

**Department of Social Work**  
**Kakatiya University, Warangal**  
**SCHEME OF INSTRUCTION & EXAMINATION**  
**M. S. W. (REGULAR)**  
**CHOICE BASED CREDIT SYSTEM (CBCS) 2017 – 2018**

**SEMESTER – I**

Sl. No.	Paper	Paper Title	Scheme of Instruction (Hours per week)	Credits	Scheme of Examination Internal and Semester
1.	Paper-I	Social Work Profession Philosophy and Ideology	4	4	20 + 80 = 100
2.	Paper-II	Individual and Society	4	4	20 + 80 = 100
3.	Paper-III	Human Rights & Social Work	4	4	20 + 80 = 100
4.	Paper-IV	Soft Skills and Life Skills for Social Workers	4	4	20 + 80 = 100
5.	Paper-V	Social Case Work & Social Group Work	4	4	20 + 80 = 100
6.	Paper-VI	Social Welfare Administration	4	4	20 + 80 = 100
7.	Paper-VII	Social Work-Observation & Orientation visits	6	2	10+ 40 = 50
<b>TOTAL</b>			<b>30</b>	<b>26</b>	<b>650</b>

**SEMESTER – II**

Sl No.	Paper	Paper Title	Scheme of Instruction (Hours per week)	Credits	Scheme of Examination Internal and Semester
1.	Paper-I	Community Organization and Social Action	4	4	20 + 80 = 100
2.	Paper-II	Social Work Research & Statistics	4	4	20 + 80 = 100
3.	Paper-III	Social Development & Sustainable Development	4	4	20 + 80 = 100
4.	Paper-IV	Dynamics of Human Behaviour	4	4	20 + 80 = 100
5.	Paper-V	Theory and Practice of Counseling and Communication	4	4	20 + 80 = 100
6.	Paper-VI	Women and Development	4	4	20 + 80 = 100
7.	Paper-VII	Concurrent Field Work	6	2	10 + 40 = 50
<b>TOTAL</b>			<b>30</b>	<b>26</b>	<b>650</b>

**SCHEME OF INSTRUCTION & EXAMINATION**  
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**SEMESTER – III**

Sl No.	Paper	Paper Title	Scheme of Instruction (Hours per week)	Credits	Scheme of Examination Internal and Semester
1.	Paper-I	Social Policy and Social Planning	4	4	20 + 80 = 100
2.	Paper-II	Social Legislation and Legal Systems in India	4	4	20 + 80 = 100
3.	Paper-III	Human Resource Management & Organizational Behaviour	4	4	20 + 80 = 100
4.	Paper-IV				
	(a)	Urban Community Development	4	4	20 + 80 = 100
	(b)	Social Medicine			
	(c)	Family System and Changing Trends			
5.	Paper-V				
	(a)	Rural and Tribal Community Development	4	4	20 + 80 = 100
	(b)	Psychiatric For Social Workers			
	(c)	Child Welfare			
6.	Paper-VI	Concurrent Field Work	6	2	20 + 80 = 100
7.	Paper-VII	Dissertation	2	4	10 + 15 = 25
		*Seminar	-	2	10 + 15 = 25
<b>TOTAL</b>			<b>28</b>	<b>28</b>	<b>650</b>

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**SEMESTER – IV**

Sl No.	Paper	Paper Title	Scheme of Instruction (Hours per week)	Credits	Scheme of Examination Internal and Semester
1.	Paper-I	Disaster Management	4	4	20 + 80 = 100
2.	Paper-II	Development Management	4	4	20 + 80 = 100
3.	Paper-III	Human Resource Management & Corporate Social Responsibility for Social Workers	4	4	20 + 80 = 100
4.	<u>Paper-IV Electives</u> (a) (b) (c)	Urban Community Development-II  Medical Social Work  Working with Families	4	4	20 + 80 = 100
5.	<u>Paper-V Electives</u> (a) (b) (c)	Rural and Tribal Community Development Psychiatric Social Work  Working with Children	4	4	20 + 80 = 100
6.	Paper-VI	Concurrent Field Work	6	2	20 + 80 = 100
7.	Paper-VII	Block Placement	4	4	10 + 15 = 25
		*Seminar		2	10 + 15 = 25
<b>TOTAL</b>			<b>28</b>	<b>28</b>	<b>650</b>

**SCHEME, SYLLABUS AND EXAMINATION FOR  
MASTER OF SOCIAL WORK (REGULAR)  
CHOICE BASED CREDIT SYSTEM (CBCS)  
(2017 – 2018)**



**DEPARTMENT OF SOCIAL WORK  
KAKATIYA UNIVERSITY – WARANGAL, T.S**

**SCHEME OF INSTRUCTION & EXAMINATION**  
**M. S. W. (REGULAR)**  
**CHOICE BASED CREDIT SYSTEM (CBCS) 2017 – 2018**

**SEMESTER – I**

**Paper-I: Social Work Profession, Philosophy and Ideology**

**Objectives**

- To get oriented to social reform movement in India.
- To develop knowledge about origin and growth of social work in USA, UK and India.
- To acquaint with the social work values, ethics, principles and approaches.
- To get equipped with the practice skills in different social work related settings.

**UNIT I:** History of Social Reform in India in the 19<sup>th</sup> and 20<sup>th</sup> Centuries – Scope and range of Social reform movement. Social reform movement in India pertaining to women, Depressed classes, Untouchability, Contribution made by prominent Social reformers in the various fields.

**UNIT II:** Definition and Scope of Social Work; Origin of Social Work profession in the UK and USA; Social Work values and ethics; Social work as a profession, Generic principles of Social work; New approaches to Social work – Developmental and radical.

**UNIT III:** Concepts of Social welfare and Social services; Scientific basis for social work, Growth of professional social work in India; Current social work practice in India- Content and dimensions, Interface between professional and voluntary social work.

**UNIT IV:** Field work – its role and place in social work education; Field work placement; Supervision and evaluation; Relationship of the student with Dept and agency, Recording – purpose, Types and uses of recording. Types of field work.

**UNIT V:** Practice of social work in various fields-Community development; Medical and Psychiatric social work; Correctional social work, Family and child welfare; Labour welfare; School social work and Gerontological social work.

## References:

1. Billey R and Brake M (1975). *Radical Social Work*, London: Edward Arnold.
2. Dolgoff R (2005). *An Introduction to supervisory practice in Human Services*, New Yaork: Allyn & Bacon.
3. Fink, A.E. (1945). *The Field of Social Work*.
4. Friedlander, W.A. (1964). *Introduction to Social welfare*, New Delhi: Prentice Hall of India.
5. Government of India (Publication Division) (1987). *Encyclopedia of Social Work*, Vol, I, II, III and IV; New Delhi: Author.
6. Khinduka, A.A (1977). *Supervision in Social Work*.
7. Khinduka, S.K. (1965). *Social Work in India*.
8. Milly, K.K., O. Melia, M. and Dubois, B. (2007). *Generalist Social Work Practice – An empowering approach*, New York: Person, Allyon & Bacon.
9. Mujumdar, A.M. *Social Welfare in India*.
10. Mujumdar, D. *History of Indian Social and Political Ideas*.
11. Nair, T.K. (ed). (1981). *Social work Education and Social Work Practice in India*, House.
12. Natarajan, S. (1964). *Century of Social Reforms in India* Bombay: Asia Publishing House.
13. Singh, R. R. (1986). *Field work in Social Work Education*.
14. Stroup, H.H. (1965). *Social Work: an Introduction to the Field*.
15. Sunna, J. Wilson: *Recording, Guidelines for Social Workers*.
16. Wadia, A. R. (1968). *History and Philosophy of Social Work in India*, Bombay: Allied.

## **Paper: II Individual and Society**

### **Objectives**

- To understand society and its situation.
- To acquire knowledge of social institutions and their functions.
- To gain knowledge about the importance of socialization, social control and role of different agencies of socialization and social stratification.
- To develop knowledge about understanding social stratification.
- To have enhanced knowledge on social change and its impact on the society.

**UNIT I:** Society: Meaning; Characteristics; Functions; Types of societies – Tribal, Rural, Urban – Characteristics, Individual and society- Relationship. Social Structure, Social Organization.

**UNIT II:** Social Institutions – Marriage – Meaning, Types, Functions, - Changes. Family in the transmission of values and in proper development of child, Changes in structure and function; Kinship – Meaning, Characteristics, Functions, Changes; Economy: Meaning, Types of economy, Functions of economy; Modern political institutions, Legislative violations, Liberty, Justice, Equality, Power – activity; Concept of welfare state – Religion – Meaning, types, role, functions – Modern religious institutions.

**UNIT III:** Socialization and Social Control: Socialization: Meaning, Process and mechanism. Agencies of Socialization; Problems of Socialization, Social Control: Meaning, Nature, Agencies of social control – custom, tradition, religion, morality, law education and public opinion.

**UNIT IV:** Social Stratification – Social groups - Types. Society – Class, Caste, Creed, Untouchability. Rural – Urban – Tribal communities- Characteristics; Cultural, Social economic changes in all the three communities; Rural migration and tribal unrest in India.

**UNIT V:** Social Change: Factors of Social change – Social change process in India. Components of Social change; Westernization, Globalization, Liberalization, Secularization, Social change and Social development; Planned economic development and five year plans – Future shock due to social change.

**References:**

1. Bottomore, T.B. (1962). *Sociology – A Guide to Problems and Literature*, London: Allen and Unwin.
2. Day, P.R. (1987). *Sociology in Social Work Practice*, London, Macmillan Education.
3. Dubu, S.C. (1955). *Indian Village*, London: Routledge & Kegan Paul.
4. Furer Halmendarf, C.V. (1982). *Tribal in India: The Struggle for Survival*, Delhi: OUP.
5. Johnson, H.M. (1978). *Sociology – A Systematic Introduction*, Mumbai: Allied Publishers Private Limited.
6. Kapadia, K.M. (Ed.). (1959). *Marriage and Family in India*, Mumbai: OUP.
7. Srinivas, M.N. (1966). *Social Change in Modern India*, Mumbai: Allied Pub.
8. MacIver, R.M. and Page, C.H. (1985). *Society – An Introductory Analysis*, Chennai: Macmillan Indian Ltd.



## **Paper-III Human Rights and Social Work**

### **Objectives:**

- To study the philosophical and cultural basis and historical perspective on human rights
- To understand the human rights with Social Work perspective
- To study and understand the role and dimensions of Social Worker in Human Rights
- To understand the human rights in connection with marginalized communities

**UNIT I:** Human Rights and Duties: Conceptual Perspectives - Concepts: Human Rights, Duties, Human Dignity; Notion & Classification of Rights: Natural, Moral and Legal Rights; Three Generations of Human Rights: Civil & Political Rights, Economic, Social Cultural Rights, Collective/ Solidarity Rights; Human Rights Movements: Historical Evolution of Human Rights at international & National level.

**UNIT II:** Human Rights and Social Work - Human Rights and Social Justice; Human Rights and Social Work's basic linkages; Role of Social Worker in Human Right Dimensions.

**UNIT III:** International Perspective to Human Rights - International Concern for Human Rights; Universal Declaration of Human Rights; International Covenant on Economic Social and Cultural Rights.

**UNIT IV:** Mechanism for Protecting Human Rights in India - National & State Human Rights Commission; Statutory Mechanisms for Human Rights: Legislative, Executive & Judiciary; Human Rights Commissions: Women, Children, Scheduled Castes & Schedule Tribes, Minorities, Differently Able, Displaced; Socio, Economic, Political and Administrative Constrains in Enforcements.

**UNIT V:** Human Rights Violation & Constitutional Remedies in India - Violation of Human Rights in Family, Disadvantaged Groups, Women & Children, Minorities, Scheduled Castes, Scheduled Tribes, Other Backward Castes, Displaced and Custodial Violence; Role of Regional, National and International Non-Government Organizations in Promoting Human Rights

## References:

1. Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations (New Delhi: D.K. Publishers, 1996)
2. Brownlie, Ian, ed., Basic Documents on Human Rights (Oxford: Clarendon Press, 1983).
3. Diwan, Paras and Peeyushi Diwan, Children and Legal Protection (New Delhi: Deep and Deep, 1994).
4. Iyer, V.R. Krishna, Human Rights and Inhuman Wrongs (New Delhi: D.K. Publishers, 1996).
5. Jaswal, P.S. and N. Jaswal, Human Rights and the Law (New Delhi: APH Publishing House, 1996)
6. Kapoor, S.K., Human Rights under International Law and Indian Law (Allahabad: Central Law Agency, 1999).
7. Kothari, Smitu and Harsh Sethi, Rethinking Human Rights (1991).
8. Mehta, P.L., and Neena Verma, Human Rights under the Indian Constitution (New Delhi: Deep and Deep Publications, 1995).
9. Misra, Shailendra, Police Brutality: An Analysis of Police Behaviour (New Delhi: Vikas, 1986).
10. Mohanti, M., Peoples Rights (New Delhi: Sage Publications, 1998).
11. Rehman, M.M. and others, Human Rights and Human Development: Concepts and Contexts (New Delhi: Manak Publications, 2000).
12. Sanajaoba, N., Human Rights in the New Millennium (New Delhi: Manas Publications, 2000).

## **Paper IV: Soft Skills and Life Skills for Social Workers**

### **Objectives:**

- To learn to communicate effectively, vocally, in writing and in presentation format.
- To develop skills in working with different groups.
- To gain knowledge of life skills.
- To develop a comprehensive understanding of inter personal influences on relationships in terms of power, persuasion and assertiveness.

**UNIT I:** Presentation skills: Listening centered message, Knowing about the listeners messages, Overcoming anxiety, Persuasive strategies, Structuring the presentation, Effective use of visual aids and non verbal communication. Basic forms of writing styles and contents, Formal correspondence.

**UNIT II:** Life Skills : Self awareness, Self esteem, Assertiveness, Coping with anger, Fear, anxiety, stress, hurt and depression sensitivity, empathy and support, creative thinking, time management, decision making, understanding defense mechanisms, positive thinking, enhancing capacity to love, be happy enjoy.

**UNIT III:** Soft Skills: Communication, Commitment, Conflict resolution, Civic and traffic sense, Emotional competence, Listening skills, Non-verbal communication, Skills in dealing with selected groups such as developmental, educational and recreational.

**UNIT IV:** Building effective relationships; Building rapport, Nurturing friendship. Personal communications skills: Self – disclosure, feedback. Conflict management skills: Negotiating; resolving disagreement, Team work and synergy skills: Creating groups energy in pursuing collective goals. Open-minded ideas, team work contribution, influencing skills, making a positive difference, leadership skills, initiating and managing needed change and innovation.

**UNIT V:** Practicum: Public speaking on any topic, oral presentation with visual, technology, group discussion, listening comprehension. Group research projects. Using computer, Role –play evaluation.

### **References:**

1. Pasty McCarthy a Carolin Hatcher, (2002). Presentation Skills The essential guide for student, New Delhi SAGE publication
2. Neil Thompson (1996) people skills, London; Macmillan.
3. Dalai Lama and cutler, H.C(1998) the Art of Happiness; A Handbook for Living, London; Coronet Books
4. Hargie, Saunders, C Dickson, D. (1994) Social Skills in Interpersonal Communication; London; Routledge.

## **Paper-V: Social Case Work & Social Group Work**

### **Objectives:**

- Understanding case work as a method of social work and its role in social work practice.
- To have knowledge of values and principles of working with individuals.
- To be enlightened about the concepts of social groups, their importance and group dynamics.
- To understand the need of social group work and its relationship with other methods of social work.
- To understand the nature and scope of social group work practice in different settings.

**UNIT I:** Case Work – definition, method in social work, its relation to other methods in social work. Principles of social case work, Components of social case work – Problem, person, place, professional and process - Initiating a contact, collecting information, assessment and analysis; identifying areas needing intervention, intervention strategies. Knowledge and use of social resources, Interview in casework – its structure, goals and components; Worker client relationship – Qualities of a helping person qualities of helping relationship.

**UNIT II:** Theories and models of helping – psycho – social, functional, problem solving, Crisis intervention and family Therapy – critical analysis of models. Curative and preventive aspects of social case work. The multi-disciplinary approach in professional practice, Use of case work in different settings especially where complex psycho-social problems are handled like health, school, industry, correctional institutions and de- addiction programmes.

**UNIT III:** Social case recording – Need for recording, main considerations in recording, essential qualities, types of recording – discussion of select case records. Measurement of effectiveness of casework

**UNIT IV:** Social Group – Definition, types, differences, significance of group life-concept of group dynamics, its nature, significance. Social Group Work – Definition, as a method in social work, its relation with other methods. Principles of group work – nature and importance of programme planning – principles and strategies of programme plan in group work, leadership in group work process, importance of professional and voluntary leaders, their role, significance and functions.

**UNIT V:** Concept of Evaluation – types, importance in group work programmes, significance and utility of recording – types, processes involved their advantages and disadvantages, discussion of case records. Nature and scope of social group work practice in various settings such as orphanages, old age homes, community centres, industries, hospitals, and rural, urban and tribal community development programmes.

## References:

1. Compton, B.R. and Galaway, B. (1979). *Social Work processes* (Rev. Edition) Illinois, The Dorsey Press.
2. Cross, C.P. (Ed) (1974). *Interviewing and Communication in Social Work*, London: Routledge and Kegan Paul.
3. Garrett, A. (1942). *Principles of Social Case Recording*, New York: Columbia University Press.
4. Glicken, M.D. (2004). *Using the strengths perspective in Social Work Practice*, New York: Allyn and Bacon.
5. Kadushin, A. (1972). *Interviewing in Social Work*, New York: Columbia University Press.
6. Peartman Helen Harris (1957). *Social Case Work, A problem solving process*, Chicago: University of Chicago Press.
7. Poorman Paul (2003). *Microskills and Theoretical Foundations for Professional Helpers*, New York: Allyn & Bacon.
8. Robert, Robert, W.& Nee Robert, H. (Eds.) (1970). *Theories of social case work*, Chicago: University of Chicago Press.
9. Davies, N. (1975). *Use of groups in Social Work Practice*, London: Routledge and Kegan Paul.
10. Douglas Tom (1976). *Group work Practice*, London: Tavistock.
11. Konopka Gisela (1963). *Social Group Work*, Englewood Cliffs, Prentice Hall.
12. McCullouch, M.K.Ely Peter, J. (1965). *Social Work with groups*, London; Routledg and Kegan Paul.
13. Ottaway, A.K.C. (1966). *Learning through group experience*, London: Routledge and Kegan Paul.
14. Trecker, H.P (1970). *Social group work – Principles and Practice*, New York: Association Press.

## **Paper-VI: Social Welfare Administration**

**UNIT I:** Evolution of social welfare administration - Introduction of concepts like public administration, social services, social welfare services and social security.

**UNIT II:** Tools and techniques - Resource mobilization, budgeting and accounting, social cost benefit analysis, staffing, recruitment, supervision and personnel development.

**UNIT III:** Administration of institutional and non-institutional programmes - Administrative structure for sponsored welfare programmes at Central, State and District levels.

**UNIT IV:** Accountability in Social welfare organizations. Innovation and organizational development in social welfare organizations.

**UNIT V:** Field counselling, consultancy in social welfare organizations. Supervision, roles, principles and methods.

### **References:**

1. Choadhry D. Paul, Social Welfare Administration, 1983
2. Skidmore. R., Social Work Administration, 1983
3. Harry Specht, Integrating Social Work Practice
4. Annie Vickhry, Social Welfare Planning in India
5. Bose A.B., ESCAFE (mimeo), New Delhi, 1970

## **Paper – VII: Social Work-Observation & Orientation visits**

Guidelines will be given to the students, by their respective faculty members. Social Work Practicals – 1 consists of observational visits, rural visit and concurrent field work.

### **Objectives of Social Work Practicals**

1. To expose the students to social realities and problem situations.
2. To develop in – depth understanding among the students about the placement setting in particular and social work fields in general.
3. To foster and develop among the students professional attitude, qualities and ethics required for a Professional Social Worker.

### **Objectives of Observational Visits**

1. To expose to different fields of Social Work.
2. To know the practice of Social Work methods.
3. To observe the role of Professional Social Worker in that particular setting.
4. To observe the physical conditions of agencies
5. To know the administrative structure of the organizations.

**Orientation to Field Work Setting / Agency of Field Work Placement:** (a) Nature of field work setting / agency – its objectives, structure, services, and programmes. (b) Contact-person in the setting / agency, role of that individual, and his/ her professional background. (c) Methods of documentation, Reports and Information Brochures of the agency. (d) Introduction to setting / agency management, staff details and the on-going activities. (e) General introduction to its programmes and beneficiaries and information of other similar services. (f) Governmental policies and legislation in the context of the agency, both at local and national level.

**(III) Social Work Orientation Visits:** The aim of Orientation Visits is to provide an exposure to and understanding of the type of services provided by different social work agencies and development projects in response to the needs of their client system.

**Learner Objectives:** (a) Develop a spirit of inquiry and acquire skills of systematic and objective observation. (b) Understand social work agencies' response to social problems through various services. (c) Understand, appreciate and develop ability to critically evaluate voluntary and governmental programmes. (d) Develop an appreciation of social work intervention initiated by these programmes by recording: (i) relevant factual information about the client system and the problems/ concerns (ii) the selection of programmes/ strategies for solving the problems and their relevance to the client system and the problems / concerns or the issues (iii) the role of the social worker and its relevance to the clients' needs and the problem (iv) the relationship between the micro problems observed and the macro/ macro situation, the appropriation of the organization's resources and nature of intervention (v) the gaps identified and suggestions to improve the situation.

**Requirements of Orientation Visits:** A minimum of five visits should be organized in the first week of the first semester field work practicum : (A) **Health setting:** Hospitals, Community health extension projects, Primary health centres, Psychiatric Departments,

Clinics, HIV Guidance Centres, De-addiction centres etc. (B) **Educational setting:** Formal schools, non-formal/adult education centres, income generating skill development centres, vocational training facilities, etc. (C) **Community services centres:** Skill development programme centres, environment improvement centres, family service centres, community development projects in urban and rural settings, etc. (D) **Institutional and non- institutional services for special groups:** like; the Differently abled Mentally challenged, Destitute, Migrants, Women, Street children, Elderly, and other vulnerable groups; Adoption agencies, Child rights protection facilities, Labour Welfare Centres etc.

### **Objectives of Rural Visit**

1. To gain acquaintance with the reality of rural life and develop sensitivity towards them.
2. To have an opportunity to discuss problems with those affected directly by them and officials involved in their delivery system.
3. To understand the problems in planning and programming and the problems between planning and execution at the local level.
4. To experience group living, observe group dynamics and share the oneness that the students of a class have which otherwise goes unrecognized through, the stresses of daily classroom routine.
5. To provide learning in the methods of organization, planning and evaluation of visits.

\*Students will be placed in an NGO, through which they continue their Concurrent Field Work in the community which was taken for field work.



**CHOICE BASED CREDIT SYSTEM (CBCS) 2016 – 2017**  
**SEMESTER – II**

**Paper: I Community Organization and Social Action**

**Objectives:**

- To study and understand the fundamental concept and components of community and community organization.
- To gain knowledge about and practice the models and approaches of community organization
- To study and enlist community development and slum development programmes and practices, and contribute for the peoples' understanding.
- To acquire skills and promoter strategies for community participation
- To practice social work knowledge, skills, techniques and interventions
- To develop orientation about mass social problems and their effects.
- To narrate the principles, strategies and forms of social action with illustrations.
- To develop knowledge about leadership, power structure, advocacy and lobbying.
- To acquire skills in intervention and advocacy.

**UNIT I:** Community: Concept, Definition, Meaning, Components, Characteristics; Major forms of community – Tribal, Rural, Urban – their features and differences; Urban slum community – Characteristics, Problems and Programmes.

**UNIT II:** Community Organization: Concept, Definition, Scope; Community organization in U.K., U.S.A. and India; Models of Community Organization, Strategies and Trends. Principles of Community Organization, Community Organization and its relationship with other methods of Social Work.

**UNIT III:** Practice of Community Organization: Process and steps; Role and functions of community organizer; Role of NGO's: peoples' participation – Concept, Approaches, Obstacles; Radical Community organization: Resource mobilization; Micro– level planning.

**UNIT IV:** Concept of Social Pathology. Definition of Social deviance, Social disorganization and Social problems, Social deviance- the process of induction and labeling of deviance, Deviant subcultures and their interaction with society.

**UNIT V:** Definition, Concept and Scope of Social Action – Relationship with other methods of social work – Forms of social action- Popular form and elitist form, Principles and strategies of social action, Creating awareness of social action –Social resources and their mobilization.

**References:**

1. Dayal, R. (1960). Community Development Programmes in India.
2. Dunham, A – Community welfare Organization – Principles and Practice.
3. Fried Lander, W.A. (1958). Concepts and Methods of Social Work.
4. Gangrade, K.D. (1971). Community Organization in India.
5. Ross, M.G. (1955). Community Organization – Theory and Practice.
6. Sengupta, P.R. (1976). Community Organization process in India.
7. Siddique, H.Y. (1997). Working with Communities.
8. Steve Burghardt. (1982). Organization for Community Action. New Delhi; Sage Publications.
9. Moorthy, M.V. (1951). Social Action.
10. Paulo Friere, S. (1971). Pedagogy of the Oppressed.
11. Siddique, H.Y. (1985). Social Work and Social Action

## **Paper: II Social Work Research & Statistics**

### **Objectives:**

- Acquire understanding about the nature and steps in the research process.
- Develop theoretical knowledge about the different methods and tools in social work research.
- Acquire skills in knowledge in the use of appropriate statistical methods in research.

**UNIT I:** The Scientific Methods – Nature and characteristics. Nature of social research and social work research – Selection of topic and problems formulation. Basic elements of research process; Concepts, operationalisation of concepts, variables, hypothesis and causation; attributes of good hypothesis.

**UNIT II:** Research Design Objectives - Exploratory, descriptive and experimental, research design types; Survey, experimental, quasi-experimental and case study. Types of data sources – primary and secondary – use and limitations. Approaches to research: Quantitative and qualitative; distinction. Sampling: purpose, types; advantages and disadvantages of different types of sampling.

**UNIT III:** Methods of Data Collection - Observation, interview and questionnaire. Participatory research as an alternative methodology – techniques such as village social mapping, focus group discussions etc. levels of measurement in social research; Nominal, ordinal interval and ratio. Analysis and interpretation of data. Basics of research report writing and style.

**UNIT IV:** Social Statistics – Meaning, Descriptive and inferential; Use in social work research and limitations. Classification and tabulation of data, graphic and diagrammatic representation of data. Measures of central tendency – meaning, types – mean, median mode and quartiles, their specific application to social work research. Measures of dispersion – meaning, types, their specific application to social work research.

**UNIT V:** Correlation: Concept of product moment (only ungrouped data), Spearman's rank correlation. Test for significance of correlation coefficient. Tests of significance-'t' test for significance of differences of two means, chi-square for independent association of attributes (two attributes only).

## References:

1. Hart, C.H. (1998). Doing a literature review, Delhi: Sage.
2. Kidder, L.H. (1980). Research Methods in Social Relations (4<sup>th</sup> ed.), NY: Kolt, Rinehart & Winston.
3. Kumar, R. (1999). Research Methodology – A Step by Step Guide for Beginners, New Delhi: Sage.
4. Mark, R. (1996). Research Made Simple, New Delhi: Sage.
5. Becker, K.A. (1966). Social Problems: a Modern Approach, New York, John Wiley and Sons.
6. Dandekar, V. M. and Rath, N. (1971). Poverty in India, Poona: Indian School of Political Economy.
7. Fischer, J.H. (ed). (1971). Problems of Urbanization, Bombay: Leslie Sawhby Programme for Training for Democracy.
8. Gangrade, K.D. (1978). School Legislation in India, Vol. I & II, Delhi: Concept Publishing Company.
9. Schriver, J.E. (1995). Human Behaviour and the Social Environment, Allyn and Bacon.
10. Velleman, R. (1998). Counselling for Alcohol problems, Delhi: Sage Publications.

## **Paper-III: Social Development & Sustainable Development**

### **Objectives:**

- To know the history of the Social Development idea.
- To understand the basic concept of Sustainable Development, social and economic dimensions.
- To familiar with potential strategic options for Sustainable Development

**UNIT I:** Social development: Definition, Features indicators, Approaches and strategies.

**UNIT II:** Characteristics of under developed, Developing and developed economies. Role of Social welfare in the transformation of the developing societies

**UNIT III:** Social Development Index , Human Resource Development & Human Development: Differences and Linkages, Measurement of Various Forms of Human Development- Special characteristics of Education, Health, Nutrition, Environment, Marginalized Groups, Women and Social Development and Child Development.

**UNIT IV:** New economic policy, globalization – its impact on developing societies. World Bank, WTO, IMF – Its role and impact on developing societies.

**UNIT V:** Sustainable Development: Definition, Pre-requisites, Features, Components, Strategies and approaches. Areas of sustainable development, strategies for withdrawal.

### **References:**

1. Kulkarni P.D, Social Policy and Social development in India, Madras, Association of school of social work in India.
2. Hajra Kumar, Social Work, Social Development & Sustainable Development.
3. Gore M.S, Social Development, Rawat Publications, Jainpur, 1989.
4. Jacob K.K, Social Development Perspectives, Himanshu Publications, Udaipur 1992
5. Bedi M.S, Social Development & Social Work, Himanshu Publications, Udaipur,1994
6. Ministry of Welfare, 1987, Encyclopedia of Social Work in India.

7. B.M. Sharma Roop Singh Bareth, Good Governance, Globalization and Civil Society, Rawat Publications, Jaipur 2004.
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10. Rashmi Jain, Communicating Rural Development – Strategies and Alternatives, Rawat Publications, Jaipur 2003
11. Joel SGR Bhowse, NGO's and Rural Development –Theory and Practice, Concept Publishing House, New Delhi, 2003.
12. James Midgley, Social Welfare in global context, Sage Publications 1997.

## **Paper- IV: Dynamics of Human Behaviour**

### **Objectives:**

- To acquire a clear understanding of Human Behaviour.
- To develop knowledge and skills regarding the nature and conditions of learning.
- To learn the social and cultural dimensions of needs.
- To gain knowledge of normal and abnormal behaviours so as to work with different personalities
- To know attitudes which are basis for the social behaviour.

**UNIT I:** Understanding Human Behaviour - Nature and Scope of Psychology in relation to social work. Heredity and Environment: Concepts, Mechanisms – Interplay of Heredity and environment in shaping human behaviour. Nature and Principles of human growth and development: Determinants of Development – Milestones of Development – Stages of development.

**UNIT II:** Learning – Nature and theories – Classical conditioning, Operant conditioning observational learning – Application of learning principles in behaviour theory and in behaviour modification techniques.

**UNIT III:** Motivation – Social and Cultural dimensions of needs. Perception: Nature, Process and Factors – Attention, Perceptual set defense mechanisms.

**UNIT IV:** Personality - Meaning, Definition, Types of personality – Factors influencing personality development; Psycho pathology – Concept of abnormality, Types of abnormality – Neuroses, Psychoses psychosomatic disorders, Personality disorders. Psychological testing. Nature and types of tests – Use of testing in Social Work.

**UNIT V:** Social bases of Behaviour - Attitudes – Formation and changes of attitudes through techniques of persuasion, Propaganda and education. Group dynamics and group behaviours – individual in a group, Normal conformity behavior.

### **References:**

1. Anastasi A.C. (1987). Psychological Testing, New York: Macmillan (Rev. Edition).
2. Hallgard, Atkinson and Atkinson (19758). Theories of Personality, New York: Wiley.
3. Hillgard, Atkinson and Atkinson (1975). Introduction to Psychology, New Delhi: Mcgraw Hill Publications.
4. Kuppuswamy, B.C. (1980). An Introduction to Social Psychology, Bombay: Media Promoters & Pub. Pvt. Ltd.
5. Schimberg, L.B. (1985). Human Development, London: Macmillan Pub. Co., 2nd Ed.

## **Paper- V: Theory and Practice of Counseling and Communication**

### **Objectives:**

- To develop theoretical understanding of the counseling process.
- To acquire skills and techniques of counseling.
- To develop knowledge about application of counseling in different settings.
- To develop understanding about basic concepts of communication including verbal and non-verbal.
- To acquire skills in communication with people with special problems.

**UNIT I:** Counseling: Definition, Goals of counseling. Counseling as tool for enhancing potentialities of individual – Principles of counseling. Counselor as a Professional personality, burnout, self-renewal, prevention of burnout. Three stage model of counseling, rapport, resistance, handling resistance, transference, counter transference counseling techniques.

**UNIT II:** Theoretical Background of Counseling - Psychoanalytical, Client centered, Behavioral modification.

**UNIT III:** Aptitude and Intelligence. Roles and functions of counseling in deferent settings – Educational institutions such as schools, colleges, Vocational guidance clinics, child guidance clinics, industries and family centered counseling, family crises intervention.

**UNIT IV:** Communication – Definition, Process, Types of communication – Verbal and Non-verbal communication, channel of non-verbal communication Kinesics, paralanguage, proxemics, artifacts. Functions of non-verbal communication.

**UNIT V:** Communication – Formal/Informal. Conditions for effective communication, patterns of communication. Barriers to communication. Communicating with people with special problems. Role of social workers in creating an environment conducive to communication.



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2. Bessel, R. (1971). *Interviewing and Counseling*, London: B.T. Botsford.
3. Brammer: *Helping Relationship – Process and Skills* (6<sup>th</sup> edition).
4. Carkhuff, R.R. and Beneason, B.S. Holt (1977). *Beyond Counseling and Therapy*, London: Rinchart & Winston.
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7. Harms E and Schreiber, P. (1963). *Handbook of Counseling Techniques*, New York, Pergamon Press.
8. Macaiver, R.M. and Page, C b (1985). *Society: An introductory analysis*, New Delhi: Mc. Milan India Ltd.
9. Weil Mari (ed) (2005). *The Hand book of community Practice* New Delhi: Sage.

## **Paper-VI: Women and Development**

### **Objectives:**

- Understand demography in relation to sex ratio.
- Develop knowledge about sexual division of labour and its various theoretical perspectives.
- Know the difference between sex and gender.
- Acquire knowledge about the issues and problems related to women.
- Understand women in difficult situations.
- To acquire knowledge about various aspects of violence on women.
- Understand provisions- both constitutional and legal for empowering women.
- Also to understand nations and international initiatives with reference to women empowerment

**UNIT I:** Demographic Composition of Women - Sex ratio, Regional variation in sex ratio. Implications of the declining Sex ratio. Changing perspectives of the roles and obligations of the women through history and Women movements in India.

**UNIT II:** Sexual Division of Labour. Functional, Marxist, Feminist perspectives, Concepts of gender and sex.

**UNIT III:** Issues related to Women - Health, Education, Employment, Self-employment – Types and specific problems. Political participation, environment, women in difficult situations.

**UNIT IV:** Violence against Women - Foeticide, Infanticide, Child marriage, rape, wife battering, sati, dowry death, sexual harassment.

**UNIT V:** Empowerment of Women - Constitutional guarantees, Legal provisions, Property, Rights, Mahila Courts, She Teams, Women Police Stations, Women's Commissions – National, State, Self-Help Groups – DWACRA, DWACUA, International Initiatives, National State Government Developmental programmes for women, National Policy for the empowerment of Women.

### **References:**

1. Brook, E. And Davis Ann (1985). Women, the Family and Social Work, London: Tacistok Publications.
2. Everett, J. Women and Social Change in India.
3. Govt. of India (1974). Towards Equality- a report of the committee on status of women in India. Delhi: Author.
4. Harlanbos, M. And Heard. R. M. 1980). Sociology – Themes and Perspectives, Oxford Publications.
5. Jeffrey, W. Dyer and Raymond, T. Coward (1996). Gender, Families and Elder Care, Delhi: Sage Publications.
6. Uma Shankar Jha and Premalatha Pujari (1996). Indian Women Today, Vol. I & II, Kanishka Publications.

## **Paper- VII: CONCURRENT FIELD WORK**

Guidelines will be given to the students, by their respective faculty members.

### **II Content of Concurrent Field Work**

1. Studying the Community setting in detail and developing an in-depth understanding of the field. And reporting their study in the form of a special report (Content of the Report is specified elsewhere).
2. Practicing social case work at least with 2 individuals: identify the problem. Study, assess and develop intervention strategies for all the cases and execute the plan of intervention.
3. Practicing social group work at least with two group (Children, Women, Youth, Adults, or Occupational group, etc) involving its steps and principles.
4. Working with the community by organizing them on one or two issues/problems confronting the community.
5. Making a minor research study on any specific problem and submitting the report as part of field work.
6. Organizing at least 3 special programmes, (action programmes) by the team of students with clear division of work among themselves to meet the felt needs of the community or commemorating some International and National Days.
7. Visiting the agencies having relevance to their placement and resources for their clientele and promoting interaction between the agency and the community – such as MCH/NGO's, other Government departments etc,(with the prior permission of Faculty Supervisor.).
8. Training part in the programmes, seminars, workshops, etc. related to community work for the enrichment of knowledge. (With the prior permission of the Faculty supervisor.)

## SEMESTER – III

### Paper-I: Social Policy and Social Planning

#### Objectives:

- Acquire theoretical understanding about social policy and social development in the changing socio- economic context.
- Develop Understanding about the different sectoral policies and programmes relating to social development.
- Acquire knowledge about concept relating to human development and macro social work practice approaches.

**UNIT I:** Social Policy- Concept, need, constitution based for social policy and social welfare policy; Relationship between social policy and development.

**UNIT II:** New economic policy and changing concept of social development and welfare state – Concepts of state, market and civil society – their inter-relationship-people’s participation in development – Concept of sustainable development.

**UNIT III:** Models of social policy: Residual – welfare; achievement – performance; institutional – redistributive models; Changing perspectives in social development.

**UNIT IV:** Social policy and social planning – Social policy formulation, contribution of research, role of social worker, different sectoral policies and their implications; Policies and measures concerning social welfare in general and of women, environment, poverty alleviation programmes in particular.

**UNIT V:** Social indicators of development- Human development index; Concept of social work macro practice and methods.

#### References:

1. Bajpai, N. (1995). Economic reforms in Developing Countries – Theory and Evidence, EPW 30(2), January 14, 113 – 118.
2. Ghosh, A. (1995). Development Paradigms: China and India since 1949, The Economic and Political Weekly (EPW) 30 (788) Feb. 18-25, 31551-358.
3. Goel, S.L. and Jain, R.K. (1988). Social Welfare Administration, Vol. I&II, New Delhi: Deep & Deep.
4. Gore, M.S. (1975). Some Aspects of Social Development, Mumbai: TISS.
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13. Padget, D.K. (1998). Qualitative Methods in Social Work Research, New Delhi: sage.
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## **Paper-II: Social Legislation and Legal Systems in India**

### **Objectives:**

- To develop orientation about mass social problems and their effects.
- To develop knowledge about leadership, power structure, advocacy and lobbying.
- To acquire skills in intervention and advocacy.
- To understand the effects of social problem on individuals, groups and society.
- To acquire knowledge about social reforms, social policy and social legislation and legal systems - critically understand their role in controlling the social problems.
- To create an awareness about the preventive and remedial services of Govt. and Non-Govt. organizations in dealing with social Problems.

**UNIT I:** Indian Constitution - Salient features, i.e. Unitary & Federal features, Social ideals of Indian Constitution. Fundamental Rights and Directive Principles of State Policy.

**UNIT II:** Concept of Rights: Legal rights, Civil rights under Criminal Procedure Code, equality before law, Rights of Children, Women, Scheduled Castes and Scheduled Tribes.

**UNIT III:** Overview of legislation pertaining to Social Welfare: Laws effecting social institutions, Law Protecting interest of children, youth, SC'S & ST'S, Laws for treatment of Social Problems, legislation on Social Security measures and People with Disability Act 1975.

**UNIT IV:** Legal Aid: History, concept and need. Who needs Legal Aid, Legal Aid Schemes and Problems, Public Interest Litigation, History, Concept, Processes and Problems? Need for Social Workers Intervention.

**UNIT V:** Juvenile delinquency, Laws relating to Correctional Administration, Abolition of child labour

**References:**

1. Aranha T, Social Advocacy – perspective of Social Work, Bombay: College of Social Work.
2. Buxi. U. 1982, Alternatives in Development: Law, the crisis of the Indian Legal System, New Delhi: Vikas Publishing House.
3. Desai, A.E (ed) 1986 Violation of Democratic Rights in India. Vol.1
4. Iyer, V.R.K. 1984, Justice in Words and Justice in Deed for Depressed classes, New Delhi: Indian Social Institute.
5. Iyer V.R.K. 1981, Law Versus justice: Problems and Solutions, New Delhi: Deep and Deep.
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7. Newman, G. 1999, Global Report on Crime and Justice, New York: Oxford University Press.
8. Nirmal Anjali. 1992, Role and Functioning of Central Police Organizations, New Delhi: Uppal

## **Paper- III: Human Resource Management and Organizational Behaviour**

### **Objectives:**

1. To provide knowledge on management practices and its importance to students in their practice in community settings
2. To develop skills of professionals in compensation management and organization effectiveness
3. To equip the students with the knowledge of legislative functionalities.

**UNIT I:** Basic Concepts of Human Resource Management - Definition, Meaning, Nature, Scope, Objectives, Functions of HRM, Changing concepts of HRM, 14 principles of management, Approaches to study of management, Understanding the above concepts with regard to fieldwork perspectives.

**UNIT II:** Human Resource Planning (HRP) - Concepts, process, importance, Job analysis, job description, job design, job evaluation, HR- core areas-recruitment ,selection ,placement ,Analytical view of hr practices in social worker perspective.

**UNIT III:** Human Relations - Meaning, process, categories of employees, factors, disciplinary action, collective bargaining, grievances handling, workers participation in management, role of trade unions, **ILO** and its objectives, Understanding the issues of employers and scope for social work interventions.

**Unit IV:** Compensation Management - Meaning, objectives ,types of rewards, compensation decision, factors influencing compensation decision, fringe benefits, safety and health, social worker response in creating awareness.

**Unit V:** Organizational Behaviour - Factors affecting organizational behavior – individual factors, motivation, learning, perception, personality, attitude, leadership, Role of social worker in behavioral modification



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2. B.D Singh – Industrial Relations & Labour Laws – Excel Books , New Delhi
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4. Gupta, R.K Implementing HRD, New Delhi, Rawat Pub.
5. Campbell Jones, Martin Parker and Reneten Bos (2005) for Business Ethics, Routledge, New York.
6. Deb, Tapomoy, Human Resource Development-Theory and Practice, Ane Books Pvt. Ltd., New Delhi.
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8. Vijay, G. Anil, K, Gupta Anil, R., Mastering Global Business, Addison Wesley Longman
9. Henderson R.O Compensation Management, Englewood Cliffs Prentice Hall Inc.,
10. Cascio, Costing Human Resource, Thomson Learning, Bombay.

## **Paper: IV (a) Urban Community Development – I**

**UNIT I:** Basic Concepts of Communities - Urban Community – Concepts of Urban, Urbane, Urbanism and Urbanization. Characteristics of Urban Communities, Difference between Urban, Rural and Tribal Communities, Understanding the above concepts with regard to Field Work Perspective

**UNIT II:** Community Development: A Conceptual Framework - Understanding the above concepts with regard to Field Work Perspective, Concept and Definition of Community Development; An Overview of Early Community Development Experiments and Projects in Urban Areas: Delhi Pilot Projects, Baroda Pilot Project, Ahmadabad Pilot Project

**UNIT III:** Issues related to Community Development - An Analytical View of the Programmes for Social Work Practice in the Communities; General Issues: Poverty, Indebtedness, Unemployment, Health, Nutrition and Sanitation. Issues related to Women, Children, Youth and Elderly, **Urban Specific Issues:** Migration, Slums, Urban-Industrial syndrome.

**UNIT IV:** Programmes for Community Development – response of social worker; Understanding the issues of the community development and scope for social work intervention; An Overview of Various Programmes, Urban: SJSRY (Swarnajayanthi Shehar Rojgar Yojana), DWCUA (Development of Women and Children in Urban Areas), Slum Clearance Projects, ICDS(Integrated Child Development Services). Social Workers Response: Creating Awareness, Facilitating and Environment for Successful Implementation of the Programmes.

**UNIT V:** Community development approaches and scope of social work practice - Target Group Approach – Programmes relating to Men, Women, Children and Youth and Role of Social Workers. Developing Relationships, Demonstrating the Purpose, Providing Knowledge, Empowering the Target Group, Offering Directions, Providing Support Networking and Advocating, Using Participatory Techniques, Evaluating the Practice, Institution Building Approach – Micro-finance and Self-Help Programmes, Role of Social Workers – Social Mobilization, Community Resource Person System, Preparation of Micro-credit Plans, Development of Social Capital, Capacity Building Strategies, Collaboration and Convergence;  
Rights Based Approach – Programmes relating to Education, Health, fair economic resources, including Livelihood Opportunities; Role of Social Worker – Conducting awareness camps, strengthening self-help groups, gender mainstreaming, facilitating empowerment for pro-poor public action, sensitizing of department staff and Panchayat raj functionaries.

## References:

1. Bijiani H.V. (1977), Urban Problems in India. Indian Public Administration, New Delhi.
2. Bulsara J. F. (1984), Problems of Rapid Urbanization in India, Popular Prakasam, Bombay.
3. Bharadwaj, R.K, Urban Sociology, Asia Publishing House, New Delhi.
4. Bhowmik K.L., 1988, Urban Development – Inter India Publications, New Delhi.
5. Clinard, Marshall, B, Slums and Community Development: The Free Press, New Delhi
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17. Prasanta S. Majumdar, 1978, An Approach to Urban Sociology, New York, Routledge Publications, New York.
18. Raj Bala, 1986, Rural Migrants in Urban setting, Hindustan Publications, Delhi.

## **Paper: IV (b) Social Medicine**

### **Objectives:**

- To acquire sound theoretical understanding of Nutrition and Health.
- To know general epidemiology of communicable diseases and their control.
- To develop knowledge and skill to analyze different types of communicable diseases and their control.
- To acquire knowledge of various National and International health programmes and vital statistics.
- To know health planning in India.

**UNIT I:** Social Medicine – Definition and scope. Nutrition and health, importance of nutrients, and their availability, deficiency disorders – their prevention and control

**UNIT II:** Epidemiology – Definition, general epidemiology of communicable diseases, dynamics of disease transmission, general measures of communicable disease control.

**UNIT III:** Study of communicable diseases such as malaria, T.B., leprosy, STD and AIDS with special reference to their incidence, causation, Prevention and treatment.

**UNIT IV:** Various national health programmes and their critical review. International health, occupational health and vital statistics

**UNIT V:** Health Planning in India, Health care systems in India – at Central. State and District

### **References:**

- Bereson, A.S. (1980). Control Communicable Diseases in Man (13<sup>th</sup> ed.), New York: American Public Health Association.
- Burn, J.L. (1959). Recent Advances in Public Health, (2<sup>nd</sup> ed.), Churchill.
- Park, K. (2204). Park's Textbook of Preventive and Social Medicine, Jabalpur, M/s. Banarsidas.
- Susser, M.W. And Watson, W. (1962). Sociology in Medicine, London: Oxford.

## **Paper: IV (c) Family System and Changing Trends**

### **Objectives:**

- To gain knowledge about the theoretical foundations of the institution of family and its importance.
- To develop an understanding of different types of Family and the social processes in the family.
- To orient the students with the changing forms of the family in the wake of industrializations.
- To develop insights in to the problems like marital break down and domestic violence faced by the families.

**UNIT I:** Family - Concept, definition, importance, functions. Perspectives on family – Marxian and functionalist, critical views on family

**UNIT II:** Types of family - joint, nuclear and extended, family origin and procreation. Marriage – rules of residence, social processes in the family, role relations. Impact of industrialization on the family, Structural differentials and changing functions of family.

**UNIT III:** Types of families – single parent female-headed families, Re-marriage families – their structural characteristics, tensions and contradictions, Dual earner families, empty nest families. Alternative family systems.

**UNIT IV:** Marital breakdown – Desertion, divorce and separation – definition, nature, extern and determinants and process.

**UNIT V:** Family violence – Definition, types- wife battering, child abuse, incest, sibling abuse, elder abuse.

### **References:**

1. Desai, M. (ed.) (1994). Family and Intervention: A course compendium, Bombay: Tata Institute of Social Sciences.
2. TISS (1993). Special issues of the Indian Journal of Social Work on 'Family Development', 54(1), Mumbai: Tata Institute of Social Sciences (TISS).
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## **Paper – V (a) Rural and Tribal Community Development- I**

### **Objectives:**

- To develop in students in in-depth understanding of the conceptual framework of rural & tribal communities and their development.
- To enable the students to understand various issues related to community empowerment and scope for social work intervention.
- To provide knowledge of the various programmes and development efforts towards rural and tribal communities.
- To equip the students with an understanding of the relevance of various community development approaches to social work practice.
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**UNIT I:** Basic Concepts of Communities; Rural Community – Meaning, Definition, and Characteristics of rural Communities. Rural Communities in transition; Tribal Community- Meaning, Definition and Characteristics of Tribal Communities; Difference between Urban and Tribal Communities; Understanding the above concepts with regard to Field work Perspective

**UNIT II:** Community Development: A Conceptual Framework - Concept and Definition of Community Development, An Overview of Early Community Development Experiments and Projects in: Rural Areas: Sriniketan, Marthandom, Gurgaon, Baroda, Firka, Nilokhere and Etaiawah Projects, Tribal Areas: Hill area development programme; An Analytical View of the Programmes for Social Work Practice in the Communities.

**UNIT III:** Issues related to Community Development - Genera Issues: Poverty, Indebtedness, Unemployment, Health, Nutrition and Sanitation. Issues related to Women, Children, Youth and Elderly, Rural Specific Issues: Agriculture, land and Land related Problems; **Tribal specific Issues:** Employment and economic aspects, issues related to settlement, Understanding the issues of the community development and scope for social work intervention.

**UNIT IV:** Programmes for community development –response of social worker - An Overview of Various Programmes: Rural: IRDP (Integrated Rural Development Programme), DWCRA (Development of Women and Children in Rural Areas). SGSY (Swarnajayanti Gram Swarazgar Yojana), REGS (Rural Employment Guarantee Scheme)- National and State level, Indira Kranthi Patham; Tribal: ITDA (Integrated Tribal Development Approach), GDC (Girijan Development Corporation), Constitutional Provisions for Scheduled Tribes; Social Workers Response: Creating Awareness, Facilitating an Environment for Successful Implementation of the Programme.

**UNIT V:** Community development approaches and scope of social work practice – Target Group Approach - Programmes relating to Men, Women, Children and Youth and Role of Social Worker. Development Relationships, Demonstrating the Purpose, Providing Knowledge, Empowering the Target Group, Offering Direction, Providing Support, Networking and Advocating, Using Participatory Techniques, Evaluating the Practice; Institution Building Approach- Micro-finance and Self-Help Programmes, Role of Social Workers – Social Mobilization, Community Resource Person System, Preparation of Micro- credit Plans, Development of Social Capital, Capacity Building Strategies, Collaboration and Convergence; Rights Based Approach- Programmes relating to Education, Health, fair economic resources, including Livelihood Opportunities; Role of Social Worker – Conducting awareness camps, strengthening self-help groups. Gender mainstreaming, facilitating empowerment for pro-poor public action, sensitizing of department staff and panchayat raj functionaries

**References:**

1. Battacharya, S.N. 1989: Community Development in Developing Country.
2. Desai, A.R., 1978, Rural Sociology in India, Bombay, Popular Prakasam.
3. Dutt, Ruddar and Sundaram, K.P.N., 1987, Indian Economy, New Delhi, S. Chand.
4. Dey, S.K., 1964, Community Development, A Bird's Eye View, Bombay, Asia Publishing House.
5. Dayal, R., 1960, Community Development Programme in India, Kitab Mahal Publishers, Allahabad.
6. Encyclopaedia of social work Government of India, Vol. I to IV.
7. Ginsberg, L.H. 2005, Editor, Social Work in Rural Communities, Council on Social Work Education, Virginia.
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9. G.S.Narwani,2002, Training for Rural Development, Rawat Publicactions, New Delhi
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13. Louisa Gosling with Mike Edwards, 1995, Tool Kits – A Practical Guide to assessment, Monitoring, Review and Evaluation, Save the Children, Mike. London.
14. Memoria, C.R, Tripathi, 1980: Agricultural Problems in India, Kitab Mahal, New Delhi.
15. Madan, M.R India's Developing Villages, Hyderabad, Jaico Book House
16. N.I.R.D., 1984: Rural Development Statistics, N.I.R.D., Hyderabad.

## **Paper – V (b) Psychiatry for Social Work**

### **Objectives:**

- To understand what is personality and Freudian theory of personality development.
- To know the classification of mental disorders and the symptomatology of various psychiatric disorders.
- To develop skill in case history taking in a psychiatric settings.
- To know the types and causative factors of different types of psychiatric disorders and to identify the role of social work intervention in dealing with them.
- To develop understanding of various aspects of mental retardation and identify the role of social works in dealing with it.
- To have knowledge about addictions and the role of social worker in dealing with them.
- To understand the problems of behaviour among children.
- To understand the relation between Psychiatry and Law.
- To know the need for knowledge of psychiatry for social workers working in the psychiatric settings.

**UNIT I:** Psychiatry – Definition, personality- definitions, Freudian theory of personality development. Classification of mental disorders (DSM IV) symptomatology of psychiatric disorders. Case history taking in a psychiatric setting

**UNIT II:** Anxiety Disorders – types, symptoms, causative factors and role of social worker; somatoform disorders- types. Symptoms, causative factors and role of social worker Schizophrenia and other psychotic Disorders, mood disorders and Bi Polar disorders – types, symptoms, causative factors and role of social worker

**UNIT III:** Mental retardation – Definition, causative factors, types symptoms and role of social worker. Personality disorders- types, symptoms. Addictions: drugs and alcohol, definition, symptoms, causative factors and role of social worker.

**UNIT IV:** Disorders, usually first diagnoses in infancy, childhood or adolescence. Attention deficit and disruptive behaviour disorders, feeding and eating disorders of infancy or early childhood, Elimination disorders. Case history taking in a child psychiatry setting

**UNIT V:** Psychiatry and Law- Indian Lunacy Act, Mental Health Act 1986. Need for the knowledge of psychiatry for social workers.



## References:

1. Altschuler, J. (1997). Working with Chronic Illness - A family approach, New Delhi: Macmillan Publications.
2. Butcher, J.N., Mineka S and Hooley, J.M. (2007). Abnormal Psychology (13<sup>th</sup> ed.), New York: Pearson Allyn & Bacon.
3. Busfield, J. (1996). Men, Women and Madness, New Delhi: Macmillan Publications.
4. Caplan, G.. (1964). Principles of Preventive Psychiatry, New York: Basic Books Inc.
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6. Freedman, A.M. et. (1976). Modern synopsis of comprehensive text book of psychiatry, Baltimore: The Williams and Williams Co.
7. Kanner Leo (1975). Child Psychiatry (3<sup>rd</sup> Ed.) Illinois: Charles E Thomas.
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11. Surber, R.W. (1994). Clinical case management, New Delhi: Sage Publications.

## **Paper – V (c) Child Welfare**

### **Objectives:**

- To have knowledge about fundamental concepts pertaining to child.
- To understand the factors influencing the development of personality among children.
- To study and understand the needs and problems of various categories of children.
- To gain knowledge about the provisions related to various categories of children.
- To develop ability to practice strategies to work with vulnerable children.
- To practice social work knowledge, skills, techniques and interventions in different child focused settings.

**UNIT I:** Child – concept, definition stages, physical, educational, social needs specific to different stages of childhood. Personality development – Influence of heredity and environment- Family, peer group, neighbourhood, and school.

**UNIT II:** Child – Population in India- profile, trends, health, nutrition, literacy, morbidity and mortality rates. Socio-cultural, economic and political perspectives for understanding the problems of children in India and other developing countries.

**UNIT III:** Problems of Children: abuse and neglect – causes and effects, juvenile delinquency – definition, causes. Theories – the problems of street children, girl child labour.

**UNIT IV:** Child Welfare - Concept, definition, nature, principles. Foster care, adoption, crèche, child guidance clinics. Institutional/ Non-Institutional services for those needing special services- orphans, street children, child labour, handicapped and delinquents. Social Work practice with children. ICDS, SOS, CSWB, CRY, UNICEF, CHILDLINE.

**UNIT V:** Constitutional provisions relating to child welfare; Laws – Juvenile justice Act, Child Labour Prohibition and Regulation Act 1986, Bonded Labour Act, National Policy on Children. UN Declaration of rights children.

**References:**

1. Berk Laura, E. (1996). Child Development, Prentice Publications.
2. Grederieson (1987). Child and his Welfare, Hazel Publications.
3. Govt. of India (1987). Encyclopedia of Social Work (relevant chapters), New Delhi: Author.
4. Kuppuswamy, B. (1990). Child Behaviour and Development, Konark Publications.
5. Kapoor Malavika (1995). Mental Health and Indian Children, Delhi: Sage Publications.
6. Kumar, R. (1988). Child Development in India, Vol. I&II, Ashis Publishers.

## **Paper – VII: Concurrent Field Work - Social Work Practicum**

### **Medical and Psychiatric Social Work field Work Guidelines**

#### **MPSW – Psychiatric Setting**

- Critical appraisal of the agency's functioning in relation to its philosophy, structure, policies and programmes. Regular interaction with different levels of functionaries to develop skills in coordination. Understanding of the administrative structures, hierarchy and admission procedures.
  - Observation at the outpatient unit. The student worker will make observation And Study patients at the time of registration. Learn the process of filling case Information sheet at the time of admission.
1. Casework: Select two (2) psychiatric patients with specific problems and make a data Study and Analysis of these cases, in the procedures of assessment goal setting and other Intervention modalities, the student worker must be able to use skillfully the Guiding Principles of casework practice.
  2. Family casework and home visits. Home visits will be made regularly after a detailed study and assessment of the patient. Family counselling / therapy session will be conducted in the homes of thepatient. Various techniques and skills of Family counselling / therapy will be used.
  3. Group work: In the group of 8 to 9 patients the student worker can organize group Work involving the different stages of group process. The student worker can also conduct activities of Therapeutic value.
  4. Psychological Tests: Under the guidance and supervision of the psychologist, Observe and learn the various methods and techniques of psychological treatment.

#### **MPSW – Medical Setting**

Critical appraisal of the agencies functioning in relation to its philosophy, structure, policies and programmes.

1. Regular interaction with different levels of functionaries to develop skills in coordination.

2. Understanding of the administrative structure, hierarchy and admission procedure. Understanding of the working of each major department (viz., Cardiology/Oncology/ Orthopedic/Neurology/Post Operative) (any 2 department in the first term). Theoretical knowledge pertaining to the specific area – extensive and intensive reading.
3. Case Study: Selection of a minimum of two patients (in each department) with specific Psycho social problem. Make an in-depth study and assessment of the cases using the case study format.
4. Group Studies: Identify and select the areas of need for formation of a group of patients/ family members. Study individual group members, their dynamics in operation and assess the growth of individual member during group interaction. Use the format for group study.
5. Social Welfare Administration: Develop and understanding in the working of Principles of social welfare administration. (POSDCORB)

### **Community Health**

1. Critical Appraisal of the agency's functioning in relation to its philosophy, Structure, Policies and Programmes. Regular interaction with different levels of functionaries to develop skills in coordination. Understanding of the administrative structures, hierarchy, and admission procedures.
2. Enlist all the Community – related Projects of the organization. Take up in-depth study of Programme planning, Implementing strategies, and Evaluation Modalities.
3. Participate in one of the Community based projects / Community Out-Reach programmes and applies the method of Community organization.
4. Identify and select two cases for case study and two families for a family study, mainly related to any of the health problems faced by them.
5. Organize a Camp, Survey, Awareness Campaign or Health Education Program in relation to the identified areas of needs and resources in the Communities.
6. Health Assessment's of various Target Groups like children, women, aged. Conduct a community screening for specific diseases like T.B, STD, AIDS, Leprosy, and Blindness etc.
7. Use of communication and research techniques in planning and implementation of specific programmes on immunization and prevention of disabilities and deaf muteness. Conducting educative, re-creative and the raputic. Family planning – identifying and motivating target couples.

## **Urban Community Development Setting**

During this intensive Field work training programme, the students are expected to:

1. Study and report about the organization- History, aims, objectives , goals, Administrative structure, operational area, target group, programmes funding and problems of the organization
2. Study and report on the characteristics, migration pattern and analysis the problems of urban slums.
3. Study, Work and report on the functioning, models, monitoring of SHGs and on Bank linkages.
4. Work for sustainable livelihood promotion of a family or group by using livelihood strategies.
5. Involve in the micro planning of any project with the target group and report the process.
6. Engage in public relations and social advocacy activities in the organization/community.
7. Formulate pressure groups and take necessary action on particular issues in the communities.
8. Study the programmes of UCD covered in the communities and analyze the role of urban local govt. in UCD.
9. Select one programme/service/of agency and evaluate it.
10. Plan and organize one/two day's programmes to create awareness among the target population on any specific social issue.
11. Assist the agency in fund raising and publicity campaigns.
12. Identify different types of unorganized sector and analyze the issues and problems in organizing them
13. Study the present status of any of the development programme implementing by the Govt. in the slum.
14. Work on meeting the community needs by using the process of community Development.
15. Attend the staff/target group meeting and record the minutes
16. Prepare the case study of any successful / failure case/group
17. Involve in net working, lobbying and advocacy of the concerned project.
18. Use audio-visual and theatre communication methods in the field.
19. Involve in participatory evaluation by using the criteria.
20. Taking part in the programmes, seminars, workshops, etc., related to community work for the enrichment of knowledge (with the prior permission of the Faculty Supervisor).
21. Make extensive reading in the field of UCD in general and the areas specified in the guidelines in particular.
22. Maintain a record of his/her work – daily dairy and weekly records.
23. Submit weekly reports to the Faculty Supervisor and attend the supervisory conference weekly.

## **Rural Community Development Setting**

During this intensive field work training programme the students are expected to:

1. Study and report about the organization – History, aims , objectives, goals , Administrative structure, operational area, target group , programmes, finding and problems of the organization
2. Study the magnitude of unemployment in the community and prepare a report on its migration pattern
3. Analyze the situation and problems of rural industries and suggest the plan for man power utilization.
4. Study, work and report on the functioning, models, monitoring of SHGs and on Bank linkages.
5. Work for sustainable livelihood promotion of a family or group by using livelihood strategies.
6. Involve in the micro planning of any project with the target group and report the process.
7. Study the present status of any of the development programme implementing by the Govt. in the slum.
8. Work on meeting the community needs by using the process of community Development.
9. Involve in the micro planning of any project with the target group and report the process.
10. Engage in public relations and social advocacy activities in the organization/community.
11. Formulate pressure groups and take necessary action on particular issues in the communities.
12. Study the programmes of RCD covered in the communities and analyze the role of panchayath in RCD.
13. Select one programme/service/of agency and evaluate it.
14. Plan and organize one/two days programmes to create awareness among the target
15. Population on any specific social issue
16. Assist the agency in fund raising and publicity campaigns.
17. Study and report the steps in community based planning, management and monitoring of water shed management
18. Study and report on different types, functioning activities, role and problems of cooperative societies in the community.
19. Attend the staff/target group meeting and record the minutes
20. Prepare the case study of any successful / failure case/group
21. Involve in net working, lobbying and advocacy of the concerned project.
22. Use audio-visual and theatre communication methods in the field.
23. Involve in participatory evaluation by using the criteria.

### **Tribal Community Development Setting**

1. Study the present status of any of the development programme implementing by the Govt. in the Tribal Community.
2. Engage in public relations and social advocacy activities in the organization/community.
3. Study the programmes of TCD covered in the communities and analyze the role of panchayath in TCD.
4. Select one programme/service/of agency and evaluate it.
5. Plan and organize one/two days programmes to create awareness among the target Population on any specific social issue
6. Assist the agency in fund raising and publicity campaigns.
7. Study and report on different types, functioning activities, role and problems of cooperative societies in the community.
8. Attend the staff/target group meeting and record the minutes
9. Prepare the case study of any successful / failure case/group

**Note:** Students may select any one of the areas in their respective specialization during the concurrent field work in the III semester period. The remaining areas must be completed during the IV semester including Block Field Work. This is applicable for all specialization



**SEMESTER – IV**  
**Paper-I: Disaster Management**

**Objectives:**

- To gain exposure to the key concepts and typologies of disasters.
- To focus on the understanding of the processes of disaster mitigation and disaster management.
- To understand the issues of and provisions related to disaster mitigation and disaster management.
- To develop skills to assess the vulnerability.
- To analyze the intervention strategies used in earlier disaster and develop new strategies and models for the future eventualities.
- To acquire skills and promote strategies for community participation.
- To develop capacity to work with different agencies, initiate the intervention strategies and develop skills to assess the vulnerability.

**UNIT I:** Disaster Concept, Meaning, Definition, Significance; Major disaster events in India and the world; Types of disasters- Natural disaster: famine, drought, flood, cyclone, tsunami, earthquake; man-made disasters: riots, blasts, industrial, militancy, displacement; causes, effects and impact and interventions.

**UNIT II:** Disaster mitigation and Disaster management- Profile, Forms and Reduction of vulnerability; pre-disaster; Concept and principles of disaster mitigation and disaster management; Risk assessment; Prevention; Preparedness; Education and awareness.

**UNIT III:** Impact of Disaster: During disaster; post-disaster; impact of disaster on physical, economical, spatial, psycho-social conditions; post-traumatic stress disorder (PTSD); politics of aid; victims of disaster: children, elderly, and women; gender issues.

**UNIT IV:** Disaster Process: Concept and Components of relief, reconstruction; Rehabilitation; Major issues and dynamics in the administration of relief, reconstruction and rehabilitation; short-term and long-term plans; Community participation: objectives, prerequisites and constraints; resources mobilization.

**UNIT V:** Disaster and Intervention opportunities: Disaster policy in India; Disaster management Act of 2005; National and international agencies: NDMA, NIDM, NCMC; UN, UNDRO, UNESCO, UNDP; Role of social workers and intervention strategies; Case studies: Bhopal gas tragedy, Gujarat and Marathawada earthquakes, Orissa super cyclone, 2004, Tsunami and recent disasters in India.

## References:

1. Backer, C.W. and Chapman. W. (ed.). (1969). *Man and Society in Disasters*, New Delhi: Basic Books.
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7. Fritz, C.E. (1968). 'Disaster. In Sills D. (ed). *International Encyclopedia of Social Science*', Vol.4, USA: The Macmillan Company and the Free Press (202-2080).
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14. Parasuraman, S. and Unnikrishnan, P.V. (2000): *India Disaster Report: Towards Policy Initiative*, New Delhi: Oxford University Press.
15. Shader, I. and Schwartz, A. (1966). *Management of reaction to disaster*, *Social Work*, Vol. I, II, No.2.
16. Singh, R. B. (ed). (2000). *Disaster Management*, New Delhi: Rawat Publications.
17. Sinha, P.C. (ed). (1998). *Encyclopedia of Disaster Management (Vol.1-10)*, New Delhi: Anmol Publications.
18. Tata Institute of Social Science (2002). *Special Volume on Disaster Management*, *Indian Journal of Social Work*, Vol.63. Issue 2, April.
19. Wlfenstein, M. (1977). *Disaster: A Psychological Essay*, New York, Arno Press.

## **Paper-II Development Management**

### **Objectives:**

- Gain knowledge about organization life cycle, governing ideas and sustainability.
- Acquire knowledge and skills in the different aspects of management of non-governmental organizations.
- Acquire knowledge about Project management and proposal writing.

**UNIT I:** Human Service Organization's – their characteristics like size, nature and design -origin and growth of organizations as response to social needs – External environment.

**UNIT II:** Establishment: Promotion and formation of societies – different types of legislations - the A.P. Societies Registration Act 2001 - other legislations relating to trusts etc. - Organizational governing ideas - Vision, mission and goals; Developing and implementing a promotional plan for the organization.

**UNIT III:** Management of Human Service Organizations - Governance and administration - Executive Board. General Body - other functionaries - roles and inter relationship; Team building, Strategic planning for NGO's - Meaning, basic principles, and processes; internal implications.

**UNIT IV:** Financial Management - Sources of Finance; organization budget: Types and significance; Themes and methods of resource mobilization; Corporate social responsibility - trends and issues.

**UNIT V:** Project Management - Elements of project planning and development, Guidelines for formulation of project proposals, Project monitoring and evaluation: their meaning, Significance and implications to project management.

### **References:**

1. Denver, J.C. (1979). Office Administration, Plymouth, Mac Donald and Evans.
2. Drucker, P. (1990). Managing the Non- profit Organizations, NY: Karper Collins.
3. Hurt, Karen (2003). Promoting your Organization, CIVICUS toolkit, <[www.civicus.org](http://www.civicus.org)>
4. Kandaswamy (1986). Governance and Financial Management in Non-profit Organizations – A Reference Manual, New Delhi: Caritas India.
5. Leigh, Andrew (1996). 20 ways to Manage better (2nd ed.). Hyderabad: University Press.

6. Mohanty, M. and Singh, A.K. (Eds.) (2002). Volunteerism and Government: Policy, Programmes and Assistance, New Delhi: VANI.
7. Mohanty, M. and Singh, A.K. (Eds.) (2002). Foreign aid and NGOs, New Delhi: VANI.
8. Shapiro, Janet (2003). Strategic Planning, CIVICUS toolkit, [www.Civicus.org](http://www.Civicus.org).
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10. Soriano, F.I. (1995). Conducting needs assessment, New Delhi: Sage Publications.
11. Slugter. G.P. (1998). Improving Organizational Performance, New Delhi: Sage Publications.
12. Thomas, A. (1996). What is Development Management: Journal of International Development 8 (1), 95-110.
13. Thomas, A. et al (1998). Finding our Fast; Investigative skills for policy and development, New Delhi: Sage.
14. Weiner, M. (1982). Human Service Management, Illinois, The Dorsey Press.

## **Paper –III: H RM & Corporate Social Responsibility for Social Workers**

### **Objectives:**

- To enable the students to understand the fundamentals of HRM in the areas of HRD, HRIS, IR, wage and salary administration and OB
- To develop an insight on various practices, importance and relevance of HRM in nation building
- To equip the students in managing human behavior in organizations

**UNIT I:** Social Responsibility - Meaning and importance, socially responsible consumption, social responsibility of business, role of Personnel/HR Manager, functions, Industry and society, Work culture, Employee Morale, managing occupational stress. Role of social worker as a motivator, counselor, team building Process

**UNIT II:** CSR – Fundamentals and Evolution - Approaches to CSR – Freemans’s approach, Gandhian trusteeship principle, stakeholder approach, Triple bottom line: CSR and philanthropy, Advantages and disadvantages of CSR; CSR and corporate strategy; CSR and profitability, Implementing CSR programmes.

**UNIT III:** Compensation and Reward Management - Role of compensation in organizations; Economic theories related to compensation Components of Pay structure, equality theory, Tournament Theory – Institutional Model-Pay structure based on jobs Employees and competencies-Use of job analysis and job evaluation in designing pay structures., Reward management strategies.

**UNIT IV:** Strategic Human Resource Management - Definition-Importance-components of HRM strategy-Strategic planning-multinational strategies-strategic alliance ,implementation of human resource and reallocation decisions HR evaluation process-overview-scope-strategic impact evaluating strategic contribution of traditional areas such as selection, training, compensation Evaluating in social work perspective.

**UNIT V:** Ethics in creating an Ethical Organization - Corporate business ethics, corporate governance, corporate culture, code of conduct Business ethics and consumer protection Business ethics and human resources – work place issues, privacy, role of outside stakeholders on ethics creating awareness.

**References:**

1. Rao T.V, HRD, New Delhi, Sage Publications.
2. B.D Singh – Industrial Relations & Labour Laws – Excel Books , New Delhi
3. Wendell L. French Cricil H. Bel & Jr. Veera Vohra – Organization Development 6<sup>th</sup> Edition , Pearson Education
4. Gupta, R.K Implementing HRD, New Delhi, Rawat Pub.
5. Campbell Jones, Martin Parker and Reneten Bos (2005) for Business Ethics, Routledge, New York.
6. Deb, Tapomoy, Human Resource Development-Theory and Practice, Ane Books Pvt. Ltd., New Delhi.
7. Ramaswamy.E; Managing Human Resources, New Delhi, Oxford University Press.
8. Vijay, G. Anil, K, Gupta Anil, R., Mastering Global Business, Addison Wesley Longman
9. Henderson R.O Compensation Management, Englewood Cliffs Prentice Hall Inc.,
10. Cascio, Costing Human Resource, Thomson Learning, Bombay.

## **Paper – IV (a): Urban Community Development - II**

### **Objectives:**

- To enable the students to understand the communities through their livelihood perspectives and equip them with various intervention strategies for social work practice.
- To provide knowledge on various agencies involved in urban community development.
- To equip the students with the basic understanding of training, monitoring and evaluating techniques in the programmes and its importance in their practice in community setting.

**UNIT I:** Livelihoods Perspective in Community development and relevance for social practice - Meaning and concept of livelihoods in a community. Areas of livelihood – Land based activities, marketing of commodities, dairy sub-sector, waste land development, environmental management framework, watershed management, health and nutrition, focus on disabled, gender, youth empowerment and communication; Intervention Strategies of Social Workers – Micro-planning (Need Assessment, allotting priorities to needs), educating the community, livelihood analysis of each household and the entire village, developing comprehensive intervention plans, promoting alternative livelihood opportunities, development of skills to match opportunities to the clients; Roles performed by social workers, Integrator: Education, Liaison and Broker.

**UNIT II:** Participatory Rural Approach in Community Development - Application of PRA Methods in the context of Community Development Programme Implementation.

**UNIT III:** Agencies involves in Community Development - An Overview of Governmental Agencies and NGOs in Urban Communities. Urban: Ministry of Urban Development (Centre level), Ministry of Municipal Administration (State level), Municipal Corporations and Municipalities; Role of Urban Development Authority, Cantonment Boards, Urban Housing Projects, Slum Clearance Projects and Urban Co-operative Banks; Agencies related to Non-Governmental Organizations for Community Development in Urban Community Development .

**UNIT IV:** Administration for Urban community Development - Importance of Administrative Structures in Community Development; Functions of Administrative Personnel in Municipal Corporations and Municipalities – Mayor (Municipal Corporation), Chairman (Municipalities), Commissioner, Town Planning Officer and

other personnel. Organization and functions of the Hyderabad Urban Development Corporations (HUDCO); Organization and functions of the Hyderabad Urban Development Authority (HUDA).

**UNIT V:** Training, Monitoring and Evaluating Techniques and their Relevance for Social Work Practice in the Community Development - Concept of Training – A passage to Empowerment Importance and types of training. Steps in training process Pre-training, Training Phases; Training expectations of participants. Designing Training Modules: Steps in module designing; Methods used in training lecture method, group discussion, case study, role play, question box, project assignment, Brain-storming, Discussion and Question- Answer method, social mapping or visual map, panel discussion; feedback of training; Meaning of Monitoring, Types of Monitoring: Management/Administration, Finance, Programme Monitoring; Designing a Monitoring system – Defining the aim of Monitoring system.

**References:**

1. Ratnakar G. Poverty in India, Deep & Deep Publication, New Delhi, 1995
2. Singh, Shamsheer, Urban Planning Development, New Delhi, 1991.
3. Kundn, Allurban Development and Urban Research in India, Khanal Publication, New Delhi, 1994.
4. Mathur, O. P., Urban Governance, New Delhi, 1991.
5. Sihng K. & Steinberz F (eds.) Urban India in Crisis, New Age Publishers, New Delhi 1996
6. Mohanty B: Urbanization in Developing Countries, Concept Publishing Company, New Delhi, 1993.
7. Gneseshwar, V. Urban Policies in India, Paradoxes and Predicaments Habitat International 19(3)
8. Hegade, O. P. Urbanization in India 1981-91 Emerging Trends Patterns and Issues, Habitat International 19(3)
9. Singh, A. M. & A. De Souza, Then Urban Poor Slum and Pavement Dwellers in the Major Cities of India, Manohar Publication, New Delhi, 1990.
10. Asthana M. and Ali, Sabir, Urban Poverty in India, Mittal Publication, New Delhi, 2003



## **Paper – IV (b): Medical Social Work**

### **Objectives:**

- To acquire a clear understanding of medical Social Work.
- To develop knowledge regarding hospital as a complex social system of organization.
- To acquire skills regarding the role of social workers in relation to patient and family.
- To develop communication skills in hospital settings.
- To acquire a sound theoretical understanding on Health Education.

**UNIT I:** Medical Social Work- Definition and Meaning - Historical development of medical social work in USA and India.

**UNIT II:** Hospital - A complex social system of organization – its goals, social structure and functions. Organization and Management of social work department in Hospitals.

**UNIT III:** Role of social worker in relation to patient and family. Role of medical social worker in the field of STD, HIV / AIDS, TB, Leprosy and Cancer

**UNIT IV:** Communication in Hospital – Medical social worker as a communicator and interpreter. Role of medical social worker in treatment plan, Specific social work interventions in a medical setting

**UNIT V:** Health Education – Definition, objectives, principles, content, stages of adoption of new practices. Health education as a tool for social worker; People's participation in health and the role of medical social worker

### **References:**

1. Benerjee, G.R. Papers on Social Work.
2. Dwivedi, R.S. Human Relations and Organizational Behaviour.
3. Ferguson, T. & Machpail, A. N. Hospital and Community.
4. Friedlander, W.A. Introduction to Social Welfare.
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6. Mumford, Emily & Skipper, Hospitals- Social Medicine.
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8. Pathak, S.H. Medical Social Work in India.
9. Prasad, L.M. Organization Theory and Behaviour.
10. Stroup, H.H. Social Work- An Introduction to the Field.

## **Paper – IV (c): Working with Families**

### **Objectives:**

- To equip the students with required knowledge on family life cycle and developmental tasks of the family.
- To equip the students with the knowledge of the social work practice in the context of family welfare programme.
- To impart knowledge and to develop skills in various areas of family intervention

**UNIT I:** Family life management - Family life cycle, Developmental tasks of each page of family life and development crisis, Family Dynamics.

**UNIT II:** Social Work Practice in the Context of Family Welfare Programme - Social work Practice in the Context of Family Welfare Programme, Need and importance of the programme – (small family and child spacing); History of family planning programmes in India, Administration of family planning programme, Anatomy and Physiology of reproduction, Methods of family planning.

**UNIT III:** Counseling Interventions - Holistic counseling, Pre-marital counseling, Marriage Counseling, Divorce Counseling, Family Advocacy and Crisis Counseling.

**UNIT IV:** Legal Intervention for families - Human rights and family, Lok Adalats, Police cells, Family Courts, Family Counseling Centres, Family Policy – Population Policy, Health Policy Housing Policy and Ecological Policy.

**UNIT V:** Therapeutic Intervention - Psychodynamic Family Therapy, Behavioral Family Therapy, Group Therapy, Extended Family System Therapy

### **References:**

1. Ana Hartaman and jam faid, Family centered social work practice.
2. Aranha. T, Social advocacy- perspectives of Social Work, college of Social Work, Bombay
3. Fouseca Habel, Counseling for Mental Happiness
4. Jordon William, the Social Worker in Family Situations.
5. Murali Desai, Family and Intervention. (a course dompendium )
6. Philip Barker, Basic Family Therapy.
7. Levent R. F. Family Therapy: a comprehensive over view.

## **Paper – V (a): Rural and Tribal Community Development- II**

### **Objectives:**

- To enable the students to understand the communities through their livelihood perspectives and equip them with various intervention strategies for social work practice.
- To provide knowledge on various agencies involved in rural and tribal community development.
- To develop an understanding among the students regarding the administrative aspects for rural and tribal community development.
- To equip the students with the basic understanding of training, monitoring and evaluating techniques in the programmes and its importance in their practice in community setting.

**UNIT I:** (A) Livelihoods Perspective in development and relevance for social work practice- Meaning and Concept of Livelihoods in a Community. Areas of Livelihood – Land based activities, Marketing of Commodities, Dairy Sub- sector, Waster Land Development, Environmental Management Framework, Watershed Management, Health and Nutrition, Focus on disabled, Gender, Youth Empowerment and Communication; Interventions Strategies of Social Workers – Micro-planning (Needs Assessment, allotting priorities to needs), educating the community, livelihood analysis of each household and the entire village, developing comprehensive intervention plans, promoting alternative livelihood opportunities, development of skills to match opportunities to the clients; Roles performed by social workers, Integrator: Educator, Liaison and Broker (B); Participatory Rural Approach in Community Development- Roles performed by social workers, Integrator: Educator, Liaison and Broker, Application of PRA Methods in the context of Community Development Programme Implementation.

**UNIT II:** Agencies involved in Community Development- An Overview of Governmental Agencies and NGOs in Rural and Tribal Communities; Rural: Ministry of Rural Development (Centre level), Ministry of Agriculture and Rural Development (State level), District Rural Development Agency (District level), and Panchayat (Village), Role of Co-operatives and Self-help Groups in Rural Development; Tribal: Ministry of Tribal Welfare, District Tribal Welfare Departments; Role of Girijan Development Corporation (GDC) and Integrated Tribal Development Agency(ITDA); Agencies related to Non-Governmental Organizations for Community Development in Rural and Tribal Community Development.

**UNIT III:** Administration for Rural, and Tribal community Development - Importance of Administrative Structures in Community Development; Functions of Administrative Personnel in Panchayat Raj System in Rural Development – MRO/Tahsildar, MDO/BDO, Sarpanch, Upasarpanch, Village level Officer and

Worker; Functions of Administrative Personnel in Girijan Development Corporations and ITDA.

**UNIT IV:** Training, Monitoring and Evaluating Techniques and their Relevance for Social Work Practice in the Community Development- Role of Training Institutions – NIRD, SIRD; Training expectations of participants. Designing Training Modules: Steps in module designing; Methods used in training- lecture method, group discussion, case study, role play, question box, project assignment, Brain-storming, Discussion and Question- Answer method, social mapping or visual map, panel discussion; feedback of training; Meaning of Monitoring, Types of Monitoring: Management/Administration, Finance, Programme Monitoring. Defining the aim of Monitoring system, the selection of relevant information, the collection and analysis of data presenting and using the results, agency organization involved in monitoring; Designing a Monitoring system- Defining the aim of Monitoring system, the selection of relevant information, the collection and analysis of data presenting and using the results, agency organization involved in monitoring, Developing the perception of training and monitoring in social work practice.

**UNIT V:** Review and Evaluation of Community Development Programmes - Meaning and Concept of Review, Importance of Review and Evaluation in programmes and the difference between them. Programme review and sector review; Meaning, and Importance of Evaluation, Objectives of Evaluation, Conceptualising the Evaluation Tasks, Evaluation Procedures: Evaluation Planning, Criteria for selecting programmes for evaluation, choosing evaluators, scope of work for evaluation; Involvement of funding agencies in evaluating programmes; Related issues to study the impact of the programme: Impact on business, Impact on families, loan repayment and programme management. Methods and Tools of Evaluation: Observation, Interview, Questionnaire; Importance of Feedback; Role of Social Worker as Reviewer or evaluator – Objective Judge and Facilitator.

**References:**

1. Singh, Katar, Rural Development, 1995
2. Rao, 2000, Sustainable Development
3. Rajora, Rajesh, Integrated Water Shed Management, 1998, Rawath Publications
4. Palanithurai, 2006, Dynamics of New Panchayathi Raj System in India (Vol.5), Concept Publications
5. Sharma, 2005, Grass Root Governance, Aalekh Publications
6. Sisodia, 2005, Functioning of Panchayathi Raj System, Rawat Publicatons
7. Jain S.C. Community Development and Panchayat Raj in India
8. Mukharji B. Community Development in India, Orient Longman, New Delhi.

## **Paper – V (b): Psychiatric Social Work**

### **Objectives:**

- Understand the history of psychiatric Social Work.
- To develop knowledge about the role of psychiatric social worker in various settings in relation to the patients and their families.
- To appreciate the need for multi disciplinary approach.
- To understand the nature of rehabilitation in a psychiatric setting.
- To have knowledge of various types, techniques of and steps in psychotherapy.
- To understand the concept of community mental health and importance of community mental health as an alternative to institutionalization.
- To know about mental health programmes and mental health Acts pertaining to India.

**UNIT I:** Psychiatric Social Work: Definition and its meaning. Growth of psychiatric social work in USA, UK and India; Role of psychiatric social work in child guidance clinic, psychiatric clinics and hospitals for the mentally ill: Role of social worker in relation to patient and family in a psychiatric setting.

**UNIT II:** The multi dimensional nature of human problems. Concept of team work Multi-disciplinary approach; Rehabilitation – Definition need for and nature of Rehabilitation in psychiatric settings.

**UNIT III:** Psychotherapy – Types of Psychotherapy – Techniques of psychotherapy – steps in the process of psychotherapy.

**UNIT IV:** Community mental health – definition – levels of prevention; community mental health as an alternative to institutionalization.

**UNIT V:** Approaches unique to social work – case work, supportive treatment, use of resources, building social support, social skill learning, milieu therapy; mental health programmes and related Acts in India.

### **References:**

1. Coleman, James, C. Psychology and effective behaviour.
2. French, Louismeredith (1940). Psychiatric Social Work, Landon: Geoffrey Cumberlege, Oxford University Press.
3. Herbert, S. Strean. The Social Worker as Psychotherapist.
4. Poornyan Paul (2003). Micro skills and Theoretical foundations for Professional helpers, New York: Allyn & Bacon.
5. Seligman, L. (2004). Technical and Conceptual Skills for mental Health Professionals, New Jersey: Herrill Prentice Hall.
6. Sphry, L., Carlson, J. And Diane K. Jose (2003). Becoming an Effective Therapist, New York: Allyn & Bacon.

## Paper – V (c): Working with Children

### Objectives:

- To sensitize the students on the problems of children in the society.
- To develop an understanding of the need and importance for child development
- To enhance understanding on the role of social work in child welfare.

**UNIT I:** Child Welfare - The concept of child welfare, demographic profile of the child in India; Constitutional safeguards for children in India; National Policy for children; U.N. Charter on the rights of the child; Advocacy of children's rights; Laws relating to the child.

**UNIT II:** Child and needs of the child in India - The place of the child in the family in India – structural, cultural, economic factors influencing child development; Health and nutritional services for the child in India-ICDS Project, School Health Programmes Role of UNICEF and WHO; Educational Needs of the child in India –governmental and non-governmental programmes.

**UNIT III:** Children in special circumstances - The destitute child: meaning of destitution, cause of destitution, services for the destitute child Institutional and non-institutional services, cottage system of care, SOS children's village; Role of child welfare board; Sponsorship: Meaning requirement, procedures in sponsorship, role of social worker in sponsorship programme; Adoption: Meaning, nature of adoption, legal provisions and procedures regarding in-country and inter-country adoption of the Indian child. Problems in adoption; role of the social worker in an adoption service

**UNIT IV:** Socially exploited and oppressed Children - The delinquent child: Meaning of delinquency causes of delinquency the juvenile justice system in India. The juvenile court, institutions for juvenile offenders, probation, after care and rehabilitation; Role of social work in the juvenile justice system; Prevention of juvenile delinquency; Street children: Definition nature, causes and effects of the problem, services for the street children, social work intervention in the problem of street children; Child labour: Nature and extent of the problem of child labour in India, cause and effects of child labour. Legal provisions regarding child labour in India. Social work intervention in the problem of child labour; Child abuse: Types and causes of child abuse in India, the battered child, and child beggared, social work intervention in the problem of child abuse, Child Prostitution: Child trafficking.

**UNIT V:** Children in need of special care - The disabled child: Nature, extent and cause of disabilities among children in India with reference to visual impairment, hearing impairment, locomotor disability, and intellectual impairment problem of the disabled child. Disability act, Welfare measures-Governmental and non-governmental for the different groups of disabled children in India; Integration of the disabled child in to the mainstream; Application of social work methods in the services for the disabled child; The emotional disturbed child: Nature of emotional disorders in children, types of emotional disorders, cause, treatment and prevention of emotional disorders in children; Role of the child guidance clinic.

**References:**

1. Kewalramani Drauker, Burke, Claire 1993, The Indian Childhood School Education in Rural India Mial publications, New Delhi
2. Flint, Bettym, 1966, Integration of Handicapped Children in Society. Rutledge & Kegan Paul. London
3. Puri, Madhumita, & Sen K.Aria, The Deaf Child and His family. George Allen and Unwin, London
4. Flint, Bettym, 1966, Integration of Handicapped Children in Society. Rutledge & Kegan Paul. London.
5. M.S. Swaminathan, Research foundations, 1993, Profile of the child in India – Policies & Programmes. Ministry of social welfare, New Delhi.
6. Chowdry, Paul D 1963 DeSouza. Alfrad (ed) 1979, Child Welfare: Policies & Practice Maternity & Child Care Support services proceedings No. 8.
7. Anantha Raman, Sita 1996, Child Welfare Manual. Atam Ram and Sons, New Delhi. Children in India – Critical Issues in human development. Indian social Institute

## **Paper –VI: CONCURRENT FIELD WORK**

### **MPSW – Psychiatric Setting**

1. Critical appraisal of the agency's functioning in relation to its philosophy, structure, policies and programmes. Regular interaction with different levels of functionaries to develop skills in coordination. Understanding of the administrative structures, hierarchy and admission procedures.
2. Observation at the outpatient unit. The student worker will make observation and Study patients at the time of registration. Learn the process of filling case Information sheet at the time of admission.
3. Casework - Select two (2) psychiatric patients with specific problems and make a detailed Study and analysis of these cases. In the procedures of assessment goal setting and other intervention modalities, the student worker must be able to use skill fully the Guiding principles of casework practice.
4. Family casework and home visits. Home visits will be made regularly after a detailed study and assessment of the patient. Family counselling/therapy session will be conducted in the homes of the patient. Various techniques and skills of Family counselling/therapy will be used.
5. Group work - In the group of 8 to 9 patients the student worker can organize group Work involving the different stages of group process. The student worker can also conduct activities of therapeutic value.
6. Psychological Tests: Under the guidance and supervision of the psychologist, Observe and learn the various methods and techniques of psychological treatment.

### **MPSW – Medical Setting**

1. Critical appraisal of the agencies functioning in relation to its philosophy, structure, policies and programmes.
2. Regular interaction with different levels of functionaries to develop skills in coordination. Understanding of the administrative structure, hierarchy and admission procedure.
3. Understanding of the working of each major department (viz., Cardiology/Oncology/ Orthopedic/Neurology/Post Operative) (any 2 department in the first term). Theoretical knowledge pertaining to the specific area – extensive and intensive reading.
4. Case Study - Selection of a minimum of two patients (in each department) with specific Psycho social problem. Make an in-depth study and assessment of the cases using the case study format.
5. Group Studies - Identify and select the areas of need for formation of a group of patients/ family members. Study individual group members, their dynamics



in operation and assess the growth of individual member during group interaction. Use the format for group study.

6. Social Welfare Administration: Develop and understanding in the working of Principles of social welfare administration. (POSDCORB)

### **Urban Community Development Setting**

During this intensive Field work training programme, the students are expected to:

1. Study and report about the organization- History, aims, objectives , goals, Administrative structure, operational area, target group, programmes funding and problems of the organization
2. Study and report on the characteristics, migration pattern and analysis the problems of urban slums.
3. Study, Work and report on the functioning, models, monitoring of SHGs and on Bank linkages.
4. Work for sustainable livelihood promotion of a family or group by using livelihood strategies.
5. Involve in the micro planning of any project with the target group and report the process.
6. Engage in public relations and social advocacy activities in the organization/community.
7. Formulate pressure groups and take necessary action on particular issues in the communities.
8. Study the programmes of UCD covered in the communities and analyze the role of urban local govt. in UCD.
9. Select one programme/service/of agency and evaluate it.
10. Plan and organize one/two day's programmes to create awareness among the target population on any specific social issue.
11. Assist the agency in fund raising and publicity campaigns.
12. Identify different types of unorganized sector and analyze the issues and problems in organizing them
13. Study the present status of any of the development programme implementing by the Govt. in the slum.
14. Work on meeting the community needs by using the process of community Development.
15. Attend the staff/target group meeting and record the minutes
16. Prepare the case study of any successful / failure case/group
17. Involve in net working, lobbying and advocacy of the concerned project.
18. Use audio-visual and theatre communication methods in the field.
19. Involve in participatory evaluation by using the criteria.
20. Taking part in the programmes, seminars, workshops, etc., related to community work for the enrichment of knowledge (with the prior permission of the Faculty Supervisor).

21. Make extensive reading in the field of UCD in general and the areas specified in the guidelines in particular.
22. Maintain a record of his/her work – daily diary and weekly records.
23. Submit weekly reports to the Faculty Supervisor and attend the supervisory conference week

### **Rural Community Development Setting**

During this intensive field work training programme the students are expected to:

1. Study and report about the organization – History, aims , objectives, goals , Administrative structure, operational area, target group , programmes, finding and problems of the organization
2. Study the magnitude of unemployment in the community and prepare a report on its migration pattern
3. Analyze the situation and problems of rural industries and suggest the plan for man power utilization.
4. Study, work and report on the functioning, models, monitoring of SHGs and on Bank linkages.
5. Work for sustainable livelihood promotion of a family or group by using livelihood strategies.
6. Involve in the micro planning of any project with the target group and report the process.
7. Study the present status of any of the development programme implementing by the Govt. in the slum.
8. Work on meeting the community needs by using the process of community Development.
9. Involve in the micro planning of any project with the target group and report the process.
10. Engage in public relations and social advocacy activities in the organization/community.
11. Formulate pressure groups and take necessary action on particular issues in the communities.
12. Study the programmes of RCD covered in the communities and analyze the role of panchayath in RCD.
13. Select one programme/service/of agency and evaluate it.
14. Plan and organize one/two days programmes to create awareness among the target population on any specific social issue.
15. Assist the agency in fund raising and publicity campaigns.
16. Study and report the steps in community based planning, management and monitoring of water shed management

17. Study and report on different types, functioning activities, role and problems of cooperative societies in the community.
18. Attend the staff/target group meeting and record the minutes
19. Prepare the case study of any successful / failure case/group
20. Involve in net working, lobbying and advocacy of the concerned project.
21. Use audio-visual and theatre communication methods in the field.
22. Involve in participatory evaluation by using the criteria.
23. Taking part in the programmes, seminars, workshops, etc., related to community work for the enrichment of knowledge (with the prior permission of the Faculty Supervisor).
24. Make extensive reading in the field of RCD in general and the areas specified in the guidelines in particular.
25. Maintain a record of his/her work – daily diary and weekly records.
26. Submit weekly reports to the Faculty Supervisor and attend the supervisory conference weekly.

### **Tribal Community Development Setting**

Block Field Work Placement is organized in the final year of the Masters of Social Work Course. The students are placed in various institutions/organizations based on the student's specialized subjects – Personnel Management & Industrial Relations, Medical & Psychiatric Social Work and Urban & Rural Community Development.

During this intensive field work training programme the students are expected to:

1. Study and report about the organization – History, aims , objectives, goals , Administrative structure, operational area, target group , programmes, finding and problems of the organization
2. Analyze the problems of the target group (both in its micro and macro context) and the adequacy of the responses of the organization.
3. Learn the strategies, programs and techniques used to organize and mobilize communities around relevant issues.
4. Prepare a project proposal on the needs/problems of the target group of the agency.
5. Involve in the micro planning of any project with the target group and report the process.
6. Study the present status of any of the development programme implementing by the Govt. in the TRIBAL COMMUNITY
7. Engage in public relations and social advocacy activities in the organization/community.
8. Study the programmes of TCD covered in the communities and analyze the role of panchayath in TCD.
9. Select one programme/service/of agency and evaluate it.

10. Plan and organize one/two day's programmes to create awareness among the target population on any specific social issue.
11. Assist the agency in fund raising and publicity campaigns.
12. Study and report on different types, functioning activities, role and problems of cooperative societies in the community.
13. Attend the staff/target group meeting and record the minutes
14. Prepare the case study of any successful / failure case/group
15. Involve in net working, lobbying and advocacy of the concerned project.
16. Use audio-visual and theatre communication methods in the field.
17. Taking part in the programmes, seminars, workshops, etc., related to community work for the enrichment of knowledge (with the prior permission of the Faculty Supervisor).
18. Make extensive reading in the field of TCD in general and the areas specified in the guidelines in particular.
19. Maintain a record of his/her work – daily dairy and weekly records.
20. Submit weekly reports to the Faculty Supervisor and communicate with the faculty supervisor.

## **Paper-VII: Block Placement**

For effective supervision and guidance of students during the Block Field Work, it is suggested that the Agency Supervisor:

1. Maintain the attendance record of students.
2. Sign the daily record of the students.
3. Read and Sign the weekly report before the students sends it to the faculty supervisor.
4. Make it convenient to meet the faculty supervisor to review the work of the students and give specific inputs to improve his/her work in the agency.
5. Also communicate to the respective faculty supervisor any matter concerning the student and his/her work.
6. Evaluate the performance of the students and fill up the pre designed evaluation form and send it to the faculty supervisor.