

**TUMKUR UNIVERSITY**  
**DEPARTMENT OF STUDIES AND RESEARCH IN SOCIAL WORK**

**SYLLABUS**  
**FOR**  
**Master of Social Work (MSW)**

## MSW Course Structure (CBCS)

### I Semester

S. No	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Exam.	Total Marks
1	CPT-1.1	Introduction to Social work	4	4	3 Hrs	20	80	100
2	CPT-1.2	Social and Psychological foundations for Social work practice	4	4	3 Hrs	20	80	100
3	CPT-1.3	Social Case work	4	4	3 Hrs	20	80	100
4	CPT-1.4	Social Group work	4	4	3 Hrs	20	80	100
5	CP-FWP-1.5	Field work practicum (Concurrent Field work)	16 (4)*	4	(Viva-voce)	20	80 (Viva-voce)	100
6	CPT-1.6	Community Organization	4	4	3 Hrs	20	80	100
		<b>Total</b>	<b>44</b>	<b>26</b>				<b>600</b>

Note: CPT: Core paper theory

CP-FWP: Core Paper Field work Practicum

\* In concurrent fieldwork programme, three hours of fieldwork is equated to one hour of theory class. Hence, the workload for the Concurrent Field Work every agency supervisor is deemed to be four hours per week. Fieldwork supervision includes works such as providing orientation to fieldwork practicum in general and the specific fieldwork area and agency in particular; periodic visits to the field work agency; conducting Individual Conferences and Group Conferences on a weekly basis; conducting periodic assessments.

## II Semester

Sl. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Examn.	Total Marks
1	CPT-2.1	Social work Research and Statistics	4	4	3 Hrs	20	80	100
2	CPT-2.2	Counseling and Communication	4	4	3 Hrs	20	80	100
3	CPT-2.3	Social Action, Networking and Advocacy	4	4	3 Hrs	20	80	100
4	CP-FWP-I-2.4	Field work Practicum-1 (Rural camp)	12	4	(Viva-voce)	20	80 (Viva-voce)	100
5	CP -FWP-II-2.5	Field work Practicum-2 (Concurrent Field work)	16 (4)*	4	(Viva-voce)	20	80 (Viva-voce)	100
6	OEP-2.6	To be offered by the other departments	4	4	3 Hrs	20	80	100
		Total	24	24				600

### Open elective to be offered to the other departments

Sl. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Examn.	Total Marks
6	OEP-2.6	Disaster Management	4	4	3 Hrs	20	80	100

Note: CPT: Core paper Theory      OEP: Open Elective Paper      CP -FWP: Core Paper Field work Practicum

\* In concurrent fieldwork programme, three hours of fieldwork is equated to one hour of theory class. Hence, the workload for the Concurrent Field Work every agency supervisor is deemed to be four hours per week. Fieldwork supervision includes works such as providing orientation to fieldwork practicum in general and the specific fieldwork area and agency in particular; periodic visits to the field work agency; conducting Individual Conferences and Group Conferences on a weekly basis; conducting periodic assessments.

### III Semester

S. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Examin.	Total Marks
1	CPT- 3.1	Social Policy and Social Legislations	4	4	3 Hrs	20	80	100
2	CPT-3.2	Development Paradigms and Marginalities	4	4	3 Hrs	20	80	100
3	SPT-3.3.A	Human Resource Management and Development	4	4	3 Hrs	20	80	100
	SPT-3.3.B	Medical and Psychiatric Social work	4	4	3 Hrs	20	80	
4	SPT-3.4.A	Labour Legislations	4	4	3 Hrs	20	80	100
	SPT-3.4.B	Rural and Tribal Community Development	4	4	3 Hrs	20	80	
5	CP-FWP - 3.5	Field work Practicum (Concurrent Field work)	16 (4)*	4	(Viva-voce)	20	80 (Viva-voce)	100
6	OEP-3.6	To be offered by the other departments	4	4	3 Hrs	20	80	100
		Total	24	24				600

Open elective to be offered to the other departments

Sl. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Examin.	Total Marks
6	OEP-3.6	Management of Non-Governmental Organizations	4	4	3 Hrs	20	80	100

Note: CPT: Core paper Theory CP-FWP: Core paper Field work Practicum SPT: Special paper theory OEP: Open Elective Paper

\* In concurrent fieldwork programme, three hours of fieldwork is equated to one hour of theory class. Hence, the workload for the Concurrent Field Work every agency supervisor is deemed to be four hours per week. Fieldwork supervision includes works such as providing orientation to fieldwork practicum in general and the specific fieldwork area and agency in particular; periodic visits to the field work agency; conducting Individual Conferences and Group Conferences on a weekly basis; conducting periodic assessments.

### IV Semester

S. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Examn.	Total Marks
1	CPT- 4.1	Management of Welfare and Development organizations	4	4	3 Hrs	20	80	100
2	CPD-4.2	Dissertation / Project	4	4		20 (Viva-voce)	80 (Report)	100
3	SPT-4.3.A	Industrial Relations and Labour welfare	4	4	3 Hrs	20	80	100
	SPT-4.3.B	Urban Community development	4	4	3 Hrs	20	80	
4	SPT-4.4.A	Organisational Behaviour and Organisational Development	4	4	3 Hrs	20	80	100
	SPT-4.4.B	Family and Child Centered Social work	4	4	3 Hrs	20	80	
5	CP-FWP-I- 4.5	Field work Practicum-1 (Concurrent Field work)	16 (4)*	4	(Viva-voce)	20	80 (Viva-voce)	100
6	CP-FWP-II-4.6	Field work Practicum-2 (Block Placement)	12	4	(Viva-voce)	20	80 (Viva-voce)	100
		Total	24	24				600

Note: CPT: Core paper theory      FWP: Field work Practicum      SPT: Special paper theory

\* In concurrent fieldwork programme, three hours of fieldwork is equated to one hour of theory class. Hence, the workload for the Concurrent Field Work every agency supervisor is deemed to be four hours per week. Fieldwork supervision includes works such as providing orientation to fieldwork practicum in general and the specific fieldwork area and agency in particular; periodic visits to the field work agency; conducting Individual Conferences and Group Conferences on a weekly basis; conducting periodic assessments.

## **FIRST SEMESTER**

### **PAPER: CPT-1.1 INTRODUCTION TO SOCIAL WORK**

**Objectives:** (Total-64 hours)

- To infuse Philosophical foundation and value base of social work profession.
- To develop an insight into the historical context of origin and development of social work Profession.
- To understand the impact of contemporary ideologies on social change and Social work.

#### **UNIT-1: Meaning and Definitions of Social work** 10 hours

- Definition, Objectives, Philosophy, scope.
- *Concept of related terms:* Social welfare, Social service, Social reform, Social Security, Social Justice.
- Introduction to the Methods of Social Work.

#### **UNIT-2: Social Work profession in India:** 10 hours

- Guiding Principles, values and code of ethics in social work practice.
- Social work as a profession; Attributes of a profession, social work as a profession, social workers as a professional. Voluntary and Professional social work

#### **UNIT-3: Evolution of social work:** 10 hours

- Historical development of Social work in the west. (UK and USA).
- Historical development of Social work in India.

#### **UNIT: 4. Contemporary Ideologies of Social work profession** 12 hours

- Concept of Ideology
- Ideologies that have marginalized and vulnerable groups
- Limitations of Professional Social work
- Contemporary ideologies for social change and professional social work

#### **UNIT-5: Fields of social work:** 20 hours

- Social work in Community Development and correctional setting
- Medical and Psychiatric social work
- Family, Women and child centered Social work
- Industrial social work
- Social work with marginalized sections of the society
- Social work with Vulnerable groups in the society
- Emerging Areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS, Gerontological Social Work and Human Rights, etc.,

## **REFERENCES:**

'Encyclopedia of social work in India'. Vol. 1, 2, 3. Director, publications division, ministry of information and broadcasting. New Delhi.

Fink.A.E. (1945) The Field of Social work. New York: Henry Holt & Co.

Fried Lander. W.A.(1958)Concepts and Methods of Social Work.Engle Wood Cliffs: Prentice – Hall

Gore. M.S.(1965) Social Work and Socialwork EducationBombay: Asia Publishing House

Gangrade, K.D. (1976) Dimensions of Social Work in India, Marwah, New Delhi

Jacob K.K (1994) Social Work Education in India (ed), Himanshu pub .New Delhi.

Kinduka, S.K. (1965) Social work in India, Sarvodaya Sahitya Samaj, Rajasthan

Desai,M. 2000, Curriculum Development on History and Ideologies for Social Change and Social Work, TISS, Mumbai.

Reamer F.G.(1995)Social work Values and Ethics New York: Columbus University Press

Singh, R.R. (1985) Field Work in social work education (Ed), Concept pub., New Delhi.

Stroup H.H (1960) Social Work - An Introduction to the field, Eurasia Publishing, New Delhi

UGC: Review of Social work Education in India: Retrospect and Prospect: Report of the Second Review committee, New Delhi

## **JOURNALS:**

The Indian Journal of Social Work, Bi-annual, TISS, Mumbai (Maharshra)

Perspectives in Social Work, College of Social Work, Nirmal Niketan, Mumbai (Maharshra)

Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

## **PAPER: CPT-1.2 SOCIAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK PRACTICE**

### **Objectives**

(Total-64 hours)

- Understand the concepts to examine social phenomenon.
- Develop skills to analyse Indian society and change.
- Develop an overall understanding of the principles of human growth, their relevance and application to behaviour at various phases in the life span.
- Understand the twin roles of individual's heritage and environmental influences in growth and development.

### **UNIT-1: Meaning and concepts of Social sciences: 08 hours**

- Concepts of Sociology, Psychology, Economics, Anthropology, Political science and human geography.
- Importance of social sciences knowledge for Social workers.

### **UNIT-2: Concept Society and Social stratification: 08 hours**

- How to look at society; Individuals, family, kinship, groups, classes; Social process and conflicts
- Social Stratification in India; The concept of stratification, concepts of class and caste, Casteism and communalism, social inequality and social mobility.

### **UNIT-3: Socialization and social change: 12 hours**

- Meaning and process of socialization. Factors of social change; – Urbanization, Industrialization, Modernization, Westernization, Secularization.
- Brief analysis of Indian social problems; poverty, gender discrimination, violence, corruption, illiteracy, crime and juvenile delinquency, Commercial sex, alcoholism, drug addiction, suicide, child labour, child abuse, bonded labour, terrorism, problems of refugees, victims of HIV / AIDS Etc.,

### **UNIT- 4. Human Growth and Development: 16 hours**

- Life span: beginning of life; prenatal period- period of ovum, conception, embryo, and fetus,
- Delivery; pre and post natal care and their significance in personality development.
- Factors influencing personality development: heredity & environment (Nature vs Nurture) and socialization process; physical, emotional and social aspects of infancy-babyhood- childhood- puberty- adolescent- adulthood-middle and old age.
- Relevance of social work practice across the stages development.

### **UNIT-5 Basic understanding about human needs: 20 hours**

- Personality: Definition, nature, types and assessment of personality.
- Intelligence: concepts, levels of intelligence, influence of heredity and environment, assessment of intelligence.
- Motivation: meaning, types and characteristics of motives; Hierarchy of motives; Conscious and Unconscious motivation.



- Perception: meaning, characteristics, Types, principles, , process and factors influencing perception, perception and sensation, laws of perceptual grouping and errors in perception
- Attitude: Concepts, nature, attitudes formation, components of attitude; prejudice and attitude change.
- Theories of Human Development: Theories of human development like those of Freud's psychosexual theory, Erickson's psychosocial theory, learning theories and theory of cognitive development.

### **REFERENCES:**

Ram Ahuja, Indian Social System. Vedam Book House, Jaipur, 1993.

Fichter, Joseph H, Sociology, II Ed., The University of Chicago Press, London, 1973.

Horton, Paul B. and Hunt, Chester L. Sociology, McGraw-Hill Book Company, 1964.

Hurlock, Elizabeth B. 1975 Developmental psychology New Delhi, Tata McGraw Hill publishing company ltd.

Kuppusamy, B. (1980) An Introduction to Social Psychology, Media promoters and pub Bombay.

Munn Norman, L. (1967) Introduction to psychology, Oxford and IBH, New Delhi.

Saraswathi T.S, and Dutta, R. (1987) Development Psychology in India, Sage, Delhi.

Sharan A.K.(1997) international Understanding of Human Psychology, Commonwealth, New Delhi

### **JOURNALS:**

Sociological Bulletin (Journal of the Indian Sociological Society).

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

Economic and Political Weekly, EPW Research Foundations, Mumbai.

## PAPER: CPT-1.3 SOCIAL CASE WORK

**Objectives:** (Total-64 hours)

- To understand case work as method of social work and to understand values and principles of working with individuals.
- To enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work
- Develop appropriate skills and attitudes to work with individuals and families

**UNIT-1: Meaning and Definitions of Case work:** 12 hours

- Definitions, Meaning, Nature, and Purpose of Case Work
- Importance of Social Case work and its relationship with other methods of Social Work
- Historical development of Social Case work with special emphasis on the Indian context

**UNIT-2: Principles and skills in Case work practice:** 12 hours

- Principles of Case work practice, and Skills in Social Case work Practice.
- Components of Case work practice
- Importance of Case Worker-Client Relationship; Characteristics of professional relationship: *empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive, warmth, genuineness and self-disclosure;*
- Tools for Help: Case work tools: *Interview, home visit, observation, listening, communication skills, rapport building.*
- Techniques of casework: *Supportive, resource enhancement and counseling.*
- Self as a professional: Professional self- Conflicts and dilemmas in working with individuals.

**UNIT-3: Case work process:** 10 hours

- **Intake:** meaning, steps, referral- types and stages,
- **Study:** meaning, tools used, procedure followed in the study process: *Interviewing, rapport building, Home visits & Reaching out, Collateral contacts & Relationship;*
- **Social Diagnosis:** meaning, types and models;
- **Treatment/ Intervention:** meaning, objectives, goals and goals setting & treatment planning techniques; *supportive/Environmental manipulation, reflective/ practical help or material help & direct treatment/ counseling.*
- **Evaluation:** meaning, objectives, types, methods, techniques,
- **Termination-**meaning, reaction to termination, decision and planning to termination
- **Follow-up-** meaning, purpose and types.

**UNIT-4: Application of Social Case Work in different settings & Clientele groups:** 15 hours

- Medical and Psychiatric settings,
- Family and Child Welfare settings:

- Community Settings:
- Industries and Correctional Institutions, etc.,
- Role of Case Worker in various settings.

**UNIT-5; Theories and Approaches in Social Case Work: 15 hours**

- Psycho-Social approach, Functional approach, Problem-solving approach, Crisis Theory, Family Intervention, Behavioural Modification, Transactional Analysis and Holistic approach.
- Social casework recording: need, importance & types of recording.

**REFERENCES:**

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.

Mathew, Grace 1992 *An Introduction to Social Case Work*, Bombay, Tata Institute of Social Sciences.

Perlmén, 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.

Timms, N. 1964 *Social Case Work: Principles and Practice*, London: Routledge and Kegan Paul.

**JOURNALS:**

Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra).

Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra).

Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam).

## **PAPER: CPT-1.4. SOCIAL GROUP WORK.**

### **Objectives:**

(Total-64 hours)

- To gain knowledge about group formation and use of a variety of group approaches and to understand concepts, dynamics and models
- To develop knowledge and principles, skills and techniques to be used by the social worker in group.
- To identify the various situations and settings where the method could be used in the context of social realities of the country.

### **UNIT-1: Introduction to Social Group work: 12 hours**

- Understanding of Social Groups: Meaning, Characteristics, and classifications.
- Significance of group life, Groups contributions to individual.
- Small group as an instrument for development.
- Definitions and meaning of Social Group work, Characteristics and Purposes of Social Group work
- Need and importance of Group work
- Assumptions underlying social group work.
- Historical background of Social Group work with special emphasis on the Indian context.

### **UNIT-2: Principles and skills in Group work practice: 15 hours**

- Principles of working with groups
- Skills in group work practice
- Group dynamics

### **UNIT-3: Social Group Work Process: 10 hours**

- Pre-group, group formation, beginning phase, middle phase, advanced phase, use of programs, evaluation in groups and termination phase.
- **The Program development Process:** The nature and purpose of program in Social group work, Understanding interests and needs as a basis for program, group organization as a part of program development, guided interaction- the heart of the program process.

### **UNIT-4: Application of group work method in different settings; 15 hours**

- Social group work practice in Community development setting
- Social group work practice in Medical and psychiatric settings
- Social group work practice in physically, visually and mentally challenged institutions, and de-addiction centers,
- Social group work practice in family and child welfare settings
- Social group work practice in the schools, aged homes, and correctional institutions,

### **UNIT-5: Recording in group work: 11 hours**

- Importance of recording in Social Group work.
- Principles of recording
- Recording structure
- Types of recording.

## **REFERENCES:**

Konopka Gisela,(1963)Social Group Work-A Helping Process.

Parihar V.S.(1963)Sgroup Process (Allahabad: Kitab Mahal)

Roberts W.Roberts & Halen Northend,(1976)Theories of Social Work with Groups. (New York: Columbia University Press).

Trecker HARLEIGH b. (1955)Group Work Foundations & Frontiers (Whiteside Inc & Willaim Morrow & Co.)

Trecker Harleigh B. (1970)Social Group Work:Principles &Practice.

Wilson . G. and Ryland G. (1949) Social Group Work Practice (Boston: Hugton Hiffin & Co.)

Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.

Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London

Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs

Gravin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.

## **JOURNALS:**

Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra).

Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra).

Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam).

## **PAPER: CPT 1.5. Field Work Practicum (Orientation Visits and Concurrent Fieldwork)**

Field work practicum of First Semester comprises two components:

- ❖ Orientation visits
- ❖ Concurrent field work.

**Orientation Visits:** There shall be minimum **6 orientation visits** to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs (i.e. agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.).

Soon after the completion of orientation visits, "orientation to fields of social work", a student workshop shall be conducted to share the orientation visit experiences and learning.

The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.

**Concurrent Field Work:** The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two or two and a half days or its equivalent (16 hours) in every week of the semester. The learner is expected to complete a minimum of 24 days of visits in a semester.

The learners may be placed in agencies/community to initiate and participate in direct service delivery. Each student has to undertake **two case works** and **one group work**, consisting at least of 'ten' sessions.

The faculty supervisors through periodic 'Individual conferences' and 'Group conferences' shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

## PAPER: CPT 1.6. COMMUNITY ORGANIZATION

### Objectives:

(Total-64 hours)

- To understand the critical elements of community organisation process
- To enhance critical understanding of models and strategies for CO
- To gain knowledge on the various techniques and skills of community organisation to develop the basic skills to apply those in the community

### UNIT- 1. Meaning and types of Community and Community Organization: 12 hours

- Concept of community; types and features of community; -*Rural, Urban, Tribal, Nomadic*: problems, social and contextual understanding for practice. Urban slums and their characteristics.
- Concept of community organization: Definitions, and objectives of community organization,
- Relevance of community organization approach to Indian situation;
- Historical development of community organization practice in the west, community welfare concepts, community chests;
- Historical development of community organization practice in India.
- community organization and community development

### UNIT- 2. Principles and models of community organization: 15 hours

- Principles of community organization.
- Skills in Community Organization.
- Models of community organization practice

### UNIT-: 3. Community organization process and phases: 12 hours

- Process in the phases of Community Organization.
- Withdrawal from community: Skills and strategies.
- Resource mobilization and fund rising-Techniques and Strategies

### UNIT-:4. Intervention strategies in community settings: 12 hours

- awareness buildings, organizing, activating, peoples participation, negotiating, lobbying and, resolving group conflicts,
- Roles of community organizer

### UNIT-:5. Disaster Management; 13 hours

- Meaning, and types of disaster,
- Impact of disaster; *Social, psychological, economic and physical*.
- Understanding traumatic stress reactions. Disaster cycle.
- Meaning and definitions of Disaster management. Stages of Disaster management.
- Working with special groups; Women, Children.

## **REFERENCES:**

- Gangrade.K.D.: Community Organization in India (Bombay: Popular Prakashan)
- Ross, Murray.G.: Community Organization: Theory and Principles(Bombay: Harper and Brothers)
- Syddiqui.H.Y.: Working with Communities.
- Clinard, Marshall.B.: Slums and Community Development(New York: The Free Press)
- Dunham, Arthur.E.: Community Organization: Principles and Practice(New York: Thomas, Y.Crowell)
- Hprper.E. & Dunham.A.: Community Organization in Action. Association Press, New York.
- Hillman, Arthur: Community Organization and Planning(New York: The Macmillan Company)
- Kuppuswamy: Social Change in India. Vikas Publishing House(P)Ltd., New Delhi.
- Murphy, Campbell : Community Organization Practice (New York: Houghton Mifflin Co.)
- Walter. A.Friedlander: Concepts and Methods of Social Work: 2<sup>nd</sup> Ed, Prentice Hall of India Pvt. Ltd., New Delhi.



## SECOND SEMESTER

### Paper: CPT-2.1 SOCIALWORK RESEARCH AND STATISTICS

**Objectives:** (Total-64 hours)

- To understand major research strategies, meaning, scope, and importance of social work research
- To develop an ability to see the linkage between the practice, research, theory and their role in enriching one another
- To develop attitudes favorable to the judicious integration practice, research and theory and develop skills for use of library and documentation services for research

**UNIT: 1. Meaning of Research, Social Research, and Social work Research** 12 hours

- Meaning of Research, Scientific characteristics of research, Process of research: Deductive and Inductive.
- Types of research: Basic, Action and Applied. Quantitative and Qualitative.
- Meaning of Social Research, Basic elements: Concepts, Constructs, Variables, and Hypothesis.
- Social work research: Definitions, Functions and process.

**UNIT: 2. Formulation of Research Problem** 12 hours

- Sources of research problem, criteria of good research problem, defining the research problem.
- Developing the statement of the problem, and research questions, Review of literature, formulation of objectives.

**UNIT: 3. Research Design** 12 hours

- Research designs by purpose of study: *Exploratory, Descriptive, and Explanatory.*
- Research designs by intended to use:
  1. *Intervention research designs or Social work research designs: Single subject research design, Withdrawal/reversal design, multiple component design.*
  2. *Action research design*
  3. *Evaluative research design*
- Research designs to assess cause and effect relationship: *Experimental and Non experimental.*

**UNIT: 4. Sampling & Data Collection:** 12 hours

- Sampling-Meaning, Sampling design process, Methods and types of sampling.
- Tools of data collection: Use of existing scales. Observation, questionnaire, and Interview schedule.
- Data processing: Editing, Coding, Recording, and computing the scores, Preparation of master chart.
- Data analysis and interpretations: techniques and types.
- Research report writing: Organizing research report

## **UNIT: 5. Statistics and Computer Applications in Social work Research:**

16 hours

- Statistics: Definition, importance, functions and limitations.
- Measures of Central Tendency : Arithmetic mean, median and mode
- Measures of Dispersion : Range, quartile and standard deviations
- Chi Square : Uses and applications
- Applications of Karl Pearson's correlation test in social work research
- Application of statistics in social work practice
- Computer Applications: Use and application of computer in Social Work research with special reference to Excel, Statistical Package for Social Sciences (SPSS), etc.

### **REFERENCE:**

Laldas, D.K (2000) Practice of Social Research, Rawat, Jaipur

Baper, L.T. (1988) Doing Social Research, McGraw Hill, Singapore.

Denzin, N.K and Lincoln, Y.S. (2000), Hand Book of Qualitative Research, Sage, Thousand Oaks.

Gupta, S. P (1992) Elementary Statistical methods Sultan Chand & sons, New Delhi.

Goode & Hatt ( 1952) Methods in Social Research, McGraw Hill

Kothari, C.R. (1992) Research Methodology, Willey Eastern Ltd, New Delhi.

Nachmias & Nachmias (1981) Research methods in the Social Sciences; St. Martin's press, New York

Rubin & Bobbie (1993) Research Methods for Social Work, Brooks/Cole Publishing Company, California

Wilkinson & Bandarkar (1984) Methodology and Techniques of Social Research, Himalaya, Bombay

Goode, J. and Hatt P.K.: Methods in Social Research (New York: McGraw Hill)

Polansky, N.A. (1960): Social Work Research (Chicago University of Chicago Press)

Young, P.V. and Schmid, C.F. (1946): Scientific Social Surveys and Research (New York: Prentice Hall).

Rajaram V. (1999) Fundamentals of Computer, (Prentice Hall, India)

## **PAPER: CPT-2.2 COUNSELING AND COMMUNICATION IN SOCIAL WORK PRACTICE**

### **Objectives** (Total-64 hours)

- To help students distinguish between counseling, Case Work and Psychotherapy and to acquire the required knowledge in this regard.
- To sensitize the students to the attitudes required for the practice of counseling
- To engage the students to identify and practice the appropriate skills.

### **Unit I. Meaning and Definitions of Counseling:** 12 hours

- Counseling: Definition, Elements, Characteristics and Goals
- Evolution of counseling
- Foundations of Counseling; Philosophical Foundations – *dignity of the human person*, Sociological foundations – *influence of social system*, Psychological foundations – *concept of self, goal directed behavior, learning*.

### **Unit 2. Portrait of Counselor and Counselee:** 12 hours

- The Counseling Relationship
- Regard and respects - Authenticity - Empathy
- Personal Growth and Effectiveness of the Counselor
- Concerns of self, attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self actualization.
- The portrait of the helper

### **Unit: 3. Counseling Process:** 12 hours

- Stage – I – Problem Exploration and Clarification
- Stage – II – Integrative Understanding – Dynamic Self-Understanding
- Stage– III – Facilitation Action; Developing a New Perspective, Preferred Scenario.

### **UNIT4: Therapeutic Counseling intervention:** 12 hours

- Psychodynamic, cognitive-behavioral, humanistic and feminist, key concepts, principles and techniques of various approaches:
- Psychodrama, RET, Family Therapy, Reality Therapy, Behavior Therapy, Crisis Counseling, Transactional Analysis , Feminist Therapy towards developing an eclectic approach and utilization of models and techniques across problem situation.
- Counseling in Different Settings

### **UNIT 5: Communication skills for Social work practice;** 16 hours

- *Effective speaking*, principles of effective oral communication, speech preparation, technique of effective speech,
- *Effective listening*, meaning, nature and importance of listening, principles of group listening, types of listening. Listening process, barriers in listening,
- *Effective writing*, what is draft, meaning and objectives of written communication, essential of written communication ,

- *Feedback* a two way process, Characteristic of feedback, kinds of feedback written and oral communication, improving in feedback and developing effective feedback skill, feedback loops.
- Street theatre: Elements of street theatre scripting and choreography for development. Use of puppets, songs and folklore. Role of Information, education, and communication (IEC) in making effective peoples participation.

**REFERENCES:**

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Dave, Indu, (1953), The Basic Elements of Counseling, Sterling, New Delhi.

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Welfare Egan, Gerard, (1982), The Skilled helper, Brooks / Cole Publishing Co. California.

Joshi Uma (2001) Understanding development communication: Dominant Publishers, New Delhi

Modi, B. Designing messages for development, Sage Publication New Delhi

Nair, K.S. and White, Shirley (1993) Perspectives on development communication, Sage Publication, New Delhi

Narula, U. (1994) Development communication, Harananda Publication

## **PAPER: CPT-2.3 SOCIAL ACTION, NETWORKING AND ADVOCACY**

### **Objectives;**

(Total-64 hours)

- To familiarize students with an understanding of the concepts, context and processes that is relevant for people's struggles, social action and social movements
- To enable students to understand and analyse issues in a broader context of governing institutions and civil society actors in responding to critical Social realities.
- To Familiarize students with concepts, processes and techniques of social advocacy
- To prepare students through building a strong perspective and skill to engage themselves in struggles, protests and movements.

#### **Unit 1. Meaning, definitions and Models of Social Action** 12 hours

- Meaning, definitions, Models.
- Approaches and Strategies of Social Action
- Radical, Structural and emancipator, Social Work.
- Social Change and Conflict.
- Advocacy as a tool for social change, Process of Social Advocacy.

#### **Unit 2. Theories and Types of Social Movement**

- Differences between Social Action and Social Movement
- Theories of Social Movement and Political Movement and New Social Movement.
- Types of Movement-identity, political assertion and autonomy movements

#### **Unit 3. Paradigms of Action and Movement Analysis** 12 hours

- Paradigms of Action and Movement: Peasants, Tribals, Farmers, Zapatistas.
- Movement analysis-Ideology, Structure, leadership, process and out come.
- No-Party Political Processes; Movement Analysis-ideology, Structure, leadership, processes and outcomes

#### **Unit 4. Ideology and Methodology of Social Action** 12 hours

- Ideology and Methodology: Gramsci, Freire, Alinsky;
- Analysis of ideology and approach of: Gandhi, Ambedkar, Nehru and Lohiya

#### **Unit 5. Campaign Planning** 16 hours

- Campaign Planning, Coalition and Network Building
- Budget Analysis
- Instrument and Strategies: Public Interest Litigations
- Media Advocacy, Communication for mobilization, leadership building process

## REFERENCE

Alinsky, Saul.(1989), *Rule of Radicals. Vintage Book Edition*

Bailey, R. and Mike Brake (eds).(1975). *Radical Social Work*, London: *Edward Arnold*.

Baviskar, A (2010) Social Movements in India, in N.G.Jayal and P.B. Mehta. Eds, *Oxford Companion to Politics in India*, New Delhi: Oxford University Press.

Chatterjee, P (2001), on Civil and Political Societies in *Postcolonial Democracies*, in S.Kaviraj and S.Khilnani eds. *Civil Society: History and Possibilities*, Cambridge University Press 165-178.

Cohen. David, Rosa De I.A Vega and Gabriella Watson. (2001), *Advocacy for Social Justice: IA Global Action and reflection*. Kumarian Press.

Freire, P.(1997), *Pedagogy of the oppressed*, New Delhi: Penguin Books.

Gurr. T.R. (1970), *Why Men Rebel*, Princeton N.I: Princeton University Press

Jha, Manish K.(2009). Gulamias Ab Hum Nahi Bajaibo: People's Expressions for Justice in Jehanabad in Paula Bannerjee and Sajay Chatuvedi (ed.). *Marginalities and Justice*, New Delhi: Sage Publication.

Jha, Manish K., (2002), Rajashan: Hunger and Starvation Deaths-Call for Public Action. *Economic and Political Weekly*. Vol 37 No.52 December 28, January 03.

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Sangavi S., (2007), The New People's Movements in India, *Economic & Political Weekly*. Vol 42 No.50 December 15- December – 21.

Scott, James. (2009), *The Art of Not Being Governed. An Anarchist history of Upland Southeast Asia*, New Haven: Yale University Press.

Siddiqui, H.Y. (ed). *Social Work and Social Action: A Development perspective*. New Delhi: Harnam Publication.

Singh, Rajendra, *Social Movement: Old and New*. New Delhi: Sage Publication

Thompson, N (2002), Social Movements, Social Justice and Social Work. *British Journal of Social Work*, 32 (6):711-722.

## **PAPER: FWP 2.4 Field Work Practicum - I (Social Work Camp)**

**Social Work Camp:** Social Work Camp, conducted for 7-10 days' duration in a rural / tribal setting, is expected to provide opportunities to experience rural / tribal life, analyze its dynamics, and observe the functioning of government machinery (local self-government) and voluntary organisations. Objective of the camp is to provide the student with an opportunity to acquire skills in planning, organizing, handling regulations, decision making and collectively contribute to the chosen cause in the area where camp is held. Generally camps are held in rural / tribal areas. However, if the department council so desires the camps can be organized in relief areas, (disaster) tribal areas or innovative learning projects.

Micro-planning exercise and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp. This will be an opportunity to practice community organization method. This experience aids peer participation in planning for activities for own group and those for local people. It also helps to develop skills to carry out, evaluate, and report the experience.

The Camp shall be conducted under the guidance of two faculty members (preferably, one of them shall be a female faculty) who shall be deputed to be exclusively at the Camp site. The work of the faculty at the Camp site will be treated as Official Work.

## **PAPER: FWP 2.4 Field Work Practicum - II (Concurrent Field Work)**

**Concurrent Practice Learning of Two-days a Week:** It is an ongoing learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and practice 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. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Every student shall undertake two awareness programmes/trainings with any group in agency/community. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with the respective agency/development organisations.

**Exposure Visits:** An exposure visit of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative efforts (successful experiments/models of development) by individuals and groups towards meeting people core needs. This would help the students to develop a vision towards development. The report of exposure visit shall be part of concurrent field work.



(Open electives to be offered to the other department)

## **PAPER: OEP 2.6 DISASTER MANAGEMENT**

### **Objectives**

(Total-64 hours)

- To develop an understanding of eco system equilibrium and disequilibrium
- To develop skills to analyze the factors contributing to disaster
- To develop and understanding of the process of Disaster Management
- To understand the role of the Social Worker in Disaster Management

### **Unit1: Meaning and concept of Disaster; 12 hours**

- Meaning, and types of disaster,
  - Impact of disaster; *Social, psychological, economic and physical.*
  - Understanding traumatic stress reactions.

### **Unit 2: Meaning and concept of Disaster Management; 12 hours**

- Meaning and definitions of Disaster management.
- Disaster management cycle.
- Stages of Disaster management.

### **Unit 3: Disaster mitigation; 12 hours**

- Concept of Mitigation
- Significance of Mitigation
- Mitigation measures
- Guiding Principles of Mitigation of Disasters
- Problem of Mitigation

### **Unit 4. Disaster Management Policy, Legislation pertaining to relief, recovery and rehabilitation; 12 hours**

- Disaster Management Policy; Legislation pertaining to relief, recovery and rehabilitation. National and International resources.
- Intervening parties; Government, Voluntary organization, Local groups, Community participation, volunteers, social workers.

### **Unit 5: Disaster Management; 16 hours**

- Working with special groups; Women, Children.
- Principles of Disaster management.
- Spectrum care
- Stress management of emergency workers.

## References

Dwivedi, Kedar Nath (Ed). 'Post-Traumatic Stress Disorder in Children and Adolescents'. London: Whurr Publishers. 2000.

Kar, Nilamadhab et al. 'Mental Health Consequences of the Trauma of Super – Cyclone 1999 in Orissa'. Indian Journal of Psychiatry.2004.

'Psychosocial Consequences of Disasters - Prevention and Management'. Geneva: World Health Organization publication.1992.

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Planning and management for disaster reduction, United Nations center for human settlements (habitat), Nairobi, 1990.

Indian journal of social development, an international journal, volume 4, no. 1, June 2004, serials publications, Delhi, India.

Helping Survivors in the Wake of Disaster A National Center for PTSD Fact Sheet by Bruce H. Young, L.C.S.W., Julian D. Ford, Ph.D. and Patricia J. Watson, Ph.D.)

Disaster Management Report, Government of India- A status report Ministry of Home Affairs, Disaster Management Division.

**III SEMESTER**  
**PAPER: CPT-3.1 SOCIAL POLICY AND SOCIAL LEGISLATIONS.**

**Objectives;** (Total-64 hours)

- Gain knowledge of policy analysis and the policy formulation process.
- 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.
- Locate strategies and skills necessary for social development and reinforce values of social justice, gender justice and equality.

**UNIT-1: Meaning and concept of Social Policy;** 12 hours

- Concept and definitions of social policy
- Models of Social Policy
- Relationship between social policy and social development

**UNIT-2: Sectoral Social Policies in India:** 12 hours

- Evolution of Social policy in India in a historical perspective.
- Different social 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 and poverty alleviation.

**UNIT-3: Values underlying social policy based on the Constitutional provisions.** 12 hours

- Preamble of Indian constitution, Fundamental Rights (12-35), Directive Principles of State Policy (36-51).
- Provisions for the welfare of SC/ST/Backward class (330-342)

**UNIT-4 Social Legislations-** 16 hours

- Salient features of, Child Marriage Act 1929
- Salient features of Special Marriage Act 1954
- Salient features of Hindu Marriage Act 1955
- Salient features of HINDU Adoption and maintenance Act 1956
- Salient features of Dowry Prohibition Act
- Salient features of Immoral Trafficking(Prevention)Act1956
- Salient features of Juvenile Justice(Care and Protection)Act 2000
- Salient features of Right to information Act
- Salient features of Domestic violence Act.

## **UNIT-5 Human Rights:**

12 hours

- Definition and Classification Civil and Political Rights, Socio Economic and Cultural Rights.
- Universal Declaration of Human Rights.
- **Human Rights for target population:** SC/ST, Religious Minorities, Physical, Visual and Mentally Handicapped. AIDS victims, Refugees, War victims, Prisoners, Custodial Violence, Women and Children, Senior Citizens and Work situations.

### **REFERENCES**

Gangrade K.D 1978, Social legislation in India (2vols); Delhi, concept Publishing house.

Hill and Bramley Blackwell, 1986, Analyzing social policy basic oxford

Saraf, D.N, (Ed) 1984, social policy, law and protection of weaker sections of society l lucknow, eastern book company

## **PAPER: CPT3.2 DEVELOPMENT PARADIGMS AND MARGINALITIES**

### **Objectives**

(Total-64 hours)

- To enable students to locate marginality of major communities which is deeply embedded in Indian social structure.
- To familiarise students with the divergent discourses prevalent particularly in Dalit studies and its implications on social movements among marginalised.
- To equip the students to understand development intervention of State in the development of marginalised communities, and also the role of NGOs and CSOs, especially in the current context of LPG reforms in India.

### **Unit 1: Introduction**

12 hours

- The concept of marginality/marginalisation Social exclusion; Nature and types of marginally marginalised communities in India (SCs, STs, nomadic castes and tribes and de-notified tribes, OBCs, Minorities)
- Demographic composition of marginalised communities in India.
- Socio-economic indices of marginalisation -- poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness; inequality.
- Representation of the marginalised communities in India.

### **Unit-2. Marginality and Social Structure in India**

12 hours

- The social structure and culture of marginalised communities- Marginalisation of OBCs and SCs under the caste system; Untouchability: historical and social roots; A process of identity formation among Dalits;
- Marginalisation of the Minorities and within minorities;
- Contributions of the marginalised communities to the sustenance and development of society at large.

### **Unit-3. Divergent Discourses in Dalit Studies**

12 hours

- Perspectives on marginalisation-role of ideology in marginalisation; the views of Jotibarao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohia.
- Perspectives on social movements-protest, reform, sub-nationalism, nativism, millenarianism.
- Dalit feminism in a neo-liberal world.

### **Unit-4 State intervention and the development of marginalised communities** 12 hours

- Marginalisation and affirmative action-Constitutional provisions: development plans and programmes their implementation, impact on marginalized communities, limitations, critical review.

### **Unit-5. Marginalisation in the current context**

16 hours

- Role of NGOs in the development of Dalits and other marginalised communities.
- Globalization, liberalisation, privatisation and marginalised communities.
- Current challenges of marginalised communities and the task of their emancipation.

**References:**

Jaffrelot, Christophe (2003): *India's Silent Revolution: The Rise of The Low Castes in North Indian Politics*. Delhi: Permanent Black.

Beteille, Andre (1981): *Backward classes and the new social order* .Delhi: OUP.

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Jogdand, P.G. (2000): *New Economic Policy and Dalits*. Jaipur: Rawat.

Omvedt, Gail (1995): *Dalit Visions: The anti-caste movement and the construction of an Indian Identity*. New Delhi: Orient Longman.

Singh, K.S. (1995): *The Scheduled Tribes* .Delhi: Oxford University Press.

Zelliot, Eleanor (1995): *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.

## **PAPER: SPT 3.3.A. HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT**

### **Objectives**

(Total-64 hours)

- To help students build a knowledge base appropriate to Human Resource Management
- To enable the students to perceive the attitudes required for the successful application of Human Resource Management.
- To assist them to perceive and develop the skills appropriate to the field practices

### **UNIT-1: Human resource management:**

12 hours

- Concept, meaning, nature, functions, scope and importance, its need in India. HR as a business partner.
- Distinction between personnel management and human resource management.
- Evolution of HRM.
- Qualities of HR manager.

### **Unit-2: Strategies for hiring talent:**

12 hours

- Human resource planning: Meaning and definition, importance of HRP, factors affecting HRP. The planning process.
- Human resource information system (HRIS). Job analysis .Job description and Job specification .job evaluation.
- Recruitment of human resources: sources, methods and techniques. Selection process and techniques: Selection, induction, placement, probation and confirmation.
- **HRM action areas:** Total quality management. Knowledge management. Retention strategies.

### **Unit-3: Wage and salary administration:**

12 hours

- Meaning and definitions, wage theories, factors influencing on employee remuneration, incentive systems- financial and non-financial.
- Compensation benchmarking.

### **Unit-4: Human resource development:**

12 hours

- Concept, meaning, definition, objectives, origin, importance, and scope.
- Training; meaning and concept, Training needs assessment, methods and techniques: Modern management training methods and techniques.

**Unit-5: Functions of HRD:**

16 hours

- Performance appraisal. Performance management system, feedback system, Employee development.
- Recent trends in HRD namely key results areas- Management by objectives (MBO), HR outsourcing.
- Employee satisfaction survey.
- Balance score card, HR Score card, competency mapping.

**REFERENCE**

Parik Udai & Rao T.V.(1981): Designing & Managing Human Resource System (New Delhi:Oxford & IBH Publishing Co.)

Abraham E (1983Ed)Alternative approaches & strategies of human resource dev (Jaipur Rawat Publisher)

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Myens C.A.&R.C.Gopal Management of Personnel (Bombay: Montakalos)

Morrisey G.L.(1972)Appraisal & Development Through Objectives & Results (Londond:Addison Wilsey)

Piyor S.Paul, Myers Charles A. Maion F.T.(1964)Management of Human Resource-Reading in Personnel Administration(New York:McGraw Hill Company)

Rudra Basavaraj M.N.(1984)Human Factors in Administration(Bombay: Himalaya Publishing House)

Rao T.V.Strategies of Developing Resources: Experiences form 14 Organisations(Working Papers)(Ahmedabad Indian Institute of Management)

Roa T.V. & Abraham E.A.Survey of HRD Practice in Indian Industries (New Delhi:Oxford & IBH Publishing Company)



## **PAPER 3.3.B: MEDICAL AND PSYCHIATRIC SOCIAL WORK.**

### **Objectives**

(Total-64 hours)

- To develop a holistic and integrated approach to social work practice in the field of health.
- To understand psychiatric social work in the context of changing trends in health care.
- To understand the concept of mental health, and acquire knowledge in mental disorders, stress and coping in the context of holistic health.
- To develop skills in identifying mental disorders in health settings and community and to understand the characteristics of positive mental health.

### **Unit 1. Meaning and definitions of Medical Social work; 12 hours**

- Introduction: Meaning, definition, nature and scope of medical social work.
- Historical development of Medical Social Work in India and Abroad
- Concept of patient as a person: Social and emotional components associated with various chronic diseases like Tuberculosis, Diabetes, Hypertension, Cancer, Sexually Transmitted Diseases, and HIV/AIDS (with brief information about clinical features, symptoms and medical treatment of these diseases).
- Impact of chronic diseases on the family, disabilities associated with chronic diseases,
- Role of social work in the treatment, after care and rehabilitation of patient and his/her family. Importance of team work in Medical / health setting.

### **Unit 2. Community health; 12 hours**

- Community Health: Meaning, definition. Objectives of community health programmes: Role of social worker in the management of healthy environment and community health.
- Organization and administration of medical social service departments in hospitals, clinics, sanatoria. Application of various methods of social work in health settings towards helping patients / individuals.

### **Unit 3. Meaning and concepts of Psychiatric Social work; 12 hours**

- Introduction: Meaning, Definition, nature, objective and scope of psychiatry social work;
- Historical development of psychiatric social work in India and Abroad.
- Brief information about common psychiatric disorders prevalent among adults, aged and children: The clinical features, symptoms and causes of the same (As per ICD 10 guidelines).

**Unit 4. Counseling and Psychotherapy in Psychiatric Social work;** 12 hours

- Introduction to Psychiatric Management: Counseling and Psychotherapy: Meaning, definition and importance of counseling: various psychotherapies in brief: Client centered therapy. Group therapy Psycho education, marital and family therapy, Behaviour modification techniques. Occupational therapy and recreational therapy.

**Unit 5. Meaning and concepts of Community Mental health;** 16 hours

- Community Mental Health (C.M.H): Meaning, definition, nature and objectives of C.M. Health, Goals of C.M.H: prevention of mental illness and prevention of mental health. Brief information about C.M.H. services available in India.
- Role of Psychiatric Social Worker in Psychiatric clinics. Hospital and mental health Programme, Application of various methods in the field, role of psychiatric social worker as an enabler, facilitator, counselor, educator and placement officer.

**REFERENCES**

Bajpai, P.K. (Ed) (1997) Social Work Perspective on Health; Rawat Publications, New Delhi

Bartlett, H.M. (1961) Social Work practice in the Health Field; National Association of Social Workers, New York

Denzin, Norman K. : Treating Alcoholism - an alcoholics anonymous approach, sage pub., 1987.

Dickson, Clifford Martha : Social work practice with the mentally retarded, Collier MacMillan, 1981.

French, Lois Merdith : Psychiatric Social work, The common wealth Fund, New York.

Goldstein, D. 1955 Expanding Horizons in Medical Social Work; The University of Chicago Press, Chicago

Massetman, Juius H. Et I : Hand book of Psychiatric therapies, Jasan Aronson inc., 1973.

Verma, Ratna, Psychiatric Social work in India, Sage Pub., New Deihi, 1991

## **PAPER: SPT 3.4.A. LABOUR LEGISLATIONS**

**Objectives** (Total-64 hours)

- To help students learn the basic facts concerning Labour Law.
- To assist the students to acquire attitudes that are apt in the practice of Labour Law
- To enable them to realize the need to have suitable skills for the practice of Labour Law

**Unit-1: Historical perspectives of Labour Legislations;** 04 hours

- **History and development** of labour legislation in India. Labor in Indian constitution.
- Classification of labour legislation.

**Unit-2: Salient features of welfare legislations:** 15 hours

- The Factories Act, 1948
- The Karnataka shops and commercial Establishment Act, 1961
- The Contract Labour (Abolition & Regulation )Act, 1971
- The Plantation Labour Act, 1951
- The Indian Mines Act, 1952

**Unit-3: Salient feature of wage Legislations:** 15 hours

- The Payment of Wages Act, 1936
- The Minimum Wages Act, 1948
- The Payment of Bonus Act, 1965

**Unit-4: Salient features of social security legislations:** 15 hours

- The Employees State Insurance Act, 1948
- The Workmen's Compensation Act, 1923
- The Payment of Gratuity Act, 1972
- Provident Fund Act, 1952
- Maternity Benefit Act. 1961

**Unit-5: Salient features of industrial relations legislations:** 15 hours

- The Industrial Employment(Standing Orders)Act, 1946
- The Industrial Disputes Act, 1947
- The Trade Union Act, 1926

**Students are expected to familiarize themselves with other relevant acts like,**

- Employment Exchange (Compulsory Notification) Act, 1959
- National festival Act, 1965
- Apprentice Act, 1961

## **REFERENCES**

Bhagoliwal, T.N., (1967), Economics of Labour and Social Welfare, Sahitya Bhavan, Agra.

Government of India, Department of Labour & Employment, (1969), Report of the Committee on Labour Welfare, Manger of Publication, Delhi.

Gupta, S.N. (1982), Labour & Industrial Law, Collins Publications,

Puri, S.K., (1984), Introduction to Labour Law & Industrial Law, Agricultural Institute, Allahabad.

Suryanarayan Misra, (1982), Introduction to Labour Law & Industrial Law, Agricultural Institute, Allahabad.

Taxmann Series, Industrial Law

## **PAPER: 3.4.B: RURAL AND TRIBAL COMMUNITY DEVELOPMENT.**

**Objectives:** (Total-64 hours)

- To enable students to understand about the rural and Tribal realities.
- To develop sensitivity and commitment for working with rural and tribal communities.
- To provide knowledge on the government and voluntary efforts towards rural and tribal community development.
- To equip students with specific skills and techniques of working with rural and tribal communities.

**UNIT-1: Rural Community:** 04 hours

- Meaning, Characteristics of Rural community: Types of Villages:
- Scope of studying the rural community and its relation to social work
- Contemporary major Rural Problems in India

**UNIT-2: Meaning and Concept Community Development;** 15 hours

- **Community Development** Concepts, Definition, Objectives, elements, need, Philosophy, Principles, methods, Role of community development worker:
- Application of social work methods in rural development:
- People's participation and role of social workers in promoting people's participation.
- **Early experiments of rural development:** Sriniketan, Morthandam, Gurogaon, rural reconstruction, Firka development, Nilokheri and Etawah pilot project.

**UNIT-3: Rural community Administration:** 15 hours

- Administrative structure and functions for Rural Development.
- Central and State level, Planning Commission: Five year plan, Administrative pattern of Panchayat raj system at local, block and district level,
- **Rural Development Agencies:** Council for Advancement of Peoples Action and Rural Technology (CAPART), National Institute for Rural Development (NIRD), National Bank for Agriculture and Rural Development (NABARD) Regional Rural Bank (RRB):
- **Community Development Programmes:** ICDS, NREP, JRY, Minimum need Programme. Role of Voluntary agencies in Rural Development.

**UNIT-4: Livelihood Approach** 15 hours

- **Approaches/Strategies** Livelihood Approach: Natural Resource Management: Watershed Development: Diversification,
- Strengthening Institutional Base I : Provision of Basic Services: Finance Markets: Appropriate Technology,
- Strengthening Institutional Base II: Panchayath Raj Institutions: Women Organizations: Delivery Systems: Micro Planning:
- Participatory Rural Appraisal (PRA)

**UNIT-5:Tribal development:** 15 hours

- Tribal Life in India, Problems of Tribes, Effects due to the contact with the civilisation.
- Causes of Tribal Unrest and *Discontent-*, *measures for the Upliftment of Tribals.*
- Tribal development programmes and projects. The changing face of Tribal life.

**REFERENCES:**

Chaturvedi H R Mitra S K (1982) citizen participation in rural development, Oxford and IBH publishing house, New Delhi

Arun Ghosh (1992) Planning in India, New Delhi: Sage.

Jain S.C (1966) Community Development and Panchayat Raj in India, New Delhi:Himalaya Publishing House.

Joseph M.K (2000) Modern Media and Communication, New Delhi: Anmol.

Kumar, Aravind (2000), Encyclopedia of Decentralized Planning and Local Self Government, New Delhi: Anmol.

Laxmidevi (1997) Planning for Employment and Rural Development, New Delhi: Anmol.

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Mascarentas (1988) A strategy for rural development, New Delhi : Sage.

Mathur.B.L.(1996) Rural Development and Cooperation, Jaipur: RBSA Publishers.

## **PAPER: FWP 3.5 CONCURRENT FIELD WORK**

**Concurrent Field Work:** 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, or two and a half days or its equivalent, each week of the semester. The learners may be placed in specialization related 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. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/community/setting shall continue for practice of field work in next semester too.

**Case Studies:** Every Candidate is expected to take up five cases, in the areas specialization and study them in depth and present the intervention, if any. Case refers to a unit of study – an individual, an institution, a community or an incident. The candidate has to work under the guidance of faculty member and submit the report on or before the date prescribed.

The university or the college concerned can develop guidelines for undertaking case studies. However, the students are encouraged to start his/her work on case studies from beginning of the course.

Evaluation of the case study will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.

(Open electives to be offered to the other department)

## **PAPER: OEP-3.6 MANAGEMENT OF NON GOVERNMENTAL ORGANISATIONS**

**Objectives:** (Total-64 hours)

- This course aims at introducing to students the concepts and principles involved in managing non-profits, particularly NGOs.
- Understand policies and procedures involved in establishing and maintaining human services organizations.
- Acquire skills to network and participate in the management of resources -human, material and environmental.

**Unit-1.Non-Profits as Organizational Entities:** 12 hours

- Non-profits as modern organizational forms – NGOs as non-profit organizations involved in development work - Common denominators and overlaps in Business, Public and Non-profit managements
- Legal - rational structure of Non-profits -Trusts, Societies and Companies  
Special reference to Trust Act, Societies Registration Act and Companies Act

**Unit-2. Development and Context and Need for NGO Management :** 12 hours

- Locating NGOs – Voluntarism and Civil Society - the Third Sector – Development aid and resources – Need for effective and responsible utilization – Neo-liberal understanding of service delivery - Capacity Building as central to development - use of organizational and management rationality.

**Unit-3.Organizational Design :** 12 hours

- Vision, Mission and Goals in NGOs – Matching intervention paradigms with mission and vision - Translating vision and mission into action –
- Role of Strategic Planning - Operational Goals, Programmes and Projects - Division of responsibility, authority and power relations - Decision making - Participation, empowerment, team work and ownership Voluntarism, Individual Autonomy and Organizational Accountability Transparency and Stakeholder Accountability - Knowledge Generation and Management - Leadership styles suited for NGOs

**Unit-4.NGO Environment:** 12 hours

- Interfacing with community and community based organizations  
NGO-State relationship – Critical collaboration and autonomy - Managing and maintaining donor constituency – Other NGOs and CSOs – Networking, Partnering, Collaborating, etc. –
- Relating to market and business – NGO – Corporate relationship.
  - NGO Capacity Building : Building the competencies in NGOs - Identification and Procurement of right competencies, Training and Development and Performance Appraisal



- Organizational – Techno-managerial capacity, Capacity for Self-Sustance, Capacity for independence and Autonomy and Capacity for Learning and Change

**Unit-5. Resource Management for Non-Profits :** 16 hours

- **Resource Mobilization for NGOs** - Non-Financial Resource Natural Resources, Physical Resources in the form of common property - Human Capital Resources and Social Capital Financial Resource - Institutional and Non-Institutional sources of funding - National and International- Fund raising: strategies - Foreign contributions - Statutory Obligations
- **Accounting for Non-Profit Organizations** : Basic Accounting principles and concepts - Preparation and analysis of Financial Statements - Ratio Analysis, Cash Flow and Fund Flow Analysis - Responsibility Accounting, Performance Budgeting and Zero Base Budgeting Financial Management : Investment, Financing - Management of Working Capital

**References:**

Kaviraj, Sudipta and : Civil Society - History and Possibilities Khilnani, Sunil.

Dale, Reidar. : Organizations and Development strategies. Structures and Processes

Drucker, Peter : Managing the Non-Profit Organization Practices and Principles  
Skidmore, R. A. 1983 *Social Work Administration*, New Jersey, Prentice- Hall.

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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.

Choudhari, D. Paul. 1983 *Social Welfare Administration*, Delhi: Atma Ram and Sons.

Garain, S. *Towards a Measure of Perceived Organizational Effectiveness in Nongovernment 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.

## IV SEMESTER

### PAPER CPT-4.1 MANAGEMENT OF DEVELOPMENT AND WELFARE ORGANISATIONS

**Objectives:** (Total-64 hours)

- To acquire knowledge of the basic process of registering, managing and administering Welfare Agencies in the context of social work profession.
- To acquire skills to participate in management and administrative process and programme delivery
- To develop the ability to see relationship between policy and programmes, analyse the process as applied in specific settings and specific programmes.

**UNIT-1 Introduction:** 12 hours

- **Social Welfare Administration:** Definition, Historical Development, Purpose, Principles, functions and areas.
- Central and State Ministries, Central Social Welfare Board and Other National Institutions.

#### UNIT-2

**Registration of Welfare agencies:** 12 hours

- Registration under Societies Registration Act,
- Registration under Indian Trust Act,
- Registration under Companies Act,
- Foreign Contribution Regulation Act (FCRA),
- Provisions in Income Tax Act,

**UNIT-3 Theory of administrative** 12 hours

- Theory of administrative process. POSDCORB
- Functions of governing body, committees and chief executives.
- Need and importance of Public Relations.

**UNIT-4 Office Management:** 12 hours

- Importance of office management in welfare organizations.
- Communication system in the office, office procedures. Records management and filing system.
- Office mechanization and automation. Application of computers in office.

## **UNIT-5 Program planning;**

16 hours

- Sources of Project identification
- Preparation of the Project Proposal
- Implementation, Monitoring and Evaluation of projects.
- Social auditing
- Documentation: Types and techniques

### **REFERENCES:**

Bose, A.B., Social Welfare Planning in India, U.N. Pub., Bangkok.

Choudry, Paul, Hand Book on Social Welfare, Atma Ram & Sons, Delhi, 1993.

Choudry, Paul, Voluntary Social Welfare in India, Sterling Pub., New Delhi, 1979.

Dennison. D & Chepman, Valeries: Social Policy and Administration, George Allanond Unwin, London.

Dubey S.N., Adminstration of Social Welfare programmes in India, Somaiya pub.,Bombay.

Dubey S.N., & Murdia, Administration of Policy and programmes for Backward classes in India, Somaiya Pub., Bombay.

Chowdhry Paul D. (1983)Social Welfare Administration(Delhi: Atmaram & sons)

## **PAPER: CPD-4.2 DISSERTATION/PROJECT**

### **PAPER: CPD-4.2 DISSERTATION / RESEARCH PROJECT**

Students are given broader guidelines for undertaking empirical evidence-based research. Each student shall work and prepare the Research report under a research guide from the faculty/allotted by the Department Council. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university should follow the guidelines as given by BOS.

#### **The student shall follow the following steps:**

- Presentation of study proposal
- Preparation of tools of data collection
- Data collection
- Processing and analysis of data.
- Submission of typed and bound dissertation in the formation prescribed by the Department Council.
- The report duly approved by the concern research guide will have to be typed and submitted to the Department.
- It is desirable to work on the problem related to the field of specialization chosen by the concerned student.
- The student shall submit the approved Research Report on or before the date notified by the Registrar Evaluation.

**Research Conference:** Research conference is part of the time-table. Planning, preparation of tools, fieldwork and report writing of research project; scheduling and time line need to be part of the research conference. Faculties need to maintain research conference report and progress of the research project report. The faculty supervisors would assist students to prepare a plan of action for individual research project right from selection of research problem to finalization of report. If the research would be done in agency, consultation of agency supervisor is required. Further, faculty supervisors shall facilitate students to adopt intervention research design (Ex Post Facto).

**Evaluation of the Research Project:** The evaluation will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted if required.

## **PAPER SPT-4.3.A. INDUSTRIAL RELATIONS AND LABOUR WELFARE**

### **Objectives**

(Total-64 hours)

- To assist the students to acquire a global as well as local perspective on Industrial Relations and trade unions, labour welfare, the facts and its history.
- To sensitize the students to adopt suitable attitudes for practice of Industrial Relations
- To help the students see the need for appropriate skills in this regard.

### **Unit-1: Meaning and concepts of Industrial relations:**

12 hours

- Industrial Relations: Concept, objectives, importance, approaches, parties, strategy and emerging trends.
- Industrial disputes and machinery for prevention and settlement of Industrial disputes.

### **Unit-2: Trade unions**

12 hours

- Nature, scope, objectives, functions and special features of Trade unions.
- Trade union movement in India.
- Emerging Trends in Union - management relations: Impact of Globalization and Liberalization.
- Trade union Elections: Managing Trade union Elections, Managing Union Leaders.
- Proactive Union Management: Communication, involvement in company activities. Grooming the future leaders.
- Collective bargaining: Concept and definition. Different stages of collective bargaining, legal frame work for settlement. Collective bargaining practices in India. Skills of an effective bargaining.

### **Unit-3: Grievance Handling**

12 hours

- Managing discipline: Concept of discipline, Factors which disturb discipline, disciplinary procedure.
- Managing Grievance: Concept and definition, causes, grievance handling, grievance procedure, closing the Employee grievance, points for success.

### **Unit-4: International Labour organization:**

12 hours

- History - Aims and Objectives, - Structure – Functions, conventions and recommendations.

## **Unit-5: Labour Welfare**

16 hours

- Labour welfare: Concept, scope, Approaches, and philosophy of Labour welfare, development of Labour welfare in India.
- Different areas of Labour welfare: working conditions, safety, health and welfare facilities. Role of Labour welfare officer.
- Employee Welfare in Different Sector: Manufacturing, Service, Engineering, IT and ITES
- Employee Counseling
- Employee involvement Activities: Suggestion Scheme, Quality Control activities, safety Etc;

### **REFERENCE:**

Madhusudan Rao(1986) Labour Management Relations and Trade Union Leadership(New Delhi: Deep & Deep Publications)

Mamoria, C.B. & Namoria.S.(1989) Dynamics of Industrial Relations in India (Bombay: Himalaya Publishing House)

Mathur.A.S.(1968) Labour Policy and Industrial Relations in India (Agra: Ram Prasad & Sons)

Nagaraju.S. (1981) Industrial Relations System in India (Allahabad: Chugh Publications)

Sarma.A.M.(1989) Industrial Relations Conceptula and Legal Frame Work(Bombay: Himalaya Publishing House)

Saxena.R.C. & Saxena.S.R.(1990)Labour Relations in India(Lucknow Prakasan Kendra)

Subramanian.K.N. (1967)Labout Management Relations in India (Bombay: Asia Publishing House)

Tripati.P.C. (1989) Personnel Management and Industrial Relations (New Delhi: S.Chand and Sons)

## **PAPER: SPT 4.3.B. URBAN COMMUNITY DEVELOPMENT**

**Objectives:** (Total-64 hours)

- To enable students to understand the unique nature of urban community
- To develop sensitivity and commitment for working with urban poor
- To provide knowledge on the government and voluntary efforts towards urban development
- To equip students with specific skills and techniques of working with urban communities.

**UNIT 1: Urban community:** 12 hours

- Meaning, characteristics, rural urban linkages and contrast. City - Meaning, Classification, Urban Agglomeration, Sub-Urbs, Satellite Towns, Hinterlands, New Towns, Metropolis, Megalopolis,
- **Urban Problems:** Housing, drug addiction, juvenile delinquency, prostitution/commercial sex, pollution; Slum- definition, causes, characteristics, functions, classification, approaches, theories and culture of slums.

**UNIT 2: Urbanisation & Urbanism:** 12 hours

- Meaning and Characteristics; Trends in urbanization process; theories of urbanization,
- Unorganized/Informal sectors: concept, characteristics; unorganized labour: child labour, women labour and construction workers and the role of urban poor in urban development.

**UNIT 3: Urban Community Development:** 12 hours

- Definition, Concept, objectives and Historical background; approaches, principles process and methods of Urban Community Development,
- Welfare extension projects of Central Social Welfare Board,
- Urban Development Planning: Town and Country Planning Act 1971,
- Importance of community planning and community participation in urban development;
- Role of Community Development worker;
- Application of social work method in urban development.



**UNIT 4: Urban Development Administration:**

12 hours

- National, state and local levels; Urban services and Urban deficiencies; 74th amendment and salient features of Nagarpalika Act; *Structure and functions of Urban Development Agencies*: Municipal Administration-Corporations, Municipalities, Town Panchayats, Metropolitan Development Authorities, functions of officials and non-officials in Urban Self Governments;
- Slum Clearance Board, Housing Board, Housing and Urban Development Corporation (HUDCO) and United Nations Centre for Human Settlement (UNCHS);
- Role of Voluntary Agencies in Urban Development.

**UNIT 5: Urban Development Programmes:**

12 hours

- Five year plans and Urban Development; Different Urban Development Projects of Govt of Karnataka; Programmes of Karnataka Slum Clearance Board: New trends in Slum Clearance and Improvement programmes, Resettlement and Rehabilitation programme;
- Urban poverty alleviation programmes, Problems in implementation of Urban Community Development Programmes

**REFERENCES:**

Aray & Abbasi (1995) Urbanisation and its Environmental Impacts Discovery pub. New Delhi.

Clinard, Marshall B (1970) Slums and Community Development, The Free press, New York.

Diddee, Jayamala (1993) Urbanisation - Trends, perspectives and challenges, Rawat Pub. Jeipur.

Mitra, Arup (1994) Urbanisation, slums, informal sector employment and poverty, B.R. Pub.

Ramachandran (1989) Urbanisation and Urban System in India, Oxford University Press, New Delhi.

Stanly, Selwyn (2005) Social Problems and Issues: Perspectives for intervention, Allied Pub, New Delhi.

Thudipara, Jacob Z. (1993) Urban Community Development, Rawat Pub., New Delhi.

UN Habitat, (2003) The Challenges of Slums, Earthscane Publications Ltd, London

UN Habitat,(2003) The Slums of the world: The faces of urban poverty in the new millennium, United Nations Center for Human Settlements, Nairobi.

Vibhooti, Shukla (1988): Urban Development and Regional policies in India, Himalaya pub.,Bombay.

## **PAPER: SPT-4.4.A. ORGANISATIONAL BEHAVIOUR AND ORGANISATIONAL DEVELOPMENT**

### **Objectives**

(Total-64 hours)

- To help students build a knowledge base appropriate to Personal Management and Organizational Behaviour.
- To enable the students to perceive and develop the attitudes required for the successful application of personnel management and organizational Behaviour
- To assist them to perceive develop the skills appropriate to the field practices.

#### **UNIT-1: Meaning and concept of Organisational Behaviour; 12 hours**

- **Organisational Behaviour:** Meaning, importance, challenges, opportunities, models and contributory behavioral science disciplines. Contributions of Hawthorne studies.

#### **UNIT-2: Foundations of Individual behavior; 12 hours**

- Foundations of Individual behavior: Physical and intellectual ability, emotional intelligence. Attitudes-job satisfaction, job involvement and organizational commitment.
- Personality, Perception and decision making. Motivation Definition and theories-Transactional analysis-Johari window.

#### **UNIT-3: Foundation of group behavior; 12 hours**

- Foundation of group behaviour: Group structure, group decision making, team work. Communication- Concept, process, types and effectiveness.
- Leadership concept, styles, finding and creating effective leaders. Conflict in organizations nature, level, sources, effects and resolution strategies.

#### **UNIT-4: Functions of organization structure; 16 hours**

- Functions of organization structure: Organization structure- concept, work specialization, departmentalization, Span of control, Centralization and decentralization.
- Organisational culture-Definition, types, creating a ethical Organizational culture- Organizational values, Organisational Climate.
- Organisational Dynamics: Organizational Change Concept, forces of change, managing planned change, Resistance to change.
- Work stress Definition, potential forces, consequences and managing stress. Quality of work life.
- Organisational Change: Organizational Change Concept, forces of change, managing planned change, Resistance to change.

## **UNIT-5: Organizational Development;**

12 hours

- Organizational Development: The concept, theory, scope and practice of organizational development, organizational culture design, organizational change.

### **REFERENCES:**

- Prasad L M, Organisational Behaviour (Sultan Chand & Sons, New Delhi)
- Luthans F, Organisational behaviour (McGraw Hill, New York)
- Stephen P. Robbins , Organisational Behaviour ( Prentice- Hall of India, New Delhi)
- John.W. Newstrom & Keith Davis, Organisational Behaviour -Human Behaviour at Work ( Tata McGraw Hill , New Delhi)
- Uma Sekaran , Organisational Behaviour - Text and Cases. (Tata McGraw Hill, New Delhi)
- Davis K.(1977)Human Behaviour at Work (New Delhi:Tata McGraw Hill)
- Gangoli H. (1961)Industrial Productivity & Motivation(New Delhi:Asia Publishing House)
- Gosh & Ghorpadhe(1985)Industrial Psychology (Bombay : Himalaya Publishing House)
- Lathan's Fred(1990)Organizational Behaviour(New Delhi:Tata McGraw Hill)
- Mashlow Abraham,(1943) A Theory of Human Motivation(New York: Harper & Row Publication)
- Mashlow Abraham, (1943)Motivation & personality (New York: Harper & Row Publication)
- Taylor F.W.The Principles of Scientific Management (New York: Harper & Row Publication)

## **PAPER: SPT 4.4.B FAMILY AND CHILD CENTERED SOCIALWORK.**

### **Objectives**

(Total-64 hours)

- Understand normative and changing norms of the institution of family and variations in them with reference to the family social ecology.
- Encourage study of the process of family socialization and understand family norms ecology and dynamics.
- Understand dynamics of family interactions and developmental tasks through the family life span, in the context of family norms and family ecology.

### **UNIT-1: Family and social change:**

12 hours

- Changing pattern of family in India: A historical review,
- Family organization, disorganization, re-organization, alternative family patterns.
- Family life cycle, development tasks, , family as a social system, dynamic concepts, Theories, importance, functions of the family; changing trends; programmes to strengthen family.
- social work intervention at different stages of family life

### **UNIT-2: Family life education**

12 hours

- **Family life education:** concept, need, principles, techniques, value education programmes, inters disciplinary approach in family life education, social work Intervention in families: principles, approaches, techniques, premarital counseling, family therapy.
- **Alternative Family and Marriage Patterns and Structure:** Dual earner / career facilities, Single parent families, Female headed households, Childless families, Reconstituted / Step families, Consensual unions, Homosexual families.
- Family Socialization of Child, Family interaction, Family development / Family life cycle, Positive Parenting. Responsible parenthood and child care, planning ones family - the choice of suitable methods for family planning.

### **UNIT-3: Child: It's place in family and society**

12 hours

- **Child: It's place in family and society:** child development, role of family and community in child development, demographic profile of children in India, child rearing practices in India and their impact on the child.

**UNIT-4: Child Welfare Policy:** 12 hours

- United Nations charter of children rights, constitutional directives and child welfare policies in India, legislation on children.
- **The Female Child in India:** socio-cultural attitudes and practices and their impact on the female child, problems of the female child in India with reference to survival, health, education, marriage, personality development.

**UNIT-5: Special categories of children:** 12 hours

- Deprived and delinquent children, destitute children,
- Disabled children, socially exploited and oppressed children,
- street children, child labor, children in prostitution,
- child bondage, child beggars, school dropouts,
- Children in broken homes, child victims of abuse behavioral problems of children.

**REFERENCE**

George, M.S. Urbanisation and Family Change ( Bombay : Populars)

Bhattacharya, S. New perspectives in Mental Retardation ( New Delhi : Sterling)

Stein Herman, D.(Ed.) Planning for the Needs of Children in Developing Countries (New York: United Nations Children's Fund)

Chowdry, Paul, D. Child Welfare Manual ( Delhi: Atma Ram and Company)

Eastern, arson. H. New Frontiers in Child Guidance ( New York: International University)

Hurlock, Elizibath Child Development ( New York: McGraw Hill)

Marfattia, J.C. Behaviour Problems of Children ( Bombay: Association Of Pediatricians)

Bhatia, B.D. ( 1982 Child Development and Guidance ( Delhi: Young Asia Publications)

**PAPER: FWP 4.5 FIELD WORK PRACTICUM - I  
(CONCURRENT FIELD WORK PRACTICUM)**

**Concurrent Field Work:** 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, or two and a half days or its equivalent, each week of the semester. The learners may be placed in specialization related 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. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/community/setting shall continue for practice of field work in next semester too.

## **PAPER: FWP-4.6 FIELD WORK PRACTICUM - II (BLOCK PLACEMENT)**

### **The main objectives of the block placement are:**

- To develop and practice skills and integrate learning
- To develop greater understanding of reality situations through involvement in day-to-day work.
- To develop appreciation of others efforts and sensitivity to gaps in the programme
- To enhance awareness of self in the role of a professional social worker.

Block Placement learning is expected to enable the learners to integrate learning and generate newer learning by participating in the intervention processed over a period of 6 weeks continuously, in a specific agency. The students need to be placed in reputed organization related to their interest.

The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Professional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement.

Usually, Block field work is provided at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.