

SHIVAJI UNIVERSITY, KOLHAPUR.



******* B+
Accredited By NAAC**

**New Syllabus For
Master of Social Work (MSW)
(Semester I and Semester II)**

(Subject to the modifications to be made from time to time)

Syllabus to be implemented from 2008-09 onwards.

**in the Department of Sociology,
[Under Academic Flexibility Programme]**

**A] Ordinance and Regulations:
(as applicable to Master of Social Work Degree)**

B]

Shivaji University, Kolhapur

New Syllabus For
Master of Social Work
(Semester I and Semester II)

[FACULTY OF SOCIAL SCIENCES]

1.TITLE : Master of Social Work [Self-Supporting Course]

2. YEAR OF IMPLEMENTATION:- Under Academic Flexibility, the New MSW Syllabus will be implemented **from August, 2008 onwards** in the Department of Sociology, Shivaji University, Kolhapur.

3. PREAMBLE: This course is aimed at developing the knowledge, values, beliefs and skills necessary for working with individuals, groups, communities and for collective social action. The course also gives an edge to the social work students to enable them to inculcate the philosophies, ideologies and methodologies of social work profession. In order to fulfill this, the course covers wide range of topics pertaining to the core, supportive, interdisciplinary and elective domains of social work education. The course is designed with appropriate consistency within the papers and among the papers. Therefore, interdependence of the papers is a characteristic feature of the course. The course will enable the learners to assume the role as the agents of social change and development with a positive attitude. Furthermore, it is a professional course with ample employment opportunities in various fields such as industries, hospital settings, AIDS prevention Centres, family counseling Centers, De-addiction Centres, Rural, Urban and Tribal Communities, Correctional institutions, State and Central Government Departments, Schools of Social Work and sponsored research and action oriented projects undertaken by National and International Agencies.

4. GENERAL OBJECTIVES OF THE MSW COURSE:

After successful completion of this course students will be able to:

1. Critically understand the social system, ideologies, methodologies, and social work practices in various settings, along with social work values, ethical principles, evidence-based practices while working with individuals, groups and communities.
2. To strengthen the theoretical understanding, expand knowledge-base, inculcate relevant values, attitudes and skills required for professional social worker through the theory and practical component of the course.
3. Develop interdisciplinary and specialized professional outlook, upheld the dignity and esteem of the social work profession and achieve self-actualization.
4. Employ participatory, action and evidence-based practices in the field settings.
5. Engage the system through collective action and demand-driven approach to ensure social justice and equity to the marginalized, vulnerable and weaker- sections of society.
6. Understand and design effective strategies to evaluate and monitor progress over time in development and change action that are appropriate for specific interventions and for various target groups.
7. To acquire professional skills to work in industries, hospital settings, AIDS prevention Centres, family counseling Centers, De-addiction Centres, Rural, Urban and Tribal Communities, Correctional institutions, State and Central Government Departments, Schools of Social Work and sponsored research and action - oriented projects undertaken by National and International Agencies.

5. DURATION

- The course shall be a Post-Graduate Full Time Course
- The duration of course shall be of Two years /Four Semesters.

6. PATTERN:

The pattern of Examination will be Semester with Credit and Continuous Internal Evaluation [CIE].

7. FEE STRUCTURE:- (As applicable to self supporting course)

i) Entrance Examination Fee Rs 200/- (Not refundable)

ii) MSW (Self Supporting) Course Fee-

Fee Structure For MSW Course (Self Supporting) :

No.	Particulars	Part I	Part II
1.	Admission Fee	10	10
2.	Registration Fee	50	50
3.	Gymkhana Fee	80	80
4.	Ashwamedha Fee	20	20
5.	Library Fee	100	100
6.	Laboratory Fee	500	500
7.	Yuvak Mahotsav	10	10
8.	S.A.F.	10	10
9.	Library Deposit	200	00
10.	Laboratory Deposit	500	00
11.	Tuition fee	24500	24500
12.	Vikas Ndhi	50	50
13.	F.N. D.	10	10
14.	S.S.I.	15	15
15.	Inter-Net Fee	200	200
16.	Medical Fee	100	100
17.	Placement Fee	00	100
18.	Alumni Association Fee	25	25
19.	E-Seva Suvidha	50	50
TOTAL		26430	25830

*** For Foreign students Tuition Fee will be Five times. (as per Govt. norms)**

Note: The students should pay fee of Rs. 26,430/- at the time of admission of MSW Part I and Rs.25,830/- at the time of admission of MSW Part II.

Course Center and Intake:

MSW in the Dept. of Sociology, Shivaji University, Kolhapur: Intake:40.

(6) Admission Committee :

I) For the admissions of the MSW course the composition of Admission Committee which will be the final authority is as mentioned below:

1. Head, Department of Sociology, Chairman:
2. Co-ordinator of MSW Course:
3. One Senior Professor in the Department
4. One Senior Lecturer in the Department

(7) Merit List for admission rounds:

1. The merit list of the students shall be prepared on the basis of marks obtained by the candidate in the Bachelor's degree (weightage 50%) and in the entrance test with Non-Zero Score (weightage 50%).
2. In case there are two or more candidates with the equal marks in entrance Test, the total marks obtained by these students in the *Bachelors degree* examination (qualifying examination) shall be considered.
3. Even after this, if the students continued to obtain equal position/ merit then the marks obtained by the students in the subjects excluding English and other language shall be considered.
4. Even after this, if the students continued to obtain the same merits/ marks, the marks scored in the English language shall be considered.
5. If the tie continues, then considering the age of student from date of birth elder student will be considered.

(8) Reservation :

I) Intake Capacity of MSW Course and Reservation quota for admission will be as per the rules of the State Government for 2008-2009.

Total Seats	SC	ST	VJ (A)	NT-B	NT-C	NT-D	OBC	Open	Other Uni. Quota
100%	13%	7%	3%	2.5%	3.5%	2%	19%	50%	10%
40	5	2	1	1	1	1	7	18	4 (SC1,ST1)

• **Note :-**

1. As per G.R. No. TEM (3397)/1297 TE-1 dated 11-7-1997 the constituted reservation should not exceed 50% and hence the necessary adjustment giving reservation to S.B.C. as per GR.
2. 3% seats are reserved for persons with disabilities as per Govt. letter No. Misc. 1003 (510/2003) Est. 1 dated 27-10-2003 (Encl : G.R.)
3. Candidate should produce the caste certificate at the time of submission of the admission form.
4. The candidates belonging to VJA, NTB, NTC, NTD, OBC, SBC should produce non-creamy layer certificate at the time of admission.
5. The prescribed percentage for De-reservation policy will be implemented as per Govt. of Maharashtra G.R.No. TEM-3397/12926/(9086)/TE-1 dtd. 11-07-1997.

6. If any difficulty arises during the admission process, the admission committee should take the appropriate decision, which should be considered as final decision.

8. IMPLEMENTATION OF FEE STRUCTURE:-

In case of revision of fee structure, this revision will be implemented in phase wise manner as mentioned below: NOT APPLICABLE

Eligibility : Qualifying Examination :

- i] Candidates who have passed any Bachelors' degree [10+2+3] of Shivaji University or any other Statutory University recognized equivalent thereto, with minimum of 45 per cent Marks/ Second Class.
- ii] He/She should have passed the Entrance Test conducted by the Shivaji University with non-zero score.
- iii] While preparing the Merit list 50 % weightage shall be given to the Marks obtained at the qualifying degree examination and 50 % weightage shall be given to the Marks obtained in the Entrance Test.

10. MEDIUM OF INSTRUCTION :

The medium of instruction shall be in English.

11. STRUCTURE OF COURSE-

STRUCTURE OF MSW DEGREE COURSE AND SCHEME OF EXAMINATION

First Year –Semester – I and Semester - II

Paper No.	Course Title	Semester Exam. Marks	CIE Marks	Total Marks	Duration of theory Examination
	I Semester [First Year]				
MSW: 1.1	Social Work – History and Ideologies	80	20	100	3 hrs.
MSW: 1.2	Sociology for Social Workers	80	20	100	3 hrs.
MSW: 1.3	Human Growth and Development	80	20	100	3 hrs.
MSW: 1.4	Work with Individuals and Families	80	20	100	3 hrs.
MSW: 1.5	Work with Groups	80	20	100	3 hrs.
MSW: 1.6	Social Work Practicum			150	
	II Semester [First Year]				
MSW: 2.1	Work with Communities	80	20	100	3 hrs.
MSW: 2.2	Social Work Research	80	20	100	3 hrs.
MSW: 2.3	Social Policy, Planning and Development	80	20	100	3 hrs.
MSW: 2.4	Management of Developmental and Welfare Services	80	20	100	3 hrs.
MSW: 2.5	Disaster Management	80	20	100	3 hrs.
MSW: 2.6	Social Work Practicum			150	

STRUCTURE OF MSW DEGREE COURSE

Second Year –Semester – III and Semester - IV

	III Semester [Second Year]				
MSW: 3.1	Social Legislation	80	20	100	3 hrs.
MSW: 3.2	Communication and Counselling	80	20	100	3 hrs.
MSW: 3.3	Women and Development	80	20	100	3 hrs.
MSW: 3.4	HRD. Human Resource Development	80	20	100	3 hrs.
MSW: 3.5	Organisational Behaviour	80	20	100	- 3 hrs.
MSW: 3.6	CD. Rural Issues and Development	80	20	100	- 3 hrs.
MSW: 3.7	Tribal Community Development.	80	20	100	- 3 hrs.
MSW: 3.8	MPSW. Preventive and Social Medicine	80	20	100	- 3 hrs.
MSW: 3.9	Medical Social Work	80	20	100	- 3 hrs.
MSW: 3.10	Social Work Practicum			150	
	IV Semester [Second Year]				
MSW: 4.1	Population and Environment	80	20	100	3 hrs.
MSW: 4.2	Political Economy and Development.	80	20	100	3 hrs.
MSW: 4.3	Dissertation/Computer Applications	80	20	100	3 hrs.
MSW: 4.4	HRD. Labour Legislation	80	20	100	3 hrs.
MSW: 4.5	Industrial Relations and Employee Welfare	80	20	100	3 hrs.
MSW: 4.6	CD. Urban Community Development	80	20	100	3 hrs.
MSW: 4.7	NGOs. and Programme Management	80	20	100	3 hrs.
MSW: 4.8	MPSW. Clinical Psychiatry and Community Mental Health	80	20	100	3 hrs.
MSW: 4.9	Psychiatric Social Work.	80	20	100	3 hrs.
MSW: 4.10	Social Work Practicum			150	

12. SCHEME OF TEACHING AND EXAMINATION:-

The scheme of teaching and examination should be given as applicable to MSW.

FIRST YEAR / SEMESTER – I/ II

Sr. No.	Subject /Paper	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)		
		L	T	P	Total	Theory	Term Work	Total
MSW: 1.1	Social Work - History and Ideologies	04	--	--	04	80	20	100
MSW: 1.2	Sociology for Social Workers	04	--	--	04	80	20	100
MSW: 1.3	Human Growth and Development	04	--	--	04	80	20	100
MSW: 1.4	Work with Individuals and Families	04	--	--	04	80	20	100
MSW: 1.5	Work with Groups	04	--	--	04	80	20	100
MSW: 1.6	Social Work Practicum 4 Batches X 16 Hrs =	--	--	16	64	--	--	150
	II Semester [First Year]							
MSW: 2.1	Work with Communities	04	--	--	04	80	20	100
MSW: 2.2	Social Work Research	04	--	--	04	80	20	100
MSW: 2.3	Social Policy, Planning and Development	04	--	--	04	80	20	100
MSW: 2.4	Management of Developmental and Welfare Services	04	--	--	04	80	20	100
MSW: 2.5	Disaster Management	04	--	--	04	80	20	100
MSW: 2.6	Social Work Practicum 4 Batches X 16 Hrs =	--	--	16	64	--	--	150
	Total							

Summary of Total Workload: First Year (Semester I and II)

Theory Component		Practical Component
Number of Theory Papers :	005	Practical Component per week – 2 days
No. of Hours Per Semester:	060	Hours per day – 8 and Batches per year – 4
No. of Total Hours per Semester:	300	Practicals per semester – 14
Semesters Per Year - 2		Semester per year – 2
Total Hours /Two Semesters: 300x2 = 600		Total Practical Workload – 1792
Total Workload Per Year: 600+1792 = 2392 Hours		

SECOND YEAR / SEMESTER – III/ IV

Sr. No.	Subject /Paper	Teaching Scheme (Hrs/Week)				Examination Scheme (Marks)		
		L	T	P	Total	Theory	Term Work	Total
MSW: 3.1	Social Legislation	04	--	--	04	80	20	100
MSW: 3.2	Communication and Counselling	04	--	--	04	80	20	100
MSW: 3.3	Women and Development	04	--	--	04	80	20	100
MSW: 3.4	HRD. Human Resource Development	04	--	--	04	80	20	100
MSW: 3.5	Organisational Behaviour	04	--	--	04	80	20	100
MSW: 3.6	CD. Rural Issues and Development	04	--	--	04	80	20	100
MSW: 3.7	Tribal Community Development.	04	--	--	04	80	20	100
MSW: 3.8	MPSW. Preventive and Social Medicine	04	--	--	04	80	20	100
MSW: 3.9	Medical Social Work	04	--	--	04	80	20	100
MSW: 3.10	Social Work Practicum 4 Batches X 16 Hrs =	--	--	16	64	--	--	150
	IV Semester [Second Year]							
MSW: 4.1	Population and Environment	04	--	--	04	80	20	100
MSW: 4.2	Political Economy and Development.	04	--	--	04	80	20	100
MSW: 4.3	Dissertation/Computer Applications	04	--	--	04	80	20	100
MSW: 4.4	HRD. Labour Legislation	04	--	--	04	80	20	100
MSW: 4.5	Industrial Relations and Employee Welfare	04	--	--	04	80	20	100
MSW: 4.6	CD. Urban Community Development	04	--	--	04	80	20	100
MSW: 4.7	NGOs. and Programme Management	04	--	--	04	80	20	100
MSW: 4.8	MPSW. Clinical Psychiatry and Community Mental Health	04	--	--	04	80	20	100
MSW: 4.9	Psychiatric Social Work.	04	--	--	04	80	20	100
MSW: 4.10	Social Work Practicum 4 Batches X 16 Hrs =	--	--	16	64	--	--	150
	Total							

Summary of Total Workload: Second Year Semester-III and IV)

Theory Component		Practical Component
Number of Theory Papers :	009	Practical Component per week – 2 days
No. of Hours Per Semester:	060	Hours per day – 8 and Batches per year – 4
No. of Total Hours per Semester:	540	Practicals per semester – 14
Semesters Per Year - 2		Semester per year – 2
Total Hours /Two Semesters: 540x2 = 1080		Total Practical Workload – 1792
Total Workload Per Year: 1080+1792 = 2872 Hours		

13. MSW: SCHEME OF EXAMINATION: SEMESTER WITH CIE AND CREDIT SYSTEM

- 1. NUMBER OF THEORY PAPERS AND PRACTICAL PAPERS:** The Entire MSW Course shall have 20 theory papers [Every semester shall have five papers] each carrying 100 marks and 4 Practical Papers each carrying 150 Marks. Thus, entire MSW examination shall be of 2600 total marks.
- 2. SEMESTER EXAMINATION:** The system of examination would be Semester with credit system and Continuous Internal Evaluation (CIE). The examination shall be conducted at the end of each semester.
- 3. CIE COMPONENT:** There shall be a written test, a seminar and a home assignment for each theory paper in each semester. The test carries a maximum of 10 marks and seminar and home assignment carry a maximum of 5 marks each. The total CIE Component carries 20 Marks for each theory paper.
- 4. CIE - Re-examination:** If, due to any unforeseen or unpredictable event, any of the student fails to appear for the CIE examination, or fails in the CIE, the re-CIE examination for such students can be held during the same Semester.
- 5. SEMESTER-Re-Examination:** In case candidates fail in any of the papers in any semester **examination**, they can appear for the re-examination in the subsequent semester.

14. Standard of Passing:

- 1) To pass each paper 40 marks out of 100 are required.
- 2) Semester Examination: In every paper a candidate should obtain a minimum of 40 % of total marks i.e. 32 marks out of 80 marks.
- 3) CIE – For every CIE component, a candidate should obtain a minimum of 40 % of the total marks, i.e. 08 out of 20 marks.
- 4) A candidate must obtain minimum marks as mentioned above in both the Heads of Passing. In other words, he/she must pass in both the Semester examination as well as CIE examination
- 5) The other details regarding standard of passing, credits, Grade-points and Grades have been given under Credit System.

15. Credit System:

Introduction: -

Students can earn credit towards their post-graduation by way of credit allotted to the papers or to the course. Credit system permits to follow horizontal mobility towards the post-graduation courses irrespective of the boundaries of the faculties or within the boundaries of the faculties. Besides, it provides a cafeteria approach towards the higher education. A scheme has been worked out to put the credit system within the framework of the present education system in the University.

What is Credit?

Credits are a value allocated to course units to describe the student's workload (i.e. Lectures, Practical work, Seminars, private work in the library or at home and examinations or other assessment activities) required to complete them. They reflect the quantity of work each course requires, in relation to the total quantity of work required to complete during a full year of academic study in the Department. Credit thus expresses a relative value.

Students will receive credit through a variety of testing programmes if they have studied a subject independently or have successfully completed department level regular course work. The objective of credit system is to guarantee the academic recognition of studies through out the world, enabling the students to have access to regular vertical and or horizontal course in any Institutions or the Universities in the world.

Mechanism of Credit System: -

Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. It is 30 contact hours in European system. The instructional days as worked out by the UGC are 180 days (30 Weeks). The paper wise instructional days with a norm of 4 contact hours per week per paper will be of 120 days. That is 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, there will be 4 credits allotted to each paper.

Theory Paper Grade Points: Conversion

The marks obtained by a candidate in each Theory paper and CIE (out of 100) or any fractions like 80 : 20 shall be converted into grades on the basis of the following table.

Grades points	Range of marks obtained out of 100 or in any fractions	
0	from 00	to 39
1	40	44
2	45	49
3	50	54
4	55	59
5	60	64
6	65	69
7	70	74
8	75	79
9	80	84
10	85	89
11	90	94
12	95	100

The maximum credit point shall be 48 credits (i.e. 12 grade points * 4 minimum credits) for each paper.

Practical Paper Grade Points:

The marks obtained by a candidate in Practical Paper (out of 150) or any fractions like 100 : 50 shall be converted into grades on the basis of the following table.

Grades points	Range of marks obtained out of 150 or in any fractions	
0	from 00	to 59
1	60	64
2	65	69
3	70	74
4	75	79
5	80	84
6	85	89
7	90	94
8	95	99

9	100	104
10	105	109
11	110	114
12	115	119
13	120	124
14	125	129
15	130	134
16	135	139
17	140	144
18	145	150

The maximum credit point shall be 108 credits (i.e. 18 grade points * 6 minimum credits) for Practical paper.

Grade & Grade Points:

The student's performance of course will be evaluated by assigning a letter grade on a few point scales as given below. The grade points are the numerical equivalent of letter grade assigned to a student in the 12 point's scale.

The grade and grade points and credits shall be calculated as under: -

GRADES	FGPA CREDIT POINTS
O	10 to 12
A+	8 to 9.99
A	6 to 7.99
B+	4 to 5.99
B	2 to 3.99
C+	1 to 1.99
C	0 to 0.99

The grade and grade points and credits shall be calculated as under:-

1. Semester Grade Point Average (SGPA)- means a semester index grade of a student calculated in the

$$(g1*c1) + (g2*c2) + \dots$$

$$SGPA = \frac{\dots}{\dots}$$

Total number of credit offered by the student during
the semester

2. Final Grade Point Average (FGPA) is the final index of a student in the courses. The final grade point average of student in the courses will be worked out on the basis of the formula indicated below:

$$\frac{\sum_{i=1}^n c_i}{\sum_{i=1}^n c_i * g_i}$$

Where,

c_i = Credit of the i the course (Paper)

g_i = Grade point secured in each paper

n = No. of Courses (No. of papers offered - 20)

c_i = Total number of the credits for whole examination (80)

Standard of Passing/ Minimum Credits:

Calculations will be submitted later.

Evaluation: -

1. The BOS in Sociology shall lay down the evaluation system for each course.

1) MSW - I (Semester I)	5 Theory papers with 4 minimum credit each and 1 Practical Paper with 6 minimum credit i.e. a total of minimum 26 credits for each Semester.					
1. Papers	Paper MSW:1.1	Paper MSW:1.2	Paper MSW:1.3	Paper MSW:1.4	Paper MSW:1.5	Practical Paper MSW: 1.6
2. Minimum Credits	4	4	4	4	4	6
3. Grade points obtained	3	5	6	4	6	15
4. $c_i * g_i$	$3 * 4$	$5 * 4$	$6 * 4$	$4 * 4$	$6 * 4$	$15 * 6$
	=12	=20	=24	=16	=24	= 90
	$12 + 20 + 24 + 16 + 24 + 90 = 186$					
5. $\frac{c_i * g_i}{c_i}$	$\frac{186}{26}$					
6. SGPA =	7.15					

1) MSW - I (Semester II)	5 Theory papers with 4 minimum credit each and 1 Practical Paper with 6 minimum credit i.e. a total of minimum 26 credits for each Semester.					
1. Papers	Paper MSW:2.1	Paper MSW:2.2	Paper MSW:2.3	Paper MSW:2.4	Paper MSW:2.5	Practical Paper MSW:2.6
2. Minimum Credits	4	4	4	4	4	6
3. Grade points obtained	3	5	6	4	6	15
4. $c1 * g1$	$3 * 4$	$5 * 4$	$6 * 4$	$4 * 4$	$6 * 4$	$10 * 6$
	=12	=20	=24	=16	=24	= 60
	$12 + 20 + 24 + 16 + 24 + 60 = 156$					
5. $\frac{c1 * g1}{ci}$	$\frac{156}{26}$					
6. SGPA =	6.00					

1) MSW - II (Semester III)	5 Theory papers with 4 minimum credit each and 1 Practical Paper with 6 minimum credit i.e. a total of minimum 26 credits for each Semester.					
1. Papers	Paper MSW:3.1	Paper MSW:3.2	Paper MSW:3.3	Paper MSW:3.4 OR MSW:3.6 OR MSW:3.8 (any one)	Paper MSW:3.5 OR MSW:3.7 OR MSW:3.9 (any one)	Practical Paper MSW:3.10
2. Minimum Credits	4	4	4	4	4	6
3. Grade points obtained	3	5	6	4	6	12
4. $c1 * g1$	$3 * 4$	$5 * 4$	$6 * 4$	$4 * 4$	$6 * 4$	$12 * 6$
	=12	=20	=24	=16	=24	= 72
	$12 + 20 + 24 + 16 + 24 + 72 = 168$					
5. $\frac{c1 * g1}{ci}$	$\frac{168}{26}$					
6. SGPA =	6.46					

1) MSW - II (Semester IV)	5 Theory papers with 4 minimum credit each and 1 Practical Paper with 6 minimum credit i.e. a total of minimum 26 credits for each Semester.					
1. Papers	Paper MSW:4.1	Paper MSW:4.2	Paper MSW:4.3	Paper MSW:4.4	Paper MSW:4.5	Practical Paper

				OR MSW:4.6 OR MSW:4.8 (any one)	OR MSW:4.7 OR MSW:4.9 (any one)	MSW:4.10
2. Minimum Credits	4	4	4	4	4	6
3. Grade points obtained	3	5	6	4	6	8
4. $c1 * g1$	$3 * 4$	$5 * 4$	$6 * 4$	$4 * 4$	$6 * 4$	$8 * 6$
	=12	=20	=24	=16	=24	= 48
	$12 + 20 + 24 + 16 + 24 + 48 = 144$					
5. $\frac{c1 * g1}{ci}$	$\frac{144}{26}$					
6. SGPA =	5.54					

Total of SGPA = 7.15+ 6.00+ 6.46 + 5.54 = 25.15

FGPA = 6.29

Grade = A

Class = First Class

17 NATURE OF QUESTION PAPER AND SCHEME OF MARKING :-

There shall be three sections in each theory question paper as indicated below:

Section A : Comprises of six questions and the candidate has to answer any four. Each question carries five marks.

Section B : Comprises of four questions and the candidate has to answer any three. Each question carries ten marks.

Section C : Comprises of three questions and the candidate has to answer any two. Each question carries fifteen marks.

A viva-voce examination shall be conducted for each candidate in all semesters. The performance of the candidate shall be assessed by the teacher/ Field work supervisor for 100 marks. The viva-voce Examination for 50 marks will be conducted by the committee consisting of the Head/ MSW Course Co-ordinator of Sociology Department, the teacher/ Field work supervisor concerned and one external examiner. (Total Marks: 150).

18 EQUIVALENCE IN ACCORDANCE WITH TITLES AND CONTENTS OF PAPERS- (FOR REVISED SYLLABUS): NOT APPLICABLE

19. SPECIAL INSTRUCTIONS, IF ANY.

C] OTHER FEATURES :

1. INTAKE CAPACITY / NUMBER OF STUDENTS: 40 + 40 STUDENTS

MSW FIRST YEAR: 40 STUDENTS

MSW FIRST YEAR: 40 STUDENTS

Total : 80 STUDENTS

2. TEACHERS' QUALIFICATIONS:-

- (i) As prescribed by norms Concerned.
- (ii) Work load of teachers in the department as per Apex body/UGC/State Govt./University norms.
- (iii) List of books/journals are given for each paper
- (iv) Teaching Aids like TV, VCR, LCD, OHP, Computer Softwares, SPSS, Internet facilities etc. are available in the Department.

LIBRARY :

A list of Text Books, Reference Books, Journals and Periodicals, required for the new course is being given to the University Librarian for procurement.

(B) SPECIFIC EQUIPMENTS : Necessary to run the Course.

The faculty teaching various courses will make use of OHP. T.V., V.C.R. L.C.D., and Computers/Internet wherever necessary. The equipments are available in the Department.

Computer Lab with Internet connection to ALL PCs and SPSS software will be made available in the Department.

20) A copy of New Syllabus for MSW course (Semester-I and II) is enclosed herewith.

Semester - I : MSW: 1.1**Course Title: SOCIAL WORK: HISTORY AND IDEOLOGIES****Introduction:**

This course aims at introducing the learners to a critical inquiry into the history and ideologies of social change and professional social work.

Objectives

- a. Understand the history of evolution of Social Work Profession, both in India and the West.
- b. Develop insights into the origin and development of ideologies/ approaches to social change.
- c. Understand rationale, goals, ideals and ethics for social change.
- d. Understand the perceptions of people and social problems, the status of benefactors and their motives.
- e. Develop skills to understand contemporary reality in its historical context.
- f. Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization of vulnerable groups.

Unit – 1: Indian History of Ideologies for Social Change

Concept of Ideology

Vedic and Non-Vedic Ideologies, Jainism and Buddhism

Zoroastrianism, Mysticism, Bhakti and Sufi Movements

Modern Period: Hindu Reform Movements, Dalit Movements, Christianity and Islam in India, Gandhian Ideology, Ideology of the Indian Constitution

Contemporary Ideologies:

Neo-liberalism and Globalisation

Post-Modernism

Unit – 2: Western History of Ideologies

Medieval Period:

- a) Judeo Christen Ideologies
- b) Secular Humanism
- c) Protestantism

Modern Period:

- a) Rationalism and Welfarism
- b) Liberalism and Democracy
- c) Utilitarianism and Social Darwinism
- d) Socialism and Human Rights

Unit – 3: Indian History of Social Work Profession

Beginning of Social Work Education in India

Goals, Functions and Roles of Social Work

Welfare versus Development Orientation in Social Work

Specialisation versus Generic Courses

Professionalisation of Social Work: Professional Associations, Academic Associations, Federations of Social Work

Problems of Social Work Education in India

Unit – 4: Values and Ethics of Professional Social Work

Concept Ethics and Values

Ethical responsibilities in Social Work

Ethical Decision Making and Dilemmas in Social Work

Spirituality and Social Work

Code of Ethics for Social Workers

REFERENCES :

Banerjee, G. R. : *Papers on Social Work: An Indian Perspective*, Bombay, Tata Institute of Social Sciences.

Banks, S. 1995: *Ethics and Values in Social Work: Practical Social Work Series*, London: Macmillan Press Ltd.

Borgatta, E. F. (Ed.) 1992 *Encyclopedia of Sociology*, New York: Macmillan.

Brandon, D. 1976, *Zen in the Art of Helping*, London: Routledge and Kegan Paul

Congress, E. P. 1998 *Social Work Values and Ethics*, Chicago: Nelson-Hall Publishers.

Desai, Armaity S. 1994 *A Study of Social Work Education in India*, Bombay, Tata Institute of Social Sciences, Vol. I and II.

Desai, M. 2000 *Curriculum Development on History of Ideologies for Social Change and Social Work*, Mumbai: Social Work Education and Practice Cell.

Encyclopedia of Social... 1987 *Encyclopedia of Social Work*, Silver Spring, Maryland: National Association of Social Workers.

Encyclopedia of Social... 1987 *Encyclopedia of Social Work in India*, New Delhi: Ministry of Welfare.

Feibleman, J. K. 1986 *Understanding Philosophy: A Popular History of Ideas*, New York: Souvenir Press.

Fink, A. E. 1945 *The Field of Social Work*, New York, Henry Holt and Co.

Friedlander, Walter A. and Apte, *Introduction to Social Welfare*, New Delhi, Robert Z. 1982 Prentice-Hall.

Ghanshyam Shah, *Social Movements in India*, Fourth Printing, Sage Publications, New Delhi, 1998.

H.R.Mukhi, *History of Social Thought*, Sarjeet Book Depot, Delhi, 1980.

Jacob, K. K. (Ed.) 1994 *Social Work Education in India - Retrospect and Prospect*, Udaipur, Himansu Publications.

Kothari, S. and Sethi, H. (Eds) 1991 *Rethinking Human Rights*, New Delhi: Lokayan.

M.Hiriganna, *Outlines of Indian Philosophy*, Motilal Banarsidass Publishers Private Ltd., Delhi.

Michael Haralambos, Sociology, Oxford University Press, New Delhi.

Pascual Gisbert, S.J., Fundamentals of Sociology, Orient Longman Limited, 1973.

Pereira, W .1997, Inhuman Rights : The Western System and Global Human Rights Abuse, Mapusa, Goa: The Other India Press.

Ram Ahuja, Indian Social System, Rawat Publications, Jaipur and New Delhi, 1997.

Ramnath Sharma, Indian Society, Media Promoters & Private Ltd., Bombay

Reamer, F.G. 1995, Social Work Values and Ethics, New York, Columbia University Press.

Tata Institute of Social Sciences *Declaration of Ethics for Professional Social Social Work Educators Workers*, The Indian Journal of Social Work, 58(2), Forum (TISSSWEF) 1997 335-341.

TISSSWEF 1997. Declaration of Ethics for Professional Social Workers, The Indian Journal of Social Work, 58(2), 335-341.

United Nations 1992: *Human Rights: Teaching and Learning About Human Rights*. UN: New York.

Wadia, A. R. 1968 *History and Philosophy of Social Work in India*, Bombay, Allied Publishers.

Semester I: MSW: 1.2**Course Title SOCIOLOGY FOR SOCIAL WORKERS****Introduction**

This course provides the learners basic understanding of relevant concepts from social sciences to help the learners study and understand social phenomenon. Further, it helps the learner develop skills for social analysis and understand developmental processes.

Objectives

- a. Understand the concepts to examine social phenomenon.
- b. Develop skills to analyse Indian society and change.
- c. Understand change and conflict.
- d. Understand the system for economic order.
- e. Develop skills for social analysis.
- f. Understand the development and its impact.

Course Content:

UNIT – I : Sociology and its relationship to other disciplines : Meaning, scope and significance - Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and social work.

Society and Culture : Society as a system of relationship - Social structure : meanings, status and roles - Culture: Meaning and contents-Tradition, customs, values, norms, folklore and mores.

UNIT - II: Indian Society : Composition of Indian Society : the concept of unity amidst diversity - Social classification in India: Tribal, rural and urban divisions - Social stratification in India : Meaning, caste, class divisions.

Socialization : Meaning, process of socialisation - The development of self -Agencies of socialisation.

UNIT - III: Social Groups, Social Institutions and Social Control -Meaning and types : Primary and Secondary groups, in-groups and out-groups, reference groups - Types of social institutions : Marriage, family, religion, state and law.

Social Control: Meaning and Functions exercised through the social institutions

Social Change : Meaning, characteristics and factors inducing change with reference to India

Social Movements in India ; Meaning, factors essential for a movement -Dominant social movements in India - Social reform movement and contributions of social reforms - Peasant movement - Trade union movement - Social movements and social change in India.

UNIT - IV: Development - A Human Right Perspective : Social Ideals of Indian **Constitution** - Fundamental Rights - Human Rights.

Socio-economic order and comparative economic system : Capitalism, Socialism and Mixed economy, their features, merits and demerits - Marxian political economy.

Social Analysis : Significance of social analysis: A brief analysis of socio-economic, political and cultural systems - Their inter-linkages in the Indian context.

REFERENCES:

Acuff, F. Gene; Allen, Donald E. *From Mun to Society*, Hinsdale, Illinois, The and Taylor Lloyd, A. 1973 Dryden Press,

Agrawal, A. N. and Lai Kundan *Economics and Development and Planning*, New 1989 Delhi: Vikas Publishing House Private Limited.

Augushine, John S. (Ed.) 1989 *Strategies for Third World Development*, New Delhi: Sage Publications.

Basu, Durga Das 1983 *Introduction to the Constitution of India*, New Delhi, Prentice-Hall of India Private Ltd.

Bert N. Adams. 1975 *A Sociological Interpretation*, Chicago: Rang McNally College.

Bharadwaj, A. N. 1979 *Problems of SC/ST in India*, New Delhi: Light and Life Publication.

Bhushan, Vidya and Sachdev, *An Introduction to Sociology*, Allhabad, Kitab Mahal. D. R. 1999

Broom, Leonard, *Sociology*, Wadsworth Publication Co. Belmont. Charles M. Bonjean, Dorothy, H. Broom. 1990

Chakraborty, Bimal 1996 *The United Nations and Third World*, New Delhi: Tata McGraw Hill Publishing Company Limited.

Descrochers, John . 1977 *Methods of Social Analysis*, Bangalore: Centre for Social Action.

Deshpande, *Society Economy of Polity in India*, Mumbai:

Srinivasan Narain. 1978 University of Mumbai.

Elsenhans, Hartmut. 1991 *Development and Under Development: The History Economics and Potitics of North South Relations*, New Delhi: Sage Publications.

Ely Chinoy. 1967 *Society - An Introduction to Sociology*, New York: Random House.

Haralambos, Michael. 1980 *Sociology*, Delhi: Oxford University Press.

Jain, P. C. 1991 *Social Movements among Tribals*, New Delhi: Rawat Publication.

Kapadia, K. M. 1966 *Marriage and Family in India*, London: Oxford University Press.

Kingsley, David. 1969 *Human Society*, New York.

Kolenda, Pauline, 1987 *Regional differences in Family Structure in India*, Jaipur: Rawat Publication.

Maudelbaum, David M. 1970 *Society in India*, Vol. I and H, University of California Press.

Nagardra, S. P. 1994 *Development and Change*, New Delhi: Concept Publishing Company.

Nana Poku Lloyd Pettiford (Ed.) *Rebuilds up the Third World*, London: Macmillan 1998 Press Limited.

Narang, B. S., and Dhawan, R. C. *Introduction to Social Sciences*, Delhi: C.B.S. 1983 Publication.

Panday Rajendra, 1986 *The Caste System in India-Myth and Reality*, New Delhi: Criterion Publication.

Pandey, A. K. 1997 *Tribal Society in India*, New Delhi: Manak Publishing Ltd.

Rao, D. Bhaskar, 1998 *World Summit for Social Development*, New Delhi: Discovery Publications.

Rao, V. Lakshmana 1994 *Essays on Indian Economy*, New Delhi: Ashish Publishing House.

Reddy, D. V. 1994 *Development and New International Economic Order*, New Delhi: Deep and Deep Publications.

Ross, Aileen D. 1961 *The Hindu Family in its Urban Setting*, Delhi: Oxford University Press.

Rugman, Alan 2000 *The End of Globalization*, London: Random House.

Sharma, S. L. (Ed.) 1986 *Development: Socio-Cultural Dimensions*, Jaipur; Rawat Publications.

Sharma, K. L. (Ed.) 1999 *Caste and Race in India*, Mumbai: Popular Prakashan.

Sharma, R. K. 1997 *Indian Society - Institution and Change*, New Delhi: Atlantic Publishers.

Singh, K. S. 1985 *Tribal Society in India*, New Delhi: Manohar Publishing House.

Srinivas, M. N. 1996 *Village, Caste, Gender and Method (Essay in Indian Social Anthropology)*, Delhi: Oxford University Press.

Steveus Smart M., *Families Developing Relationships*, New York: Laura S. Smart. 1976 Macmillan Publishing Co.

Tandon, B. B., and K. K. Tandon. *Indian Economy*, New Delhi: Tata McGraw Hill 1997 Publishing Company Limited.

Verghese, K. 1972 *General Sociology*, Delhi: Macmillan Co.

Journals/ Magazines

Sociological Bulletin (Journal of the Indian Sociological Society).

Contribution to Indian Sociology.

Social change, Issues and Perspectives (Journal of the Council for Social Development).

Economic and Political Weekly, EPW Research Foundations, Mumbai.

Semester I: MSW: 1.3**Course Title: HUMAN GROWTH AND DEVELOPMENT****Introduction**

The course aims to introduce the learners to the development of the individual across the life span, in a systems and an ecological perspective. It also provides an understanding of human development and behaviour, in contextual influences, including individuals in disadvantaged or special contexts. The theoretical inputs are to enhance the understanding of people's growth, health, and development at various stages as bio-psycho-socio-spiritual being over the life span.

Objectives

- a. Develop an overall understanding of the principles of growth, their relevance and application to behaviour at various phases in the life span.
- b. Understand the twin roles of individual's heritage and environmental influences in growth and development.
- c. Understand interactional nature of growth and behaviour at various stages in the life span: infancy, childhood, adolescence, youth, adulthood and old age, and impact of cultural aspects.
- d. Develop sensitivity towards needs, developmental tasks and health status along with need for developmental programmes for the same,
- e. Apply the information of growth, development and health in social work practice in general and individuals, groups and communities in particular.

Course Content:

UNIT- I Life span: beginning of life - Human reproductive system : Fertilization and Foetal development - Delivery and pre-natal and post-natal care and their importance in development.

Principles of growth and development - Methods of studying human behaviour - Role of Heredity and environment.

Social customs, traditions, values in parenting and child rearing practices, deprivation and development during stages of the life span. Understanding of the Indian concept of life span stages.

UNIT - II Theories of Human Development : A critical look at the theories of human development like those of Freud's psychosexual theory, Erikson's psychosocial theory, learning theories and theory of cognitive development, and those of Jung, Roger and Maslow.

UNIT - III Developmental periods : Infancy, babyhood, childhood, puberty, adolescence -Growth, hazards, lifestyle effects - Youth in Indian society.

Adulthood - Growth, personal and social adjustment, health, sexuality, vocational and marital adjustment

Aging- Characteristics, hobbies, adjustment, 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 refers to gender family, significant others, neighbourhood, peers, school, community, work place and other larger contexts like the society and culture. Emphasis is placed on the Indian context of development, variations from the normal patterns of development and views on the stages.

UNIT - IV Basic human needs : Physical, psychological and intellectual needs, stress -Coping and social support.
 Motivation, frustration and conflicts - Emotions and emotional behaviour.
 Personality: Definition, nature, types and assessment of personality. Intelligence: Concepts, levels of intelligence, influence of heredity and environment, assessment of intelligence.

REFERENCES

Anastasi, Anne 1988 *Psychological Testing*, New York, Macmillan Publishing Company.

Baltes, P. B. (Ed.) (1978) *Life span Development and Behaviour*, New York: Academic Press, Inc.

Bronfenbrenner, U. 1979 *The Ecology of Human Development*, Cambridge: Harvard University Press.

Chowdary, D. P. 1992 *Aging and the Aged*, New Delhi: Inter-India Publications.

Gore, M. S. 1978 *Changes in the Family and the Process of Socialisation in India*, In Anthony, E. J. & Colette, C. (Eds.). *The Child in his Family* Wiley, 365-374.

Gore, M. S. 1992 *Aging and the Future of the Human Being*, The Indian Journal of Social Work, 53 (2), 210-219.

Hurlock, Elizabeth B. 1978 *Child Growth and Development*, New Delhi, Tata McGraw-Hill Publishing Company Ltd.

Hurlock, Elizabeth B. 1975 *Developmental Psychology*, New Delhi, Tata McGraw-Hill Publishing Company Ltd.

Kail, R. V. and Cavanagh, J. C. *Human Development*, Pacific Grove, CA: Brooks/ 1996 Core Publishing Company.

Kakar, S. 1979 *Indian Childhood, Cultural Ideals and Social Reality*, Delhi: Oxford University Press.

Kakar, S. 1982 *Identity and Adulthood*, Delhi: Oxford University Press.

Kakar, S. 1970 *Conflict and Choice ~ Indian Youth in a Changing Society*, Bombay: Somaiya Publications.

Kakar, S. 1978 *Images of the Life Cycle and Adulthood in India*, In Anthony, E. J. and Colette, C. (Eds.) *The Child in his Family*, Wiley, 319-332.

Kaplan, P. S. 1988 *The Human Odyssey: Life-Span Development*, St. Paul, West Publishing Company.

Le francois, G. R. 1990 *The Life Span*, Third Edition, University of Alberta.

Magnesson, D. and Allen, V. C. *Human Development: An International Perspectives*, 1983 New York: Academic Press, Chapters 1,5,6,11,14,16,19,21.

Maier, H. W. 1965 *Three Theories of Child Development*, N.Y.: Harper and Row Publishers.

Misra, G. (Ed.) 1990 *Social Psychology in India*, New Delhi: Sage Publications.

Rapoport, Rhona and *Growing through Life, Lifecycle Book*, New York:
Rapoport, Robert 1980Harper & Row Publishers.

Sharma, N. 1999 *Adolescent Girl Child in India*, News Bulletin of the Indian Council of Child Welfare.

Sheehy, G. 1976 *Passages: Predictable Crisis of Adult Life*, New York: Bantam Books.

Sigelman, C. K. and Shaffer, D. R. *Life-Span Human Development*, 2nd Edition, Pacific 1995 Grove, CA: Brooks Cole Publishing Company.

Smolack, L. 1993 *Adult Development*, New Jersey: Prentice-Hall.

Sternberg, R. J. and Wagner, R. K. *Practical Intelligence: Nature and Origin of* 1986
Competence in Everyday World, London: Cambridge University Press.

Veeton, R. 1993*Death in Old Age and Bereavement Counselling*, Indian Journal of Social Work, 54 (1), 85-92.

Weiner, E. A. and Stewart, B. J. 1984 *Assessing Individuals: Psychological and Educational Tests and Measurements*, Boston, Little, Brown and Co.

Semester I: MSW: 1.4**Course Title WORK WITH INDIVIDUALS AND FAMILIES****Introduction**

This course aims to develop simple to complex skills of working with individuals and families in various situations like crisis, preventive, facilitative and developmental.

Objectives

- a. Understand casework as a method of social work, and appreciate its place in social work practice.
- b. Understand the values and principles of working with individuals and families.
- c. Develop the ability to critically analyse problems of individuals and families and factors affecting them.
- d. Enhance understanding of the basic concepts, tools and techniques in working: with individuals and families, in problems solving and in developmental work.
- e. Develop appropriate skills and attitudes to work with individuals and families.

Course Content :

UNIT- I: Social case work : Definitions, scope, historical development - Influence of psychoanalysis on casework - Introduction of casework as a method of social work - Concepts of adjustment and maladjustment - Philosophical assumptions and casework values. Relation of social casework with other methods of social work.

Principles of casework Components of social casework: The person, the problem, the place and the process. Process in casework: Study, assessment, intervention, termination, evaluation and follow up,

UNIT – II: Theories and approaches: Psycho-social approach, Functional approach, Problem-solving approach, Crisis Theory, Family Intervention, Behavioural Modification, Transactional Analysis and Holistic approach.

UNIT – III: Tools for Help : Case work tools: Interview, home visit, observation listening, communication skills, rapport building.

Records : Nature, purpose and principles of recording.

Techniques of casework: Supportive, resource enhancement and counseling.

Self as a professional: Professional self- Conflicts and dilemmas in working with individuals and families.

UNIT - IV Application of Method : Primary and secondary settings - Application of methods in family, women, and child welfare settings, marriage counselling centres, schools settings, medical and psychiatric settings, correctional institutions and industry.

REFERENCES:

- Banerjee, G. R. 1967 *"Concept of Being and Becoming in the Practice of Social Work"*, Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
- Banerjee, G. R. 1971 *"Some Thoughts on Professional Self in Social Work"*, Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
- Banerjee, G. R. *Papers on Social Work - An Indian Perspective*, Bombay, Tata Institute of Social Sciences.
- Barba, J. G. 1991 *Beyond Casework*; London: Macmillan.
- Bergh, M. V. 1995 *Feminist Practice in the 21st Century*, Washington: National Association Social Workers.
- Biestek, F. P. 1957 *The Case Work Relationship*, London, George Allen and Unwin.
- Hamilton, G. 1946 *Principals of Social Case Recording*, New York, Columbia University Press.
- Hamilton, G. 1950 *Theory and Practice in Social Case Work*, New York, Columbia University Press.
- Hartman, A. and Laird, J. 1983 *Family Centered Social Work Practice*, New York: The Free Press.
- Hollis, Florence. 1964 *Case Work ~ A Psychological Therapy*, New York: Random House.
- Joel Fisher. 1978 *Effective Case Work Practice ~ An Eclectic Approach*, New York: MacGraw Hill.
- Mathew, Grace 1992 *An Introduction to Social Case Work*, Bombay, Tata Institute of Social Sciences.
- Nursten, Jean. 1974 *Process of Case Work*, G.B: Pitman Publications.
- Perlmen, H. H. 1957 *Social Case Work: A Problem Solving Process*, Chicago: The University of Chicago Press.
- Pippins, J. A. 1980 *Developing Case Work Skills*, California: Sage Publications.
- Richmond, M. E. 1922 *What is Social Case Work? An Introductory Description*, New York: Sage Foundation.
- Richmond, Mary E. 1917 *Social Diagnosis*, New York, Free Press.
- Sainsbury, Eric. 1970 *Social Diagnosis in Case Work*, London: Routledge and Kegan Paul.
- Sena F. Fine and Paul H. Glass. *The First Helping Interview Engaging the Client 1996 and building Trust*, Sage Publication.
- Timms, N. 1964 *Social Case Work: Principles and Practice*, London: Routledge and Kegan Paul.

Semester I: MSW: 1.5**Course Title: WORK WITH GROUPS****Introduction:**

This course aims at developing the understanding of Group Work as a method, developing skills for intervention, and gaining knowledge of the scope of this method in various settings.

Objectives

- a. Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention.
- b. Gain knowledge about group formation and the use of a variety of group approaches.
- c. Develop understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups.
- d. Identify the various situations and settings where the method could be used, in the context of social realities of the country.

Course Content

UNIT – I: Introduction and history of Group Work : Understanding of groups - Characteristics and significance of group - Definition of Social Group Work - Characteristics of Social Group Work - Purpose of Social Group Work - Historical evolution of group work with special emphasis on the Indian Context.

Type of Groups : Types and approaches based on objectives and purpose - **Type** of membership - Time duration - Social group work in different settings and Analysis of group processes.

UNIT - II : Values and Principles in group work and Characteristics of Group formation : Values in social group work - Principles in group work - Assumptions underlying social group work - Factor of group formation - Formulation of goals - Identification of problems for work.

Pre-group and Initial Phase : Planning model - Characteristics of pre group phase - Group structures - Facilitation skills and role of worker in pre-group and initial phase..

UNIT – III: Group Processes and Group Dynamics : Importance of group processes - Typical patterns - Processes in different type of groups - Worker's skills in identifying and understanding processes - Bond, sub-groups, role.

Leadership - Isolation - Decision making - Conflict - Communication - Relationships.

Middle Phase and Use of Program : Characteristics of middle phase- Group structures - Group dynamics - Facilitation skills - Role of group workers - Comparison across phases - Concept and principles - Program planning - Skills in program planning.

UNIT – IV: Facilitation : Knowledge of skills and techniques for effective work with **groups**/problem solving.

Recordings in Group work : Importance of recording in social group work - Principles of recording - Recording structure - Types of recording.

Evaluation in Groups and Termination phase : Importance of evaluation - Types of evaluation - Methods of evaluation - Need for termination - Types of **termination** - Characteristics of termination phase - Worker's skills.

Application of group work: Application in health settings, school settings, family welfare settings, industry settings, women and child welfare settings.

REFERENCES

Alissi, A. S. 1980 *Perspectives on Social Group Work Practice: A Book of Readings*, New York: The Free press.

Balgopal, P. R. and Vassil, T. V. *Groups in Social Work-An Ecological Perspective* 1983, New York: Macmillan Publishing Co. Inc.

Brandler S. and Roman, C. P. 1999 *Group Work : Skills and Strategies for Effective Interventions*, New York: The Haworth Press.

Da vies, Bernard 1975 *The Use of Groups in Social Work Practice*, London, Routledge and Kegan Paul.

Garland, J. A. (Ed.) 1992 *Group Work Reaching Out: People, Places and Power*, New York: The Haworth Press.

Garwin, C. 1987 *Contemporary Group Work* New York: Prentice- Hall Inc.

Kemp, C. G. 1970 *Perspectives on the Group Process*, Boston: HoughtonMifflinC.

Klein, A. F. 1970 *Social Work Through Group Process: School of Social Welfare*, Albany: State University of New York.

Konopka, G. 1963 *Social Group Work: A Helping Process*, Englewood Cliff. NJ: Prentice-Hall Inc.

Milson, Fred 1973 *An Introduction to Group Work Skills*, London, Routledge and Kegan Paul.

Northern, H. 1969 *Social Work-within Groups*, New York: Columbia University Press.

Semester I: MSW: 1. 6**Course Title****SOCIAL WORK PRACTICUM****Introduction**

This practicum with nine learning opportunities is designed to provide scope 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, during the course of study i.e., I, II, III, and IV semesters.

Objectives

The objectives are met by providing a variety of experiences to learners to:

1.
 - i. Develop the ability to observe and analyse social realities.
 - ii. Understand the characteristics of social systems and their dynamics.
 - iii. Appreciate society's response to people's needs, problems and social issues.
 - iv. Develop critical understanding of the application of legislation, legal process, and social policy.
2.
 - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
 - ii. Develop the ability to recognize the need for newer programs, initiate and participate in them.
 - iii. Use human rights tools, understanding of gender justice, and need for equity in all intervention.
 - iv. Develop an understanding of organisational structure, resource management, and day-to-day administration for human programmes- developmental and welfare.
 - v. Develop the capacity to integrate knowledge and practice-theory by participating in intervention.

3.
 - i. Clarity and imbibe values which sustain positive attitude and professional ethics.
 - ii Develop the capacity for self-direction, growth and change through self- awareness.
4.
 - i. Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. About nine different sets of opportunities with details of content and related tasks are listed below.

Semester I: MSW: 1.6 SOCIAL WORK PRACTICUM

Social Work Practicum during First Semester

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.

In the first four weeks, the learners may make a local directory to include emergency numbers of Hospitals/ PHCs/ Police/ Panchayat Office and Network Agencies along with references to other developmental and welfare services in the location.

Visits - provide an exposure to and understanding of the services provided in responses to people's needs. (Agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.)

Structured experience laboratory — is a classroom activity, to provide in the games/ activities, form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying / using self in practice. (Relationship skills, communication skills etc., will be focused)

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work.

Semester II : MSW: 2.1**Course Title WORK WITH COMMUNITIES****Introduction**

Community organisation / development as a method of social work practice, is seen as a means to facilitate communities towards self-directed change. It takes as its basis the inequalities in society manifested through processes of marginalisation, discrimination or disempowerment of groups, which have resulted in the loss of control over resources, be they tangible or intangible. The strategies of Community Organisation practice being addressed as part of the course cover a range spanning different ideologies, from those being people-initiated, and those that are initiated by the elite. Community organisation is seen as a means as well as an end, where collective processes sustain the community's capacity to bring about change.

Objectives

- a. Understand the critical elements of community organisation practice.
- b. Enhance critical understanding of the models and strategies for community organisation practice.
- c. Make the micro-macro connections between the range of complex issues in practice.
- d. Develop attitudes conducive to participatory activities for civil society.

Course Content**UNIT**

- I** Community : Concept, characteristics, types and functions. Understanding of community organisation practice : Definition of community organisation, values and principles of community organisations, ethics of community organisation practice.
Community Organisation Practice : Community work within Social work - Understanding Human Rights in Community Organisation Practice. Historical development of community organisation practice.
- II** Power : Concept of power - The range of perspectives - Dimensions of Power relevant to Community Organisation.
Empowerment : Concept of Empowerment - Barriers to, Process, and cycle of Empowerment. Gender and Empowerment; Gender Sensitive Community Organisation Practice
- III** Models and Strategies of community Organisation-Locality Development Model -Social Planning Model - Social Action Model - Select methods public interest Mobilization, litigation, Protests and Demonstrations, Dealing with Authorities, Public Relations, Planning, Monitoring and Evaluation - Roles in different models attributes and attitude.

- IV** Community Organisation as a method : Relevance of Community Organisation as a method across different spheres of Social Work Intervention and relook at own attitudes.
 Skills of community organisation practitioner : Problem analysis, resource mobilisation, conflict resolution, organising meetings, writing and documentation, networking, training.
 Social Action as a Method of Social Work: Principles, Strategies and Advocacy.

REFERENCES

- Arora R. K. (Ed.) 1979 *People's Participation in Development Process: Essays in honour of B. Mehta*, Jaipur: the HCM : State Institute of Public Administration.
- Battem, T. R. 1962 *The Non-Directive Approach in Group and Community Work*, London: Oxford University Press.
- Brager, G. and Specht, H. 1969 *Community Organisation*, New York: Columbia University Press.
- Battem, T. R. 1965 *The Human Factor in Community Work*, London: Oxford University Press.
- Dandavate, M. 1977 *Marx and Gandhi*, Bombay: Popular Prakashan Pvt. Ltd.
- Dayal, R. 1960 *Community Development Programme in India*, Allahabad: Kitab Mahal Publishers.
- Dunham, Arthur E 1970 *The Community Welfare Organisation*, New York, Thomas Y. Crowell.
- Gandhi M. K. *Sarvodaya (The Welfare of all)*, Ahmedabad: Navjivan Publishing House.
- Gangrade K. D 1971 *Community Organisation in India*, Bombay: Popular Prakashan.
- Henderson, Paul; Jones, David and Thomas, David N. 1980 *The Boundaries of Change in Community Work*, Boston, George Allen and Unwin.
- Lai, A. K. 1977 *Politics of Poverty: A Study of Bonded Labour*, New Delhi: Chethana Publications.
- 'Marulasiddaiah, H. M. 1987 *Community : Area and Regional Development in India*, Bangalore, Bangalore University.
- Mayo H., Jones D. 1974 *Community Work*, London: Routledge and Kegan Paul.
- McMiller, W. 1945 *Community Organisation for Social Welfare*, Chicago: University of Chicago Press.
- Murphy, C. G. 1954 *Community Organisation Practice*, Boston: Houghton Mifflin Co.
- Patnaik, U. and Dingwaney, M. 1985 *Chains of Servitude, Bondage and Slavery in India*. Madras; Sangam Books Pvt Ltd.

Poison and Sanderson. 1979 *Rural Community Organisation*, New York: JohnWiley and Sons.

RamchandraRaj, G. 1974 *Functions and Dysfuctions of Social Conflict*, Bombay: Popular Prakashan.

Ross Murray G. 1967 *Community Organisation; Theory, Principles andPractice*, New York: Harper and Row.

Siddiqui, H. Y. 1997 *Working with Communities: An Introduction toCommunity Work*, New Delhi; Hira Publications.

Sussman, M. B. 1959 *Community Structure and Analysis*, New York: Thomas Y. Crowell Co.

Volken, H. et al. 1982 *Learning from the Rural Poor: Shared Experiencesof the Mobile Orientation and Training Team*, New Delhi: Indian Social Institute.

Warren, R. L. 1965 *Studying Your Community*, New York: Free Press.

Zaltman, G. and Duncan, R. 1977 *Strategies for Planned Change*, New York: Association Press.

Journals

Community Development Journal: An International Forum, UK, Oxford University Press.

Development and Change, Hague Blackwell Publishers.

** ** *

Semester II: MSW: 2.2**Course Title SOCIAL WORK RESEARCH****Introduction**

This course is to equip learners to utilize, and conduct research as service managers to improve services, evaluate, and develop new services and intervention methods: strategies and techniques and also, be an effective consumer of other researches.

Objectives

- a. Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in various aspects, and its process.
- b. Understand major research strategies, meaning, scope and importance of social work research.
- c. Develop an ability to see the linkages between practice, research, theory and their role in enriching one another.
- d. Develop ability to conceptualize, formulate and conduct simple research projects/exercises (This would include a broad range of basic research skills such as conceptualization of a research strategy and problem; writing a research proposal; developing tools for collecting data; use of sampling strategies; data collection, processing, presentation, analysis and interpretation; and writing research report etc).
- e. Make informed assessment and judicious use of research studies and findings.
- f. Develop skills for use of library and documentation services for research.

Course Content:**UNIT**

- I** Science - Meaning and assumptions, scientific approach in comparison to the native or common sense approach. Scientific attitude; Scientific method; application of scientific method for the study of social phenomena.
Research: Definition and objectives, Social work research : Meaning, objectives, functions and limitations; scope of social work research in India; agencies sponsoring and conducting social research, ethics **in** research.
Problem identification: Criteria for the selection of research problem ; problem formulation.
Concepts, constructs, variables, conceptual **and** operational definitions.
Hypothesis: Meaning, importance, uses and requirements.
- II** Design of research : Definition and importance; types of research design; exploratory, descriptive, experimental, evaluative design, participatory research and action research. Source and types of data : Primary and secondary, objective and subjective, qualitative and quantitative.
Sampling ; Sample and population : Rationale and Characteristics of sampling ; methods of sampling, general considerations in the determination of sample size.
Methods of collection of primary data : Observation : Structured and unstructured; participant and non-participant.

Questionnaire, interview schedule and interview guides; Meaning and construction; pilot study and pretest.

Interview: Nature, types and process.

Scales : Need for scales, some prominent scaling procedures.

Secondary data : Official data, personal documents, problem in the use of secondary data.

Case study : Meaning, uses, steps.

III Social survey : Definition, types, tools, planning and organisation of social surveys.

Processing of data : Content, editing data, classification, coding, manual and mechanical tabulation of data ; frequency distribution, diagrammatic and graphic presentation - use of computers.

Issues related to Social Work Research : Research reporting ; Interpretation of data, contents of research report: foot-note, reference, bibliography, preparation of abstract; the art of making book review.

IV Statistics : Definition, importance, functions and limitations.

Normal distribution and its characteristics. Levels of Measurement : Normal, ordinal, interval and ratio.

Measures of Central Tendency : Arithmetic Mean, Median and Mode.

Measures of Dispersion : Range, Quartile Deviation, Mean Deviation and Standard Deviations.

Chi-square : Uses of Chi-square ; applications of Karl Pearson's Correlation Coefficient test in social work research.

't' distribution, Analysis of Variance and ⁶F distribution.

Application of statistics in social work research.

REFERENCES:

Ackoff, R. L. 1962 *Scientific Method: Optimizing Applied Research Designs*, New York: John Wiley and Sons

Anderson, J. et al. 1970 *Thesis and Assignment Writing*, New Delhi: Wiley Eastern Limited.

Bailey, Kenneth, D. 1987 *Methods of Social Research*, New Your; The Free Press.

Blaikie, Norman. 1993 *Approaches in Social Enquiry*, Cambridge: Polity Press.

Blalock, H. M. 1972 *Social Statistics*, New York: McGraw Hill.

Blalock, H. M. and Blalock, *Methodology in Social Research*, New York: A. M (Eds.) 1968 McGraw-Hill.

Coolidge, Frederick L. 2000 *Statistics: A Gentle Introduction*, New Delhi: Sage Publications.

Crabtree, B. F. and Miller, *Doing Qualitative Research*, New Delhi: Sage W. L. (Eds.) 2000 Publications.

Cranstein, A. and Phillips, *Understanding Social Research : An Introduction*, W. R. 1978 Boston: Allwyn and Bacon.

Denzin, Norman, K. & Lincoln, *Handbook of Qualitative Research (II eds.)*, New Y. S. (Eds.) 2000 Delhi: Sage Publications.

Field, Andy. 2000 *Discovering Statistics Using SPSS for Windows: Advanced Techniques for Beginning*, New Delhi: Sage Publications.

Foster, J. J. 1998 *Data Analysis Using SPSS for Windows: A Beginner's Guide*, New Delhi: Sage Publications.

Gahan, Celis and Hannibal, *Doing Qualitative Research Using QSR, NUD, IST*, Mike. 1998 New Delhi: Sage Publications.

Geltung, J. 1967 *Theory and Methods of Social Research*, London: George Allen & Unwin.

Goode, W. J. and Hatt, P. K. 1962 *Methods in Social Research*, New York, McGraw-Hill.
Gupta, S. P. 1984 *Statistical Methods*, New Delhi, Sultanchand and Sons.

Jefferies, J. and Diamons, I. 2000 *Beginning Statistics: An Introduction for Social Scientists*, New Delhi: Sage Publications.

Krishnaswamy, O. R. 1993 *Methodology of Research in Social Sciences*, Bombay, Himalaya Publishing House.

Laldas, D. K. 2000 *Practice of Social Research*, Jaipur, Rawat Publications.

Manheim, Henry, L. 1977 *Sociological Research: Philosophy and Methods*, Illinois: The Dorsey Press.

Marshall, Gatherine and Rosaman, *Designing Qualitative Research*, Ulrd Edition, New G. B. 1999 Delhi: Sage Publications.

May, Tim. 1997 *Social Research: Issues, Methods & Process*, Buckingham: Open University Press.

Moser, C. A. and Kalton, G. 1977 *Survey Methods in Social Investigation*, London: Heinemann Educational Books.

Mukherji, ParthaN, (Ed.) 2000 *Methodology in Social Research: Dilemma and Perspectives*, New Delhi: Sage Publications.

Nagel, Ernest. 1984 *The Structure of Science: Problems in the Logic of Scientific Explanation*.

Padgett, Deborah, K. 1988 *Qualitative Methods in Social Work Research*, New Delhi: Sage Publications.

Polansky, N. A. (Ed.) 1960 *Social Work Research*, Chicago, University of Chicago.

Ramchandran, P. 1990 *Issues in Social Work Research in India*, Bombay: Institute for Community Organisation Research.

Ramachandran, P. 1990 *Issues in Social Work Research in India*, Bombay, Tata Institute of Social Sciences.

Reid, William J. and Smith, *Research in Social Work*, New York: Columbia AndreyD. 1981 University Press.

- Rosenberg, M. 1968 *The Logic of Survey Analysis*, New York: Basic Books.
- Rubin, A. and Babbie, K. 1993 *Research Methods for Social Work*, California: Brooks Cole Publishing Co.
- Sellits, Glaire et al. 1976 *Research Methods in Social Relations*, New York: Holt, Rinebart and Winston.
- Shah, F. V. 1977 *Reporting Research*, Ahmedabad: Rachna Prakashan.
- Shaw, Ian and Lishman, Joyce. *Evaluation and Social Work Practice*, New Delhi: (Eds.) 1999 Sage Publications.
- Silverman, David (Eds.) 1997 *Qualitative Research*, New Delhi: Sage Publications.
- Society for Participatory Research *Participatory Research: An Introduction*, in Asia. 1995 *Participatory Research Network Series*, No. 3, New Delhi: PRIA.
- Stewart, Alex. 1998 *The Ethnographer's Method*, New Delhi: Sage Publications.
- Yanow, Dvora. 1999 *Conducting Interpretive Policy Analysis*, New Delhi: Sage Publications.
- Yin, Robert, K. 1994 *Case Study Research: Design and Methods*, New Delhi: Sage Publications.
- Young, Pauline V. 1982 *Scientific Social Survey and Research*, New Delhi, Prentice-Hall of India Pvt. Ltd.

Semester II: MSW: 2.3**Course Title: SOCIAL POLICY, PLANNING AND DEVELOPMENT****Introduction**

The course introduces the learner as to how policy is a link between Constitutional Principles, Development Plans, Legislative and Executive Actions. The analysis of these processes is to enable utilization of the knowledge to improve social work practice. Further, it provides a critical and analytical framework to understand key concepts, development processes and current issues, pertaining to different parts of the world, with specific reference to India. This course is expected to provide the social work students with a context for micro-level interventions.

Objectives

- a. Gain knowledge of policy analysis and the policy formulation process.
- b. Acquire skills in critical analysis of social policies and development plans.
- c. Develop an understanding of social policy in the perspective of national goals as stated in the Constitution, particularly with reference to Fundamental Rights; and the Directive Principles of State Policy.
- d. Critically understand the concept, content and process of social development.
- e. Develop the capacity to identify linkages among social needs, problems, development issues and policies.
- f. Locate strategies and skills necessary for social development and reinforce values of social justice, gender justice and equality.

Course Content**UNIT**

- I** Social Policy and Constitution : Concept of social policy, sectoral policies and social services - Relationship between social policy and social development - Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive Principles of State Policy and Fundamental Rights) and the Human Rights - Different models of social policy and their applicability to the Indian situation.
- II** Sectoral Social Policies in India: Evolution of social policy in India" in a historical perspective - Different sectoral policies and their implementation, e.g. Policies concerning education, health, social welfare, women, children, welfare of backward classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development, tribal development and poverty alleviation..

- III** Social Planning : Concept of social planning - Scope of social planning - the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development - Indian planning in a historical perspective - The constitutional position of planning in India. The legal status of the Planning Commission - Coordination between centre and state, need for decentralization - Panchayath Raj, people participation.
- IV** Social Development : The Concept - Defining social development - Current debates of development - Approaches to development - Development indicators. Social Development in India : The historical and social context of development in India - Demographic transitions - Rural development: agrarian and land reforms; Green Revolution - Industrialisation and urban development - Labour relations - Gender issues - Environmental issues (land, water, forest) - Education - Health.

REFERENCES:

- Bagchi, A. K. 1982 *Political Economy of Underdevelopment*, Cambridge: Cambridge University Press.
- Bandyopadhyay, D. 1997 "*People's Participation in Planning : Kerala Experiment*", Economic and Political Weekly, Sept. 24, 2450-54.
- Bhanti, R. 1993 *Social Policy and Development in Rajasthan*, Udaipur: Himanshu Publications.
- Bu]mer,M. et. al., 1989 *The Goals of Social Policy*, London: UnwinHyman.
- Chakraborty, S. 1987 *Development Planning - Indian Experience*, Oxford: Claredon Press.
- Dandekar, V. M. 1994 "*Role of Economic Planning in India in the 1990s & Beyond*", Economic and Political Weekly, Vol. 29, No. 24,1457-1464.
- Desai, V. 1988 *Rural Development* (Vol. I) Mumbai: Himalaya Publishing House.
- Dimitto, D. M. 1991 *Social Welfare: Politics and Public Policy*, New Jersey: Prentice-Hall.
- Fidelda, A. et al. 3999 *Contemporary Social and Political Theory: An Introduction*, Buckingham: Open University Press.
- Ganapathy, R. S. and Others 1985 *Public Policy and Policy Analysis in India*, Delhi: Sage Publications.
- Ghosh, A. 1992 *Planning in India: The Challenge for the Nineties*, New Delhi: Sage Publications.
- Government of India *Five Year Plan Documents (latest)*, New Delhi.
- Gupta, S. P. 1993 "*Planning and Liberalization*", Economic and Political Weekly, Vol. 28, No. 43, Oct. 23, 2349-2355.
- Jacob, K. K. 1992 *Social Development Perspectives* Hebsur, R. K. (Ed.) *Social Intervention For Justice*, Bombay: TISS,

- Huttman, E. D. 1981 *Introduction to Social Policy*, New York: McGraw- Hill.
- International Labour Office. 1973 *Multinational Enterprises and Social Policy*, Geneva, ILO.
- Jones, K. et. al., 1983 *Issues in Social Policy*, London: Routledge & Kegan Paul.
- Joshi, P. C. 1976 *Land Reform in India* Kahn, A. E. 1973 *Social Policy and Social Services*, New York: Random House.
- Kulkanri, P. D, 1979 *Social Policy and Social Development in India*, Madras: Association of Schools of Social Work in India.
- Kulkarni, P. D. 1952 *Social Policy in India*, New York: McGraw-Hill Book Company.
- Kulkarni, P. D. 1975 *Social Policy in India*, Bombay, Tata Institute of Social Sciences.
- Leonard, P. 1997 *Postmodern Welfare: Reconstructing an Emancipatory Project*, London: Sage.
- Lindblom, C. E. 1980 *The Policy-making Process*, New Jersey: Prentice- Hall.
- Livingstone, A. 1969 *Social Policy in Developing Countries*, London: Routledge & Kegan Paul.
- Madison, B. Q. 1980 *The Meaning of Social Policy*, London: Croom Helm.
- Macpherson, S. 1980 *Social Policy in the Third World*, London: Wheatspeat Brooks.
- Macpherson, S. 1982 *Social Policy in the Third World*, New York: John Wiley and Sons.
- Mathur, K. Bjorkman *Top Policy Makers in India*, New Delhi: Concept Publishing Co.
- Meadows, D. H. 1972 *The Limits to Growth*, New York: University Books.
- Mishra, R. 1977 *Society and Social Policy*, London: Macmillan Ltd.
- Mukherjee, N. 1993 *Participatory Rural Appraisal: Methodology and Applications*, New Delhi: Concept Publishers.
- Mundle, S. 1993 *"Policies, Paradigms and Development Debate at the Close of Twentieth Century"*, Economic and Political Weekly, Vol. 28, No. 26, September 4, 1993, Wheatspeat Books.
- Milliard, M. and Spicker. 1998 *Social Policy in a Changing Society*, London: Routledge.
- Phillips, D. R. und *Health and Development*, London: Routledge and Verhasselt Yola (Eds.) 1994 Kegan Paul.
- Rao, D. B. (Ed.) 1998 *World Summit for Social Development* Rao, V. *"Social Policy: The Means and Ends Question"* Indian Journal of Public Administration, Vol. 50, No. 1, Jan.-March, 1994.
- Rao, V. and Mander, H. *An Agenda for Caring: Intervention for the Marginalized*, New Delhi: VHAJ.

Rastogi, P. N. 1992 *Policy Analysis and Problem-solving for Social Systems*, New Delhi: Sage Publications.

Roychaudhury, T. 1982 *The Cambridge Economic History of India*, Vol. I & II, New Delhi: Cambridge University.

Roy, Sumit 1997 "*Globalisation, Structural Change and Poverty*", Economic and Political Weekly, Aug. 16-23, 2117-2132.

Sachs, W. 1997 *Development Dictionary* Singh, R. R. (Ed.) 1995 *Whither Social Development?* New Delhi: ASSWI.

Singh, Y. 1972 *Modernization of Indian Tradition*, Delhi: Thomas Press.

Spicker, Paul 1998 *Principles of Social Welfare: An Introduction to Thinking About the Welfare State*, London: Routledge.

The Probe Team. 1999 *Public Report on Basic Education in India* New Association with Centre for Delhi: Oxford University Press. Development Economics

Upadhyay, S. B. 1992 *Urban Planning*, Jaipur: Printwell. UNDP *Human Development Reports*, Oxford University Press.

Vyasulu, V. Vani, B. P. 1997 "*Development and Deprivation in Karnataka*", Economic and Political Weekly, Nov. 15, 2970-2974.

Weimer, D. L. and *Policy Analysis: Concepts and Practice*, New Vining, A. R. 1994 Jersey: Prentice-Hall.

World Bank *World Development Reports (Annual)*, Oxford University Press.

Yadav, C. S. (Ed) 1986 *Urban Planning and Policies - Part A*, New Delhi: Concept Publishing Co. Encyclopedia of Social Sciences Encyclopedia of Social Work

Recommended Journals / Periodicals

Alternatives; Development and Change; Economic and Political Weekly.

Semester II: MSW: 2.4**Course Title MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES****Introduction**

The course aims to develop management competencies to function in organizations, participate as a team member and understand the role of a social work programme manager.

Objectives

- a. Understand the overall environment and its impact on the nature, structure and development of organizations in corporate, public and voluntary sectors in the context of social work profession.
- b. Understand policies and procedures involved in establishing and maintaining human services organizations.
- c. Acquire skills to network and participate in the management of resources -human, material and environmental.
- d. Develop skills to participate in management of programmes, as a part of the inter-disciplinary team and initiate as well as develop new programmes.
- e. Develop ability to analyse the practices applied in specific settings.

Course Content :**UNIT**

- I** Social Services; Need for welfare and developmental organisations, Factors determining social welfare programmes, Development and Welfare organization's response to societal needs; role of state, voluntary and corporate sector.
Management services : Types of settings, organizational characteristics like origin, nature, size, structure, and design, organizational climate and impact of socio-political environment - Management process; Vision, Planning, Organizing, directing, staffing, coordination, reporting, budgeting.
- II** Establishments: Registration, different types of legislations, legal status, constitution, rules and procedure, goals - Financial resources: Organizational Budget, sources of finance, fund raising, records^ audit.
Physical: all activities related to acquiring, hiring and maintaining importable structure and infrastructure, maintenance of premises and daily upkeep.
Enhancing the involvement and the potential of people in organization's executive boards, committees; professionals and other staff-relationship, communication, team work, and facilitative team building, supervision, and participation in training.

- III** Programme Development: Programme management: long term, short term, and documentation.
Project proposals based on felt needs, nature of resources, eligibility criteria, records, evaluation and research. Impact analysis - Qualitative and quantitative.
- IV** Public Relations : Public relations need and its promotion by all in the organisation. Representing the organization, networking, public, corporate and voluntary sector, resource building, accountability, transparency, use of media for publicity.
Change and its Management ; Understand and manage change, innovation-in a rapidly changing social environment; for policy programmes and structure.
Organizational : Understanding conflict, conflict resolution, creating positive climate.

REFERENCES:

- Choudhari, D. Paul. 1983 *Social Welfare Administration*, Delhi: Atma Ram and Sons.
- Garain, S. 1998 *Organizational Effectiveness of NGOs*, Jaipur: University Book House.
- Garain, S. *Towards a Measure of Perceived Organizational Effectiveness in Non-government Organization*, Mumbai: Indian Journal of Social Work, 54 (2), 251 - 270.
- Goel, S. L. and Jain, R. K. 1988 *Social Welfare Administrative: Theory and Practice*, Vol.I and II New Delhi: Deep and Deep Publications.
- Government of India *Evaluation of Social Welfare Programmes*, Encyclopaedia of Social Work. Vol. I. 297 - 310.
- Haimann, A. 1982 *Professional Management and Practice*, Delhi: Eurasia Publications.
- Hasenfeld, Y and English, R. *Human Service Organizations*, Ann Arbor: (Eds.) 1978 University of Michigan Press.
- Hauman, A. 1962 *Professional Management and Practice*, Delhi: Eurasia Publications.
- Jackson, J. 1989 *Evaluation for Voluntary Organizations*, Delhi: Information and News Network.
- Kapoor, K. K. 1986 *Directory of Funding Organizations*, Delhi: Information and News Network.
- Lauffer, A. 1977 *Getting the Resources You Need*, New Delhi: Sage Publications,
- Lauffer, A. 1977 *Understanding Your Social Agency*, London: Saga Publications.
- Luthans, Fred. 1990 *Organizational Behaviour Boston*, Irwin McGraw Hill.
- PRIA. 199C a *Manual on Financial Management An Accounts Keeping for Voluntary Organizations*, New Delhi: Society for Participatory Research in Asia.
- PRIA b *Training of Trainers: A Manual for Participatory Training Methodology in Development*, New Delhi: Society for Participatory Research in Asia.

- Sachdeva, D. R. 1998 *Social Welfare Administration in India*, Allahabad, Kitab Mahal.
- Siddiqui, H. Y. 1984 *Social Work and Social Action*, New Delhi: Harnam Publications.
- Skidmore, R. A. 1983 *Social Work Administration*, New Jersey, Prentice- Hall.
- Slavin, S. (Ed.) 1978 *Managing Finance, Personnel and Information in Human Services*, New York: Howorth Press.
- Slavin, S. (Ed.) 1978 *Social Administration*, New York: The Haworth Press.
- Weiner, M. 1982 *Human Service Management*, Illinois; The Dorsey Press.
- Young, Pat 1985 *Mastering Social Welfare*, London, Macmillan Master Series, Macmillan Education Ltd.

** ** *

Semester II: MSW: 2.5**Course Title DISASTER MANAGEMENT****Objectives**

- a. Understand ecosystem equilibrium and disequilibrium.
- b. Develop skills to analyze factors contributing to disaster.
- c. Develop an understanding of the process of disaster-management.
- d. Develop skills to participate in disaster management.
- e. Develop an understanding of the social worker's role in the team for disaster management.

Course Content:

UNIT – I: Disaster and Development: Content and Definition,
Disaster and level of development,
Vulnerability and disaster preparedness, education and awareness

UNIT – II: Classification/ Types:
Disaster, risk, hazard;
Natural-famine, drought, floods/Storms, cyclones, earthquakes
Manmade - Riots, biological warfare. Industrial, militancy insurgency, eviction
Impact of Disaster: Physical, economical, spatial psycho-social.

UNIT – III: Intervening Parties: Government organisation, voluntary organisation, local groups, community participation, volunteers, social workers. Issues involved: Policy issues, Politics of Aid, Gender.

UNIT – IV: Disaster management: Pre-disaster Prevention, preparation, education, preparedness, Actual disaster, short term plan, long term plan, stress and trauma, search, relief, recovery, restoration, resource mobilization, Post Disaster Rehabilitation, mitigation of negative effects

REFERENCES:

- Birnbaum, F., Coplon, J and Scharff, T. 1973. "Crisis Intervention after a Natural Disaster", Social Case Work, Vol., 54, No.9, 545-551.
- Blaufard, H. and Levine, "Crisis Intervention in an Earthquake". Social Work, Vol.17, J. 1972 No.4, 16-19.
- Brahme, S. and Gole, P. 1967 Deluge in Poona, Poona: Asia Publishing House.
- Chen, L.1973 Disaster in Bangladesh: Health Crisis in a Developing Nation New York: Oxford University Press.
- Fritz, C.E. 1968 "Disaster ", Sills, D. (ed.) International Encyclopaedia of Social Science. Vol. 4. U.S.A.: The MacMillan Company and the Free Press. 202-208.

- Gangrade, K.D. And Dhadde, S. 1973 Challenge and Response, Delhi: Rachna Publications.
- Grossman, L. 1973 "Train Crash: Social Work and Disaster Services", Social Work. Vol. 18, No. 5, 38-44.
- Hoff, A. 1978 "People in Crisis", Understanding and Helping, California: Addison Wesley Publishing Company.
- Joint Assistant Centre. 1980 Natural Disaster, New Delhi: Adhyatma Sadhana Kendra.
- Lindomann, E. 1944 "Symptomology and Management of Acute Grief", American Journal of Psychiatry, Vol. 101. 141-148.
- Shader, I. and Schwartz, A. 1966 "Management of reaction to Disaster", Social Work, Vol. 11, No.2, 99-1-4.
- Siporin, M. 1966 "The Experience of Aiding the Victims of Hurricane 'Betsy'", Social Service Review, Vol.10.
- Wolfenstein, M. 1977 Disaster: A Psychological Essay, New York: Arno Press.

Semester II: MSW: 2.6 SOCIAL WORK PRACTICUM**SOCIAL WORK PRACTICUM DURING SECOND SEMESTER**

Rural/ Tribal camps with a duration of 7 - 10 days - provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organisations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills to carry out, evaluate, and report the experience.

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work.

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 post graduate programme. The learner may use the same setting for data collection of research project if such an arrangement is part of the plan.
