and Social Justice, Deep & Deep Publications F - 159, Rajouri Garden, New Delhi - 110027
4. Upadhyay, Chandra Mohan Human Rights in Pre - Trial Detention: A.P.H. Publishing Corporation 5, Ansari Road, Dariya Ganj New Delhi - 110002
5. Sen, Sankar Human Rights in a Developing Society, A.P. H. Publication
6. Har Gopal G. Political Economy of Human Rights (Emerging Dimensions) Himalaya Publishing House.
7. Singh, Nagendra Human Rights and International Cooperations, New Delhi, S. Chand, 1969 528. P. 40.00
8. Human Rights and Parliament Subhash C. Kashyap New Delhi, Matropolitan 1978. 410 P. 75.00
9. Human Rights and The future of mankind, Nagendra Singh, Delhi, Delhi Canity 1981, 164p. 80.00
10. Human Rights and the law, V.R. Krishna Lyer, Indore, Vedpal Law House 1986 362 P. 125.00
11. S Gopala Social Justice : An axiological analysis Madras Univ, 1972. XVI 286P. 20.00
12. Anand K. Dubey, Social Justice and Bondet Force in India, Jaipur Printwell, 1989, xxiv, 194 p. 150.00
13. S. Bhatnagar Delhi Social Justice and equality in India Ess. Pule, 1987 xii, 254 P. 175.00
14. Subha Rao Social Justice and Law New Delhi National, 1979. 142 P. 20.00
15. N.R. Madhava Mesnon Social Justice and Social Process in India. Ed. Allahabad, India
16. V.R. Krishna Lyer. Social Justice and Handicapped Humans. Academy of Legar Pub 1978, Iv, 96 p. 10.00 Trivandrum ,
17. Amit Sarkar, Delhi Social Justice Rethoric and reality Capital Law House, 1988 vi, 308 p. 165.00
18. V. R. Krishna Lyer Social Justice sunset or Drawn Lucknow, Eastern BK. Co. 1987 xiv, 159 p. 60.00
19. V. R. Krishna Lyer Social Justice the erisis of Heypocracy Dharwad, Karnatka Univ, 1984.
20. Wealper senctors Welker Sections and Khadi and Village Industries Commission, Bombay 1965, 343 p.

Semester II

Paper –IV

Credit-

3+0

Course Title: Social Work Research, Statistics and I. T.

Course Objectives:

- I. Develop appreciation of the scientific method; its characteristics and Significance in Social Work research.
- II. Develop Skills in the selection and formulation of research problems.
- III. Acquire competence to analyse and assess social problems and needs, provision of services, their utilization and impact.
- IV. Understand different research design, their elements and variations.
- V. Develop Skills in the selection and use of different tools of data collection, processing and analysis, and the use of appropriate Statistical methods and report writing.
- VI. Inculcate attitude of scientific inquiry and objectivity.

Course Content

Unit- I

- 1.1 Meaning and purpose of research in social sciences; areas of research, scope and limitations of research in social sciences and social work.
- 1.2 Scientific method- meaning, steps, and application; social survey and social research.
- 1.3 Types of research: pure, applied, basic, action, evaluation, operational, participatory, etc.

Unit II

- 2.1 Research Design: Its need, types and importance, steps or elements of research design: Qualitative and quantitative, exploratory, formative, descriptive, diagnostic, experimental, simulation models.
- 2.2 Selection and delimitation of the problem, objective, working definition, hypothesis, primary and secondary sources of data.
- 2.3 Role and responsibilities of the researcher.

Unit III

- 3.1 Methods of data collection: Observation, interviewing, questionnaire, case study, testing and experimenting, PRA techniques,
- 3.2 Tools of data Collections: Schedules and questionnaire, outlines, scales, projective techniques, construction and adaptation of tools; validity and reliability of tools; use of secondary source of data; content analysis, interpretation of data and report writing.
- 3.3 Research Project Planning, time scheduling, budgeting and recruitment and training of staff.

Unit IV

- 4.1 Nature, importance and scope of statistics and statistical methods, classification of data, discrete and continuous variables, independent intervening and dependent variable, operationalisation of variables.
- 4.2 Coding and tabulation; diagrammatic and graphic representation of data, measures of central tendency- mean, median and mode.

Unit V

- 5.1 Independence, variance, standard deviation, and association of attributes, correlation: Index numbers, test of significance.
- 5.2 Sampling- need and meaning, representatives of the sample, techniques: simple random, stratified random, purposive, area sampling and quota sampling.
- 5.3 Introduction to electronic data processing.

Practical: It will be based on the software SPSS, Excell.

Readings:

1. Blaikie, Norman Approaches to Social Enquiry. Cambridge, Polity Press, 1993.
2. May, Tim Social Reserach: Issues, Methods and Process. Buckiongham, Open University Press, 1997.
3. Gupta Santosh Research Methodology and Statistical Techniques, Deep and Deep Publication, New Delhi
4. Marshall, Catherine & Rossman, Greatcher B. Designing Qualitative Research (2nd edition), New Delhi, Sage Publications, 1995.
5. Feldman, Martha S, Strategies For Interpreting Qualitative Data New Delhi, Sage Publications, 1995.
6. Patton, Michael Quinn. Qualitative Evaluation Methods. New Delhi, Sage Publications , 1988.
7. Riessman, Catherine K. Qualitative Studies in Social Work research, New Delhi, Sage Publications, 1994.
8. Swartz Omar. Conducting Socially responsible Research, New Delhi, SAGE Publication, 1997.
9. Ramchandran, P. Issues in Social Work Research in India, Bombay, Tata Institute of Social Sciences, 1990.
10. Society for Participatory Research in Asia Participatory Research : An Introduction (Participatory Research Network Series No. 3), New Delhi, PRIA, 1995
11. Jorgensen, Danny L. Participant Observation: A methodology for Human Studies, New Delhi, Sage Publications, 1989.
12. Johoda, Deutsch and Cook Research Methods in Social Relations
13. Chertan, C.R. Research Methods in Social Work
14. Polansky Social work Research
15. Ackoff Design of social Research
16. Phillips, B.S. Social Research Strategy and Tactics
17. Baley O.K. Methods of Social Research
18. Burton T.L. & Cherry, C.E. Social Research Techniques for Planners
19. Mohsin S.N. Research Methods in Behavioural Science
20. Chamption, D.J. Basic Statistics for Social Research
21. Cochran, W.E. Sampling Techniques
22. Lyun Lyone and Morris V. (ed.) Programme Evaluation
23. Mishan E.J. Cost- Benefit Analysis an Informal Introduction
24. Young P.V. Scientific Social Survey and research, Prentice- hall of India New Delhi
- 25.. Kothari C.R. Research Methodology, New Age International Publishers 4835/24 Ansari Road, Dariyaganj New Delhi.

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| 26. Devendra Thakur
27. eqdthZ jfoUnz ukFk
28. flag ' ;ke/kj | Research Methodology in Social Science, Deep and Deep
Publication, New Delhi, 2006
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Semester ii

Paper V (A3)
Credit : 3+0

Course Title: Disaster Management

Course Objectives:

- I. Develop an understanding of ecosystem equilibrium and disequilibrium
- II. .
- III. Develop skills to analyze factors contributing to disaster.
- IV. Develop an understanding of the process of disaster-management.
- V. Develop skills to participate in disaster management.
- VI. Develop an understanding of the social worker's role in the team for disaster management.

Course content:

Unit-I

- 1.1. Disaster and Development: Content and definition; disaster and level of development.
- 1.2 Vulnerability and disaster preparedness, education and awareness.

Unit-II

- 2.1 Classification/Types: Disaster, risk, hazard.
- 2.2 Types of disaster; natural and man-made (technological) Natural-famine, drought, floods/storms, cyclones, earthquakes; Manmade-riots, biological warfare, Industrial, militancy insurgency, eviction.
- 2.3 Analysis of factors (political, economic, social, technological, cultural) contributing to disasters.

Unit-III

- 3.1 Issues involved: Policy Issues, Politics of aid Gender
- 3.2 Consequences of disaster, prevention and mitigation of disasters, stages of disaster.

Unit-IV

- 4.1 Disaster management; Predisaster Prevention, preparation, education, preparedness
- 4.2 Actual disaster, short term plan, long term plan, stress and trauma, search, relief operation, recovery, restoration, resource mobilization.
- 4.3 Post Disaster Rehabilitation, mitigation of negative effects and follow-up

Unit-V

- 5.1 Intervening Parties: Government organization, voluntary organization, local groups, community participation, volunteers, social worker.
- 5.2 Role of the social worker professional at different levels; resource mobilization; working with other professionals, work with the government and voluntary organizations.

Method of Evaluation:

Assignment based on study of a disaster situation or preparation of manual of tasks/ skills for immediate and long term help in disaster situation or a report about participation in disaster.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1. Birnbaum, F., Coplon, J., and Scharff, I. 1973 "Crisis Intervention after a Natural Disaster" Social case Work. Vol. 54, No. 9. 545-551.
2. Blaufard, H. and Levine, J. 1972 "Crisis Intervention in an Earthquake". Socials Work. Vol. 17. No. 4. 16sd-19.
3. Brahme, S. and Gole, P. 1967 Deluge in Poona. Poons: Asis Publishing House.
4. Chen, L. 1973 Disaster in Bangladesh: Health Crisis in a Developing Nation. New York : Oxford University press.
5. Fritz, C.E. 1968 "Disaster". Sills. D. (Ed.) International En. The MacMillan Company and the Free press.
6. Gangrene, K.K. and Dhadde, S. 1973. Challenge and Response. Delhi: Rachna Publications.
7. Grossman, L. 1973 "Train Crash : Social Work and Disaster Services:. Social Work. Vol. 18. No. 38-88.
8. Hoff, A. 1978 " People in Crisis:. Understanding and Helping Casldifornia : Addison Wesley Publishing Company.
9. Joint Assistant Centre 1980 Natural Disaster. New Delhi: Adhyatma Sadhana Kendra.
10. Lindomann, E. 1944 "Symptomology and Management of Acute Grief". American. Journal of Psychiatry. Vol. 101.
11. Shader, I. and Schwartz, A. 1966. "Management of reaction to Disaster:. Social Work. Vol, 11, No. 2, 99-1-4.
12. Siporin, M. " The experience of Aiding the Victims of Hurricane " "Betsy". Social

- 1966 Service Review. Vol. 10
13. Wolfenstein, M. 1977 Disaster : A Psychological Essay. New York : Arno Press.

Course Title : Guidance and Counselling**Course objective :**

- I. Develop a holistic understanding of counselling as a tool for help.
- II. Acquire knowledge of various theoretical approaches underpinning goals, values, processes & techniques of counselling.
- III. Develop understanding of the approaches to help & self help available in culture.
- IV. Develop skills of its application to real life situations.
- V. Develop ability to recognise & synthesise attitudes and values that enhance investment of self in the counsellor's role.
- VI. Develop understanding of different techniques of test & measurements related to intelligence, aptitudes, values attitudes, behaviour & adjustment.

Course Content:**Unit-I**

- 1.1 Importance and need of counselling as a tool for working with people.
- 1.2 History & setting of counselling in India for enhancing potentialities of individuals & groups for development & problem - solving.
- 1.3 Types & dimensions of counselling.

. Unit-II

- 2.1 Principles of counselling
- 2.2 Counsellor as a professional person, his roles: coping, awareness, expertise, gender values, behaviour; self-renewal prevention of burnt out, professional issues & trends, clients as a person, voluntary & non-voluntary clients, expectations, client behaviour, communication-verbal & non- verbal. Goals of counselling: short & long range, process.

Unit-III

- 3.1 Approaches or models of counselling: psycho-analytical: client-centred therapy. Behavioural modification & hypnotherapy, rational-emotive therapy, reality therapy.
- 3.2 Indigenous approaches of help & self help, specific attitudes & values, yoga, reflection, meditation, preksha dhyana, vipashyana, etc.

Unit-IV

- 4.1 Educational counselling: vocational guidance & counselling different techniques & testing & measurement of intelligence and aptitudes, initiating contact, intake, rapport, establishing structure, interaction, attending behaviour, observation, responding, rating & its interpretation;
- 4.2 Counselling for groups, process, advantages and disadvantages of group counselling.

Unit-V

- 5.1 Role and functions of counsellors in different settings:- schools, colleges, vocational guidance, child guidance, drug-counselling, marital and family counselling, industries, rehabilitation, correctional and mental health institutions; as a member in an interdisciplinary team.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

- | | | |
|---|---------------------------|--|
| 1 | Cadikhuff R.R. & Bareason | Beyond Counselling and Therapy, London, Rinehart & Winston |
| | B.S. Holt | |
| 2 | Dave, Ind. | The Basic Essentials of counselling, 1983 New Delhi : Sterling Publishers Pvt. Ltd. |
| 3 | Currie Fr.J. | Bare Foot Counselors A. Primer in building relationship, 1976 Bangalore : Asian Trading Corporation. |
| 4 | Dennedy, E. | On Becoming a counsellor, 1977, A basic guide for non-professional counsellors |

- Delhi : Gill & Mc. Millan
- 5 Fullmer, D.W. & Bernard. Counselling Content & Process. 1972 New Delhi : Thomson, Press India
 - 6 Fuster, J.M. Helping in Personal Growth- A new approach of counselling, Bombay : Society of St. Paul:
 7. Harms, E & Schreiler P. Handbook of counselling Techniques. 1963 Oxford : pergamon Press.
 - 8 Thangav elu, V. The Samsai Model of Social work Practice 1975 Mangalore, Psreeti Publication.
 - 9 Goel Manju & Nirmal Sher June Marital Disputes & Counselling, Counselling methodology, Vol I APH publishing corporation. New Delhi 1997.
 - 10 Ass. of Psychological and Ed. Counsellors of asia 1982 Counselling in asia : Perspectives & Practice. fourth biennial conference workshop Philipines :
 - 11 Bengalee, Mehroo D.1972 Guidance if you please. Bombay: Macmillan,
 - 12 Bessell, R. 1971 Interviewing & Counselling. London : B.T. Botsford
 - 13 Carkhuff R.R. and Bereason B.S. Holt 1977 Beyond Counselling and Therapy.London : Rinchart & Winston.
 - 14 Carkhuff, R.R. Pierce, R. & Cannon1978 The art of helping, Better yourself Books. Bombay : Carkhuff Institute of Human Technology
 - 15 Dave, Indu 1983 The Basic Essentials of Counselling. New Delhi: Sterling Publishers Pvt. Ltd.
 - 16 Currie, Fdr. 3 1976 Barefoot Counselors - A Primer in building Bangalore : Asia Trading corporation.
 - 17 Dept of Mentl Health Education & welfare 1968 Mental Health Prog. Reforts No. 1, No. 11.U.S.
 - 18 Kennedy, E, 1977 On Becoming a Counsellor A basic guide for non-professional counsellors.Delhi : Gill & Macmillan.
 - 19 Fullmer, W& Bernard, I.W.1972 Counselling : Content & Process. New Delhi : Thomson Press India.
 - 20 Fuster J.M. Helping in Personal Growth- a new approach to counselling. Bombay : Society of St. Paul.
 - 21 Harns, E. & Schriber, P. Hand book of Counselling Techniques. Oxford : Pergamon Press.

Semester II

Paper V (A9)
Credit : 3+0

Course Title : Management of Voluntary Organization

Course Objectives :

1. To provide an understanding of the concepts of voluntary action, voluntary organisations and non-governmental organisations and the process of historical development of voluntary organisations.
2. To conscientise students about the increasing importance, goals, functions, role and partnership of voluntary organisations in the process of development.
3. To equip students to form organisations and/or to function effectively in them, by providing them an insight about the management aspects of the organisations.
4. To prepare students to identify the emerging challenges/issues before voluntary organisations and respond to them in an appropriate manner.

Course Contents:

Unit I : Conceptual Framework

- 1.1 Voluntary Action- individual and collective, Voluntary Organizations, Non - Governmental Organisations.
- 1.2 Voluntary Action in different stages of development of society (pre+post independence efforts with case illustrations)
- 1.3 Emerging challenges towards voluntary organisations and responses, Role of a professional social worker in voluntary action and organisation.

Unit II:

- 2.1 Process of formation of organisations, formation of effective board, their meetings and responsibilities with organisation
- 2.2 Formation of SHG and their federation, need and importance of federation of SHG, types and management of federation
- 2.3 Government schemes for Welfare, Development and Environment.

Unit III:

- 3.1 Programme planning and project proposal writing-History of institution, vision and mission, work policy, planning of work, analysis of problems, budgeting, framework of project proposal
- 3.2 Result based project management-Thinking about result based management [RBM], need and principles, types of result; utilisation of RBM in project management.
- 3.3 Concept of Log Frame Analysis and relation with RBM

Unit IV:

- 4.1 What is accounting? Project Accounting system-computerized and manual accounting, proof of account -[voucher, cash book ledger book daily book etc] , maintenance of records,
- 4.2 Rules related to accounts-FCRA and Income Tax
- 4.3 Management of programmes, personnel, resources and office.

Unit V :

- 5.1 Community Based Monitoring and Social Audit-Need of monitoring in development activities, objective of participatory monitoring; Methods of community based monitoring
- 5.2 Concept of social audit and importance, implementation policy in development activities, Coordination with participants in community based social audit
- 5.3 Report Writing and Documentation-Concept of report writing and documentation, importance of documentation in development process, bases of report writing, collection of data and MIS; Framework of report writing and documentation

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1. Anade, S.N. Voluntary Action and Social Welfare in India, Voluntary Action Research (David Horton Smith), Zexinton Books, London, 1974.
2. Gore M.S. Social Work and Social Work Education, Publishing House, New York.
3. Mukherjee K.K. and Mukherjee Sutapa Voluntary Organisation: Some perspective, Gandhi Peace Centre, Hyderabad, 1988.
4. Choudhary D.P. Voluntary Social Welfare in India, Sterling Publishers (P) Ltd.
5. Pathak Shanker Social Welfare: An Evolution and Development, Macmillan India Ltd., 1981.
6. Gangrade, K.D. Social Welfare and Social Development, Northern Book Centre, New Delhi, 1988.
7. Tripathi, P.M. Voluntary Action for Alleviating Rural Poverty: Report of the seminar on role of voluntary agencies in rural development, August 25-27, 1981 NIPCCD.
8. Rainman Eva Schindler & Lippit, Ronald The Volunteer Community, University Associates Inc. California, 1977.
9. Mukherjee, K.K. & Mukherjee Sutapa Guide Book for strengthening voluntary organisation, Gram Niyojan Kendra, Ghaziabad 1989.
10. Chowdhary, D. Paul Voluntary efforts in Social welfare and development, Sidhartha publishers, New Delhi.
11. Fernades Voluntary Action & Government Control, Indian Social Institute, 1989.
12. Frenda, M. Voluntary Association and Local Development, Young India Foundation, New Delhi, 1985.
13. PRIA NGOs in India: A Critical Study, Delhi, PRIA, 1989.
14. PRIA NGOs – Govt. Relations, Delhi, PRIA, 1989.
15. Vishwanat NGOs and Women's Development in Rural South India: A Comparative Analysis, New Delhi, Vistar, 1993.
16. Verma S.B. Rural Management, Deep and Deep Publication, New Delhi, 2006
17. Drucker Peter Managing the NGO: Principles and Practices, New Delhi, Macmillan, 1993.
18. Chowdhary D.P. Profile of voluntary action in social welfare development, New Delhi, Sidhartha , 1981.

SUMMER PLACEMENT

(End of the first semester)

Introduction: It is increasingly recognised and accepted that a part of the summer vacation, after completing the first year of the postgraduate programme, could be used fruitfully to integrate practice skills and techniques learnt. A time frame recommended for the summer placement is minimum of three weeks. The learner is to work directly with client systems and the management operations of day-to-day work of the setting. Department will also prepare the plan for learner according to the local community need. Learner may also be placed in NGOs, Government organisations, PRIs, for better learning.

The practice learning setting should preferably have a professionally trained social worker on the team of the staff. The learner is to record the learning in a format provided for concurrent learning and submits it to both the setting and the teaching institutions.

Objectives:

- a. experience direct practice and management operations.
- b. Enhance and integrate practice of social work methods and strategies.
- c. Experience self in the role of the professional social worker.

Course Title : Social Policy, Planning And Administration**Course Objective :**

- I. Develop an understanding of the social policy in the perspective of the national goals as stated in the constitution, particularly with reference to fundamental rights and the directive principles of the state policy.
- II. Develop the capacity to recognize the linkages between the development issues and social policy, plans and programmes.
- III. Develop the capacity to critically examine the major political ideologies in influencing the social policy and the planning process.
- IV. Acquire knowledge about the basic principles and process of administration within the frame work of social work philosophy and practice.
- V. Develop critical understanding about policies, programmes, procedures in establishing, maintaining, and developing social welfare institutions/organizations.
- VI. Acquire skills in projects formulation, resources management and particularly action research.
- VII. Develop attitudes and skills for innovations and experimentation in welfare/development administration.
- VIII.

Course content:**Unit I**

- 1.1 Social policy: concept, meaning and scope, objectives of social policy, distinction between social and economic policies; Sources of social policy: cultural traditions, social thought, national constitution, social legislation, five year plans and administrative practices.
- 1.2 Approaches to social policy: unified, integrated and sectional, process of social policy, influencing factors.
- 1.3 Social policy in different sectors, health, education, population, ecology, employment, poverty, social security, social welfare, and marginalised group, minorities- a critical review.

Unit II

- 2.1 Social planning: meaning and definition and goals, relationship with social policy, social planning and welfare planning.
- 2.2 Planning and development, concept of developmental planning.
- 2.3 Planning process - types of planning – democratic, authoritarian, capitalistic, and socialistic.
- 2.4 Integrated planning – economic, social and cultural, administrative planning.

Unit III

- 3.1 Concept of social welfare administration; principles of administration as applied for the field of social welfare; Henry Fayols, Taylor's philosophy of scientific management; CSWB, its role in promoting voluntary organizations, Registration of organisation- Organisation plan, implementation, monitoring and evaluation.
- 3.2 The structure of welfare administration in India: The union Government and the state government, administrative set up of welfare ministry/department; Regional Divisional and district level welfare administration. Municipal, Block, Panchayat Samiti and village Panchayat level welfare/development activities.
- 3.3 Element of administration- Policy making planning, organisation, supervision and control, decision making, coordination, management by objective, monitoring evaluation. Community participation.

Unit- IV

- 4.1 Project formulation: types of project field action projects, training projects, and research project.
- 4.2 Steps in project formulation: rationale, statement of objectives, baseline survey, identification of needs, programme/Services and prioritisation, resource identification, programme formulation, organisational structure, Strategy and work procedures, personnel and infrastructural requirements, resource and time budgeting maintenance of records and reports, monitoring and evaluation, auditing, drafting of MOU/ contract
- 4.2 Voluntary efforts in social welfare: Voluntary organizations at various level, their roles and responsibilities, vis-a-vis Government, Advantage and disadvantages of voluntary organizations, methods to strengthen the voluntary sector.
- 4.3 Some important national/international welfare organizations,

Unit-V

- 5.1 Role and scope of professional social work in the management and programmes of social welfare organizations requisites for effective and efficient welfare administrative.
- 5.2 Administrative services and beneficiaries: appointment of professionally trained personnel at various levels, financial allocation and their rational distribution.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1	Datta. Amian & Agrawal, M.M.ed	The Quality of Life, Delhi B.R.Publilishing Corporation 1992
2.	Thungan M.L.	The Economics of Development and Planning, Delhi, Konark, 1994
3.	Agrawal & Sing	The Economics of Under Development Delhi,Oxford Univarsity Press, 1984
4.	Chakravarty,s	Development Planning An Indian Experience, Oxford, Clarendon Press, 1987
5.	Brahmananda, P.R. & Panchmukhi V.R.ed	Development Process of the Indian Economy, Bombay, Himalaya Publishing House, 1987
6	Smith, Gilbert	Social Need : Policy, Practice and Reserch, London, Routllege a Kegan Paul, 1980
7.	Mac Pherson, Stewart Midgley, James	Comparative Social Policy and the Third World, NewYork, St. Martins Press, 1987
8.	Mishra Ramesh	Society & Social Policy Theoritical Perspectives on Walfare London,MarmillanPress 1997
9.	Ponsion J.A.	Social Welfare Policy (Vol I.II.)
10	Sharma, P.N. and Shastri C.	Social Planning : Concepts and Techniques, Print House, Lucknow 1984
11	Kulkarni, P.D.	Social Policy in India, Bambay Tata Institute of Social Sciences 1965
12.	Titmus, R.M.	Social Policy, Gearge all on & Unwin, London, 1974
13.	Jones & Kathleen & others	Issues in Social policy Rroutledge and kegan paul, London, 1983
14.	Pathak	Social welfare : An Evolutionary and Developmental Prospective, Delhi Macmillan, India 1981
15.	Gillbert , Neil et at	An Introduction to Social work Practice, New Jersey, Prentice hall 1990
16.	Dulecy, S.N.	Administration of Social Welfare Programmes in India, Somaiya Publications, Co. Ltd. Bombay 1973.
17.	Bulsara, J.F. and Varma R.M. (ed.)	Perspective on Social Welfare in India , S. Chand and Company, New Delhi 1950
18.	Hondy, Charles,	Understanding voluntary org. Penguin Books London. 1990
19.	Kumar, Hajira	Social Development and Sustainable Development, The author 1997
20.	Skin more, rex	Social Work Administration
21.	Ur wick	Elements of Administration .
22.	Sachdeva, D.R.	Administration of Social Welfare in India.
23.	Dubey, S.N.	Administration of Social welfare Programmers in India
24.	Goel, S.L. and Jain R.k.	Social Welfare Administration evol I & II
25	G.O. I	Encyclopaedia of Social Work in India - Vol I to 4
26.	Tracker, H.	Group Process in Administration.

Course Title : Participatory Techniques and Project Planning**Course Objectives :**

- I. Develop understanding of the Concept of participatory technique.
- II. Develop understanding of project planning.
- III. Acquire skills in project formulation, resources management and participatory action research.
- IV. Develop understanding of monitoring and evaluation of projects.

Course Content:**Unit I**

- 1.1 Participatory techniques: meaning, importance and scope.
- 1.2 PRA as a tool for understanding people's perception and participation, exercises of PRA tools REFLECT, Paulo Freire, deschooling society- concept, SGH; concept and formulation.
- 1.3 Introduction to project planning and programme, types of planning.

Unit II

- 2.1 Project Formulation :types of project-field action projects, training projects and research projects,
- 2.2 Determinants of project: community-client needs, agency's objectives, priorities of funding/sponsoring organisation.
- 2.3 Steps in project formulation: rationale, statement of objectives, base line survey, demographic data, identification of needs/problems/services and prioritisation, resource identification, feasibility analysis(Logical Framework Analysis, Result Based Management),social feasibility, economic viability, technical viability, commercial viability, strategy and work procedure, personnel and infrastructural requirements, resource and time budgeting, maintenance of records and reports.
- 2.4 Project participants: nature of participation: conceptual, moral, professional, labour, material (including land, building, volunteers, supervisory, operational -Built in participatory monitoring

Unit III Project Design and Report writing

- 3.1 Funding agencies identification-different funding agencies, Local Self Government, Indian, foreign, name of important agencies, their thrust areas, important project funded by them, different formats and fulfilling requirement of the funding agencies.
- 3.2 Drafting of MOU; contract, FCRA and 80G, Society, Trust and Foundation.
- 3.3 Pre-requisites: registration process, authority and necessary registers, maintenance of records, receipt and Payment account, income and expenditure, balance sheet.

Unit IV

- 4.1 Project management: meaning, coverage and scope.
- 4.2 Concept and design of project management information system(PMIS)

Unit V Monitoring and Evaluation

- 5.1 Project evaluation: methods-participatory evaluation.
- 5.2 Project monitoring: meaning, methods and steps.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

- | | | |
|-----|------------------------------------|---|
| 1 | Agrawal , Rekha | Rural Project Management |
| 2 | Ghosh, Asit K. & Kumar Prom | Project Management Anmol Publications, Dariyaganj, 1991 |
| 3 | Singh M.K.& Maha Devan Anant | Project evaluation and management Discovery publishing house, Ansari road Dariyaganj, New Delhi, 1995 |
| 4. | Punmia B.C. and Khandelwal, K.K. | Project Planning with PERT and CPM. |
| 5 | Srinath L.S. | PERT and CPM Principles and Applications |
| 6. | Ghosh Arun | Planning in India |
| 7. | Unido | Guids to Practical Project Appraisal (oxford) |
| 8. | Reschke | Dimensions of Project Management |
| 9. | Mukharjee Meeta | P.R.A. and Questionnaire Survey. |
| 10. | Pilah | Project Appraisal Techniques (oxford) |
| 11. | Chopra, Kanchan | Participatory Development |
| 12. | Rajoura, Rajesh | Intepoted Watershed Management |
| 13. | Bava, D.A. | Rural Project PlanningGajendera Printing Delhi |
| 14. | Matoo. P.K. | Project formulation in Developing Countries. |
| 15. | Mirrlees & little | Project Appraisal and Planning for Developing Countries. |
| 16. | Puttarwanish (ed.) | Project Evaluation criteria and cost benefit analysis. |
| 17. | Markandan, N. | Micro level Planning. |
| 18. | Budharaja, J.C. | Micro Level Development Planning |
| 19. | Joachim thier and grady, m | Participatory rural appraisal for community health development |
| 20. | Mukharjees, Neala | Participatory rural appraisal, methodology and application. |
| 21. | Groniya Makkal Pankerpa mathipeetu | A Hand book for P.R.A.Practitioners. |
| 22. | Pretty Jules. N. Total | Participatory learning & action a trainers guide |
| 23. | Chambers Robert | P.R.A |
| 24. | Bhattacharya, Kamal Kumar, Ajay | Participatory Rural Appraisal |

Semester - III

Paper- III
Credit- 3+0

Course Title - Human Resource and Organisational Development in Social Work

Course Objectives:

- I. Develop understanding of the fundamentals of human resource management.
- II. Develop understanding of the human resource planning.
- III. Develop skills to participate in organisational development and analysing organisational plan.
- IV. Understand the problems of human relation and improve human relation skills.
- V.

Course content:

Unit-I

- 1.1 Introduction to human resource management: meaning, definition, importance, functions; HRM model; challenges of HRM.
- 1.2 Development of HRM in India: introduction, phase wise growth of HRM; measures to speed up the growth of HRM In India.
- 1.3 HRM as the basis of all round development-HR as the most readily available renewable resource-to be fully exploited.

Unit-II

- 2.1 Human resource planning: concept objectives, assessment; human resource planning at different levels; areas of human resource planning.
- 2.2 Task design and task analysis: concept, approaches to task design.
- 2.2 Recruitment and selection: meaning, definitions, sources of recruitment, recruitment practice, selection- meaning and definition, selection procedure, need for scientific selection system.

Unit-III

- 3.1 Motivation, reward, performance appraisal - and development of human resources: motivation - concept, early theories, today's theories- an expediency approach, and psychological approach.
- 3.2 Job evaluation and performance appraisal: job evaluation- definition, objective, methods/techniques; performance appraisal meaning, need for performance appraisal, traditional and modern method of performance appraisal.
- 3.3 Rewarding and productive employee: rewards and expectancy theory, types of rewards, qualities of effective rewards, and criteria for rewards.
- 3.4 Skill development capacity building, training and orientation, participatory management, stakeholdership

UNIT-IV

- 4.1 Human Rights awareness and education
- 4.2 Link between career and organisation in development

Unit-V

- 5.1 Human relation - importance, factors, philosophy; benefits and services; concept of QWL.
- 5.2 Dependency syndrome- passive recipient of benefits to active participants of development-being one's own change agent, HRD for sustainability.
- 5.3 Collective bargaining - objective and scope, process of collective bargaining.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

- | | | |
|----|---------------|---|
| 1 | Moorthi, M.V. | Human Resource Management Psychosociological-Social Work Approach |
| 2. | Moorthy, M.V. | Principles of Labour Welfare |
| 3. | Memoria, C.B. | Personnel Management |

4. Dubin, R. Human Relations in Administration
5. Strauss, George & Sayle, L.R. Personnel : Human Problems of Management
6. Bhatnagar, Deepak Labour Welfare and Social Security Legislation in India.
7. Memolria S. and Memoria C.B. Labosur Welfare, Social Security and Industrial Peace in India.
8. Agrawal, S.L. Labour Relations Law in India
9. Gangrade, K.D. Social Legislation in India (Vol. I &II)
10. Mathur, J.S. India Working Class Movement.
11. Giri, V.V. Labour Problems in Indian Industry
12. Singh, Surendra Bhartiya Audyogic Shram
13. Punekar, Et. All. Labour, Welfare, Trade Unionism, anmd Industrial Relations
14. Singh, Surendra Swadesh aur Videsh Mein Samajik Suraksha (Three Volumes)
15. Malick, P. Shram Kalyan Mein samaj Karya Ke Tatva (Hindi)
16. Goyal C.P. pandey, B. Sangathanatmak Vyavhar (Organisational Behaviour-Hindi)
17. Goyal C.P., Pandey B. Audiyogik Sambandhon Ki Gatyatmaka (Dynamics of Industrial Relations (Hindi).
18. Agrawal Dharam Vira Management of Objective, Deep and Deep Publication, New Delhi, 1999
19. Goel S.L. and Shalini Management Techniques, Deep and Deep Publication, New Delhi, 1999
20. P. Mohan rao and T.K.Jain Strategic Management, Deep and Deep Publication, New Delhi, 1999
21. Bhatia S.K. Management of Change and Organisational Development, Deep and Deep Publication, New Delhi
22. Bhatia B.S.& G.S.Batra human Resource Development, Deep and Deep Publication, New Delhi

Course Title :Social Work Practice – III (Community Work and Social Action)

Course Objectives :

- I. Develop understanding of community dynamics, community power structure, and organisations in society.
- II. Understand and apply the different approaches to community organisation and locality development – community problem solving, social planning, mass mobilization and social action.
- III. Develop analytical skills and identify and assess problems, solutions and learn to apply appropriate skills.
- IV. Appreciate and acquire skills and methods of working with communities and organizations as an effective medium of social change and the role of social worker as a change agent.
- V. Develop attitude appropriate for community organisations and social action.

Course Content:

Unit I

- 1.1 Concept of community: Sociological and Practitioner perspective; structure and functions.
- 1.2 Community organisation: Concepts definition, and principles, techniques; community organisation as a method of intervention and its scope.
- 1.1 Gender and Empowerment: Gender sensitive community organisation practice, gender, caste and class as axis of inequality

Unit II

- 2.1 Community power structure : bases of power and decision making, power structure and exploitation, strategies to counter exploitation power structure;Community Empowerment Approach:empowerment and change, problem solving and generalist approach
- 2.2 Various modern approaches like locality development, social planning and social action, indigenous approaches like Gandhian and/or Sarvodaya, Role of social worker in each of the approaches.
- 2.3 Community development programmes and Panchayati Raj; Concepts, historical overview, rural and urban community development programme,

Unit III

- 3.1 Organisational strategies : community meetings, setting up of area/issue based committees and organizations, and micro action groups; community councils and community chest.
- 3.2 Emerging styles of community organisation as a para political process(vis-a-vis community power dynamics and change) networking, conscientisation
- 3.3 Community leadership - Need, types and mobilisation; Role and strategies of social movement, types of social movement and role of NGOs.

Unit IV

- 4.1 Concept of education : formal, non-formal education as a tool for social change, alternative educational strategies particularly for marginalised groups.
- 4.2 Communication in community work, the process of communication, techniques of effective communication in community work.
- 4.3 Role of Community Organiser: Skills of Community Organisation Practitioner-problem analysis, resource mobilization , conflict resolution , organizing meetings, writing and documentation networking, training

Unit V

- 5.1 Social action in community organisation- concept,purpose and techniques.
- 5.2 Social legislation as an instrument and goal of social action, empowering specific groups and masses, Gandhian perspective and Paulo Friere's technique of conscientisation.
- 5.3 Professional social worker as a social activist.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1	Karner, R.M and specht, H.	Readings in Community Organisation Practice (3rd ed.) Prentice-Hall Inc. Englewood cliffs 1983
2	Siddiquei, H.Y. (ed.)	Social work and Social Action, Harnam, New Delhi, 1924
3.	Twelve Treas A.	Community work, London, Marnimans 1982
4.	Sing K	Rural Development : Principles, Policies and Management, New Delhi, Sage Publication 1986
5.	Gandhi, P.K. (ed.)	Social Action through Law: Partnership through Low, New Delhi, Concept 1985
6.	Freire Paulo	Pedagogy of the Oppressed, Penguing books, 1972
7.	Siqui H.Y.	Community Organisation in India, Harnam, New Delhi 1997
8	Ross. M.G.	Community Organisation, Thery, Principles. and Practice, New York, Horper & Row
9.	Ganrade, K.D.	Community Organisation in India , Bombay; Popular prakashan 1971.
10.	Ross, M.G. (1967)	Community Organisation : Theory, Principles and Practice, New York; Harper & Row.
11.	Cox M. Vell	Practice and Techniques of Community Organisaation
12.	Gangrade, K.D.	Community Organisation in India, BOMBAY: Popular Prakashan (1971)
13.	Murphy, C.G.	Community Organisation Practice, Boston: Houghton Mifflin Co. - 1954
14.	Mc. Millan W.	Community Organistion for Social Welfare.
15.	Sanderson & Polson	Rural Community Organisation
16.	Panda, Snehalata	Community power, Elites and Political Modernisation, Delhi : B.R. Pub. Company (1985)
17.	Moorthy, M.V.	Social Action
18.	Gandhi, P.K.	Social Action Through Law: Partnership for Social Justice
19.	Development Support team	Community Development : An Attempt by People's Multipurpose Development Society, Pune: Development Support Team (1987)
20.	Mullay, Robert P.	Structural Social Work : Ideology, Theory and Practice, Mc Clelland & Stewart Inc. The Candian Publishers 481, University Avenue, Toronto, Ontario, 1993.
21.	Schindler, Ruben Brawley Edward Allen	Social CAre at the Front Line ParaProfessionals World Wide, Tavistock Publications, New York, 1987.
22.	Johnson, L.C.	Social Work Practice : A Generalist Approach Allyn and Bacon, London, 1992
23.	Specht, Harry & Vichiery, Anne	Intergrating Social Work Method George Allen & Unwin Ltd., London, 1977.
24.	Hepwarthh, Deen H, and Larsen Jo Ann	Direct Social Work Practice-Theory and Skills, Dorsey Presse Chicago, 1986.

Course Title : Tribal Development

Course Objectives:

- I. Understand the nature and peculiar features of tribal societies and their problems and needs.
- II. Understand the life style, aspiration, and nature of isolation and internal cohesion of selected tribal communities in India.
- III. Understand the national perspective on tribal societies, need of their integration in the main stream and strategies to retain their cultural identity with socio-economic development.
- IV. Know the constitutional, legal and administrative measures for their development, their impact, impediments and achievements.
- V. Identify areas of social work intervention in this field.

Course Content:

Unit-I

- 1.1 Tribal society : a systematic view-definition of a tribe; emergence of tribes in India-a process of social isolation cultural lag or arrest and marginalisation from main-stream society.
- 1.2 Tribal social structure and institution: physical habitat; economic; political and social organisation; agriculture, industries and handicrafts; division of labour.
- 1.3 Cultural, social and economic changes: process, direction and causes of change.
- 1.4 Family, marriage kinship, descent, youth organisations youth dormitories, community festivals, customs, rites and rituals, magic and religion, totems and taboos the medicine man (magic-spiritual-herbal healers); place of women.
- 1.5 Tribal households, ware and work implements, ornaments, defense weapons, conflict resolution. Tribal political organisation-tribal council etc.

Unit-II

- 2.1 Problems of tribal societies: problems of making a living, of hunting and food gathering, land alienation, shifting cultivation, bonded labour, traditional crafts; irrigation indebtedness, child labour, social and sex inequality.
- 2.2 Social problems-poverty, ignorance, illiteracy, ill health, sex-promiscuity, unemployment, problems arising out of cultural contact, urbanization, industrialisation, and out migration, problem of tribal insurgency.

Unit-III

- 3.1 Study of important Indian tribes - their social, ideological, economic, organisational characteristics: Tharu, Bhoksa, Jaunsari, Khasi,Hoe, Munda, Gond, Bhil, Kol, Naga.

Unit-IV

- 4.1 Programmes of tribal development, concept of tribal development, tribal development in India-important landmarks, Indian constitution and strategy and mandate for tribal development: national policy towards tribal societies; approaches: assimilation, isolation and integration of tribal societies, plural cultural approach; tribal development in five year plans: approaches strategies, schemes, and programmes;

Unit-V

- 5.1 Organisational structure of tribal development in India; commissioner for scheduled casts & tribes, home ministry, regional autonomous councils in tribal regions.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1. Krocher : Cultural Anthropology
2. Furer Haimendor JC.N. Tribes of India : The Struggle for Survival.
3. Keesing, R.M. Cultural Anthropology : A Contemporary perspective.
4. Bose, N.K. Tribal India
5. Majumdar D.N. Castes, Classes and Tribes
6. Majumdar D.N. Race and Cultures of India
7. Elwin, D. The New Deal for Tribal India
8. Majumdar, D.N. Himalyan Polyandry
9. Memoria Tsribal Demography
10. Schidanand The Changing Munda
11. Mishra and Tewari Bhartiya Adivasi
12. Government of India Report of the Commissioner for Scheduled Castes and Scheduled Tribes - Latest Arrivals
13. Govt. of India Encyclopaedia of Social Work in India Vol. II
14. Planning Commission Plans and Prospects of Social Welfare in India.
Government of India

Course Title : Social Work in Industry

Course Objective :

- I. Develop a general perspective on industry as a social organisation and place of work.
- II. Understand the socio-economic background of industrial workers and the problems faced by them.
- III. Understand the various approaches to meet the needs/problems industrial workers.
- IV. Understand the importance of programmes of welfare for industrial workers & role of social workers in this field.

Course Content :

Unit-I

- 1.1 Sociology of work- types of productive systems the farm system, individual craftsmen, craft guides, the factory system- cottage, small, medium and large scale industries.
- 1.2 Types of management's proprietorship, partnership firms, companies, multi-nationals, trusts, cartels, cooperatives, public undertakings.
- 1.3 Industrial working class-its emergence, its nature and problems, its organisation, labour- management relations; role of trade unions; state intervention-need and compulsions, its major role; workers participation in management. Trade unionism, its nature, leadership, challenges, growth, regulation, political-ideological orientation.

Unit-II

- 2.1 Industrial worker : personality, class and family background socio-economic and political developments in India and their impact on industrial workers. Problems faced by industry- indiscipline, alcoholism, indebtedness and absenteeism. Behavioural science perspectives on industrial environment.
- 2.2 Industrial welfare: meaning, scope and need, modern trends in employee welfare.
- 2.3 Industrial relations: meaning, areas of industrial relations; parties role of workers, management, their organisations and the state. Industrial disputes, causes, grievances, strike and lockouts legislation for settlement of grievances and disputes, machinery under law. Industrial relations bill, cardinal principles of industrial peace; collective bargaining.

Unit-III

- 3.1 Personnel management: meaning, nature, philosophy; selection, recruitment, training, induction, promotion, transfer, dismissal, wage payment, bonus, gratuity, welfare measures in plant and outside, absenteeism, tardiness, disciplinary action, retrenchment, dismissal, organisation of personnel department, liberalisation and its impact, informalisation and feminisation.

Unit-IV

- 4.1 Legislation relating to industrial work : factory act, standing orders act, wage payment act, minimum wages act, workmen's compensation act, maternity benefit act, ESI act, Industrial Disputes Act, Industrial Relations Bill, Trade Union Act, Bonus And Gratuity Legislation, Legislation For Workers In Plantations, Mines, Transport, Migrant Workers, Child Labour & Female Workers: on welfare and conditions of workers, legislations relating to occupational hazards and diseases.
- 4.2 Social security legislation for workers. Role of social workers in promoting welfare of workers, industrial peace and social justice.

Unit-V

- 5.1 Application of social work methods in industrial settings social case work, group work, community organisation and social action at workplace and housing communities of industrial workers.
- 5.2 Handling problems at industrial level - adjustment, grievance, alcoholism, indebtedness, gambling, lottery, tensions, anxiety, adaptation to work situations, help organise cultural activities, welfare services and services to family members; workers, education, literacy, organisation of cooperative societies.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

- | | | |
|----|-------------------------------|---|
| 1 | Moorthi, M.V. | Human Resource Management Psychosociological-Social Work Approach |
| 2. | Moorthy, M.V. | Principles of Labour Welfare |
| 3. | Memoria, C.B. | Personnel Management |
| 4. | Dubin, R. | Human Relations in Administration |
| 5. | Strauss, George & Sayle, L.R. | Personnel : Human Problems of Management |
| 6. | Bhatnagar, Deepak | Labour Welfare and Social Security Legislation in India. |
| 7. | Memolria S. and Memoria C.B. | Labosur Welfare, Social Security and Industrial Peace in India. |
| 8 | Agrawal, S.L. | Labour Relations Law in India |
| 9 | Gangrade, K.D. | Social Legislation in India (Vol. I &II) |
| 10 | Mathur, J.S. | India Working Class Movement. |
| 11 | Giri, V.V. | Labour Problems in Indian Industry |
| 12 | Singh, Surendra | Bhartiya Audyogic Shram |
| 13 | Punekar, Et. All. | Labour, Welfare, Trade Unionism, anmd Industrial Relations |
| 14 | Singh, Surendra | Swadesh aur Videsh Mein Samajik Suraksha (Three Volumes) |
| 15 | Malick, P. | Shram Kalyan Mein samaj Karya Ke Tatva (Hindi) |
| 16 | Goyal C.P. pandey, B. | Sangathanatmak Vyavhar (Organisational Behaviour-Hindi) |
| 17 | Goyal C.P., Pandey B. | Audiyogik Sambandhon Ki Gatyatmaka (Dynamics of Industrial Relations (Hindi). |

Course Title: Women & Child Development

Course Objectives:

- i. Develop an understanding of the perspective of "women and child development in Indian society".
- ii. Develop a capacity to examine the social system that effect women and children in meeting growth needs and special needs.
- iii. Enhance ability to identify areas of work with women and understand strategies to change situations in terms of personal liberation, as well as in terms of making women a part of the developmental process.
- iv. Develop an acquaintance with available research in areas like status, needs and services.

Course Content:

Unit-I

- 1.1 Status of women in traditional and modern Indian society, factors affecting status of women.
- 1.2 Women and demographic structure, health and family planning, reproductive health, women and education, employment and political participation: women in organised and unorganised sectors - problems and needs.
- 1.3 Womens' discrimination, exploitation and oppression: violence against women since childhood like infanticide, abduction, battering eve-teasing, rape dowry death, sexual abuse, widowhood, immoral traffic, suicide, aging destitution unmarried motherhood, medical termination of pregnancy (MTP).

Unit-II

- 2.1 Women and liberation against bigamy, pardah, sati, prostitutes, deodasi system, rehabilitation of unmarried mothers and widows. National commission for women: its role, activities and authority, Govt. policies to help women: laws relating to women marriage, divorce, inheritance, dowry, prohibition, equality, status, equality of work and wages, safe guard for women workers.
- 2.2 Womens' cell and crime against women: Role of family court and family counseling centres.
- 2.3 Legal awareness & legal literacy programme, Role of colleges and university, doordarshan and newspaper, drama and cultural programmes on womens' issues should be organised as part of a wider awareness.

Unit-III

- 3.1 Programmes for the development of women, Swarnjayanti Yojana (DWACRA, IRDP) CAPART, CSWB and its programme for the development of women: womens' thrift (economical management of resources) and credit society; the Deptt. of women and child welfare and its programme for women including Mahila Kosh.
- 3.2 Role of voluntary and empowerment of women: All India Womens' conference, YWCA, National Commission for Women, Kasturba Trust's, activities for women, womens cooperative societies SEWA.
- 3.3 Empowerment of women and social work intervention. Reservation for women in Panchayats and legislative bodies: reservation in educational and professional training institutions.

Unit-IV

- 4.1 Child welfare - evolution of child welfare services in India, demographic profile of child in India.
- 4.2 Nature and extent of needs of problems of destitute, neglected, disadvantaged, handicapped and delinquent children.
- 4.3 Welfare programmes and legislation: programmes for the care and protection of children, legislation protection on children against crime, exploitation and abuse. Social defence programmes i.e. Juvenile courts, probation, child guidance, school social work, foster care, adoption, sponsorship, institutional care etc.

Unit-V

- 5.1 Administrative and management aspect of child welfare programmes. Role of social worker in relation to correctional and non-correctional institution.
- 5.2 National Policy on Children, problems of planning for children, ICDS - Philosophy, organization and administrative structure.
- 5.3 National and International agencies working for child welfare.

Note: 1. Learner should read latest document related to government programmes, policies, legislation made by government time to time, journals, magazines, and newspapers, research papers, monograph etc. for improving and up-date their knowledge.

Readings:

1. Aggarwal, Beena A Field of one's Own: gender and land rights in South Asia, Delhi: Cambridge University Press, 1994.
2. Calman, Leslie J. (ed.) Towards empowerment: women and movement politics in India. San Francisco: Westview Press, 1992.
3. Choudhary, Prem The Unveiled Woman- Shifting gender equations in rural Haryana 1880-1890 Oxford University Press, 1994.
4. Govt. of India Committee on the Status of Women in India. Towards Equality: Report. New Delhi: Government of India, Ministry of Education and Social Welfare, 1974.
5. Dubey, Leela and Palkiwala, Ranji (eds.) Structure and Strategies: Women, Work and family, New Delhi, Sage, 1990.
6. Forbes, Geraldine Women in Modern India - The New Cambridge History of India, Cambridge University Press, 1996.
7. Omvdet, Gail Violence against women: new movements and new theories in India, New Delhi: Kali for women, 1990
8. Government of India. National Perspective Plan for Women, 1988-2000 A.D., New Delhi: Department of Women and Child Development, 1988.
9. Gandhi, Nanita and shah, Nandita Issues at stake: theory and Practice in the Contemporary Women's Movement in India, New Delhi: Kali for women, 1993.
10. Kumar Radha History of Doing: an Illustrated Account of Movement for women's Rights and Feminism in India 1800-1990. New Delhi: Kali for Women, 1993.
11. Mukhopadhaya, Alok (ed.) State of India's health, Delhi: VHAI, 1992.
12. Mukhopadhaya, C.C. and Seymour, S. (eds.) Women, education and family structure in India, Boulder, Westview Press, 1994.
13. National Institute of Urban Affairs, Women in the urban informal sector, New Delhi: National Institute or Urban Affairs, 1991
14. Nehal, Ashraf Crime against women, Commonwealth Publishers, New Delhi, 1997
15. Sharm Shakti, A report of National Commission on Self employed women and women in informal sector, 1988.
16. Bakshi, S.R. Gandhi and status of women, New Delhi, Criterion publications, 1987.
17. Barbara S. Decverd The Women's Movement : Political, socio-economic and Psychological Issues, New York : Harper & Row
18. Desai, N. and Patel V. Indian Women: Change and Challenge in the International Decade, Bombay: Popular Prakashan
19. Dverette, J. Women and Social Change in India, New Delhi: Heritage 1981
20. Fazalbhoy, N. Health Status of Indian Women, Bombay, TISS 1988.
21. Ghosh, S.K. Indian Women Through the Ages, New Delhi, Ashish Publishing House, 1989
22. Singh Indu Prakash Women, Law and Social Change in India, New Delhi : Radiant Publishers, 1989
23. Majunder, V. Women in a Changing Society : symbols of Power, Bombay, Allied publishers.
24. Mitra, S.M. The Position of Women in Indian Life, Delhi : Neeraj Publishing House, 1984
25. Gangrade, K.D. Social Network, Crisis Management in Indian Families Northern Book Centre, New Delhi 1985
26. Lask, Bryan & Lask, Judith Child Psychiatry & Social Work, Tavistock Publications, London, 1981
Bedi. M.S. Socially Handicapped Children : A Study of their Institutional Services, Jain Brothers, Jodhpur, 1978.
27. Pushpa Joshi Gandhi on women, Ahmedabad : Navajeevan Publishing House, 1988.
28. Altekhar, A.S. The Position of women in Hindu Civilisation from Pre-history to the present Day, Motilal Banarsi Das.
29. Jain Shashi P. Middle Class Working Women. Puja Publications, New Delhi, 1988
30. Chitnis S. New Challenges to Social Work on Behalf of Women. Indian Journal of social work TISS, 1987

Field Work Practice Concurrent**Objectives:**

1. To enable student appreciate the complexity of human and environmental problems, their multiple causation and need for interdisciplinary approach to deal with them.
 2. To help student initiate, organise and administer services through agencies and/or communities to deal with problems of particular situations independently or as part of a team by judiciously applying both the welfare and rights perspective.
 3. To enable student in selectively applying the findings oriented intervention and practice-based research in order to define strategies of social intervention.
- I. Application of intra- and inter-disciplinary approach to the understanding and resolution of social problems of meeting of social problems lie within the persons/families/groups as well as in the environmental use of baseline, participatory techniques; social mapping; review of intervention studies and practice-based researches to select, plan and develop strategies for social action, and for citizen and community participation in welfare and social development.
- II. Application of integrated approach to social work practice; innovation in practice; refinement of practice skills in solving problems of effecting change; networking and partnership; critical reflection of own practice and its conceptualization; growing commitment to the profession of social work as well as human rights and social justice; evaluation of critical examination of practice experience in a broader societal context; social work practice, process and outcome; social practice and its praxiological dimensions.

List of Readings

- | | | |
|---|--------------------------------------|--|
| 1 | Srinivas, M.N. et.al.(ed.) | The Field Worker and the Field: Problems and Challenges in Sociological investigation, Delhi, Oxford University Press, 1979. |
| 2 | Singh, R.R.(ed.) | Field Work in Social Work Education: A Perspective for Human Service Professions. New Delhi, Concept Publishing Company, 1985. |
| 3 | Moorthy, M.V. & Rao, S. Narayana | Field Work in Social Work. Waltair, Department of Sociology & Social Work, 1970. |
| 4 | Bhanti, Raj | Field Work in Social Work Perspective. Delhi, Himanshu Publications, 1996. |
| 5 | Huws, Ursula(ed.) | Action Programmes for the Protections of Homeworkers: Ten Case-studies from Around the World. Geneva, Internation Labour Office, 1995. |
| 6 | Prince, Katie. | Boring Records: Communication, Speech and Writing in Social Work. London, Jessica Kingsley Publishers, 1996. |
| 7 | Mehta, Vera D. | Field Work in Social Work Education, Bombay, Association of Schools of Social Work in India, 1981. |
| 8 | Hugman, Richard & Smith, David (ed.) | Ethical Issues in Social Work, London: Routledge and Kegan Paul, 1995. |
| 9 | Marlin A. Baber & Sushma Batra (ed.) | Social Strains of Globalisation in India, New Delhi: Concept Publishing, 1996. |

Note: Other Books in Practical Social Work Series published by the British Association on Social Workers.

**Course title : Social Work Research Project (Dissertation)
(Preliminary Work)****Field Action Project work:**

- i) To understand the context and complexity of the field and assess one's role in making a contribution through participation over a longer period than was possible in concurrent field work.
- ii) To take up a particular area, problem or issue and examine its various aspects in order to plan and initiate action of intervention; project formulation.
- iii) To intervene in a social situation and to observe its impact as
- iv) a professional or as a member of a team.
- v) To prepare a project report on one's intervention based on an approved guideline, and to demonstrate its effectiveness or otherwise for strengthening social work practice.
- vi) To appreciate integrated approach to social work practice and its use in effecting change.

Note: Dissertation work will commence in semester III with selection and formulation of problems, design of study, formulation of tools, pre-testing and collection of data, tabulation and analysis.

- I. The subject of the dissertation shall be finalised within one month from commencing the semester III. After finalisation of the dissertation topics, it will be sent to examination department.
- II. Report Writing will be taken in semester IV followed by its evaluation and viva-voce examination.
- III. Where a group project is undertaken, sub-themes should be apportioned among the members of the group.
- IV. Research Seminar with teachers and the research supervisors is compulsory for the student.
- V. The expense of data collection and data processing will borne by the students.

Semester - IV**Paper- I
Credit- 0+7****Course Title: Social Work Research Project (Intensive Work)**

1. After the completion of data collection, tabulation and analysis in semester III, the report writing will be taken in semester IV.
2. Dissertation shall be submitted before block fieldwork programme and final semester Examination.
3. The dissertation is examined by an external examiner followed by viva-voce.
4. Research seminar with teacher and the research supervisor is compulsory for the students.
5. The expense of data collection, data processing and report typing shall be spent by the student.

Block Placement**Credit 0+5****. Introduction:**

This opportunity is provided at the end of a third semester (in second year) postgraduate programme. This time is designed for the learner to integrate theory and practice to enhance competencies of social work practice and experience self in that role. This institution is committed for skill development in social worker according to the vision and mission of 'Gramodaya' and the soul of Social Reconstruction.

Objectives:

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

Note: For any kind of information regarding course please contact to:

Head, Department of Social Work, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, P.O. Gramodaya Vishwavidyalaya, Distt. Satna (M.P.) 485331