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Bilaspur Vishwavidyalaya Bilaspur

बिलासपुर, विश्वविद्यालय बिलासपुर (छ०ग०)

(A State University established by Chhattisgarh Vishwavidyalaya Amendment Act 2011, No. 07 of 2012)

FACULTY OF SOCIAL SCIENCE

SYLLABUS OF

M.S.W. (PREVIOUS)

V.E.F. SESSION-2002-2004

2004-05

[Signature]

PUBLISHED BY REGISTRAR



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MSW programme course structure

Master of social work (MSW) is a two years, full time programme. The distribution of papers, offered during two different sessions (Previous & Final) shall be as follows: (w.e.f. academic session 2003-04)

MSW Previous (2003-04)

No. of papers	Subjects
P-1:-	Social work history and Ideology
P-2:-	Social work research
P-3:-	Communication: An introduction to audio visual media
P-4:-	Human growth and development
P-5:-	Family social work
P-6:-	Sociology for social workers in India
P-7:-	Contemporary Ideologies for social work
P-8:-	Working with groups
P-9:-	Working with individuals
P-10:-	Working with communities
P-11:-	Social policy and Planning
P-12:-	Population and environment

MSW Final (2004-05)

F-1:-	Integrated social work Practice
F-2:-	Social Development
F-3:-	Social work personnel: Training and development
F-4:-	Legal system in India
F-5:-	Specialization paper I
F-6:-	Specialization paper II
F-7:-	Specialization paper III
F-8:-	Project work (Dissertation)

F-9:- Evaluation of practicum -I, II, III & IV

F-10:- Comprehensive viva-voce

Specialization courses

A student may opt any one area of specialization, from the following groups. [Either group-A or group- B]

Specialization papers shall be started from the final year of MSW programme.

Specialization papers	Group A Human resource management	Group B Community development
I	Indian labour Problems	Agrarian social structure
II	Indian labour Legislation	Tribal development
III	Human resource management and HRD practices	Urban community planning and development

Practicum (Fieldwork)

A student is required to spend a minimum of six to eight hours per week for field work.

Practicum-I: 1. Agency visits 2. Structured experience in laboratory

Practicum-II: 1. Rural camp 2. summer placement

Practicum-III: 1. Study tours 2. Work shops

Practicum-IV: 1. Block placement

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Time span, Mode of evaluation & allocation of Marks, for various activities

Practicum-I : Agency visits & Structured experience in laboratory.

All the activities under practicum-I, shall be carried out during the previous year.

Practicum-II : Rural camps & Summer placement.

Rural camps shall be organized during previous year of MSW. But, in case of summer placement, each student shall undergo a summer placement of four-six weeks duration, in a setting of his/her own choice, after the end of previous year's exam.

Practicum-III : Study tours & workshops

Activities under practicum-III shall be conducted & completed, during the final year.

Practicum-IV : Block placement.

It shall be carried out, during the final year, under concurrent supervision of trained faculty, and for a duration of four weeks.

Recording, Reporting and Evaluation of the Practicum.

The students are required to, write a weekly fieldwork report in duplicate and retain one copy with them as a record. Each student will submit a summary report of field work, duly examined by the supervisor, at the end of respective academic year. (two weeks before the commencement of annual exam.). The supervisor will also submit a detailed evaluation report of each student. However, in case of summer placement, students are required to submit a report, within, two weeks of the commencement of final year's classes.

Project work (Dissertation)

Each student shall be required to do, project work assignment, on a theme to be decided in consultation with competent faculty & will have to submit a report two weeks before the commencement of final year's exams.

Evaluation of the reports & viva-voce

Evaluation of all the reports | field work reports & project report | and comprehensive viva-voce exam, shall be done by a board of examiners, including:

(i) Internal Examiner.

(ii) External Examiner

(Head of department shall be the convener of board.)

* Evaluation of reports for Practicum-I, II, III & IV shall be done, during final year.

* project report evaluation, along with Comprehensive viva-voce examination shall be done, at the end of final year.

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*Marks shall be awarded by the examiners, jointly & in a manner prescribed below:

-Maximum Marks allocated for Practicum - I, II, III & IV, shall be fifty, for each ingredient of practicum. [Total Max. Marks-200]

-Max Marks for project report & comprehensive viva-voce respectively, shall be one hundred, for each event. [Total Max. Marks-200]

Allocation of marks for theory papers

- Max Marks allocated, for each theory paper, shall be one hundred. (This shall be applicable to annual system of exam only)

NOTE:-All the above mentioned conditions, shall be applicable to every student of MSW previous & final year w.e.f. academic session 2003-2004, except one i.e. evaluation of Practicum [Max. Marks-200] Because, in case of MSW final year students, [particularly for the academic session 2003-2004] the evaluation of Practicum has already been completed and awarded, under old scheme of syllabus [Max. Marks 200] ^{for MSW previous} during the academic session 2003-2003. Hence, Practicum paper of all such students, need not to be evaluated again, under the present scheme of evaluation.



Bilaspur Vishwavidyalaya Bilaspur

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SYLLABUS OF MASTER OF SOCIAL WORK

SESSION 2003-2004

ANNUAL SYSTEM

PAPER I	1-0-1	SOCIAL WORK: HISTORY & IDEOLOGIES	100
PAPER II	1-0-2	SOCIAL WORK RESEARCH	100
PAPER III	1-0-3	COMMUNICATION - AN INTRODUCTION TO AUDIO - VISUAL MEDIA	100
PAPER IV	1-0-4	HUMAN GROWTH AND DEVELOPMENT	100
PAPER V	1-0-5	FAMILY SOCIAL WORK	100
PAPER VI	1-0-6	SOCIOLOGY FOR SOCIAL WORKERS IN INDIA	100
PAPER VII	1-0-7	CONTEMPORARY IDEOLOGIES FOR SOCIAL WORK	100
PAPER VIII	1-0-8	WORKING WITH GROUPS	100
PAPER IX	1-0-9	WORKING WITH INDIVIDUALS	100
PAPER X	1-0-10	WORK WITH COMMUNITIES	100
PAPER XI	1-0-11	SOCIAL POLICY AND PLANNING	100
PAPER XII	1-0-12	POPULATION & ENVIRONMENT	100
TOTAL			1200

PRACTICUM - I

- (i) AGENCY VISITS
- (ii) STRUCTURED EXPERIENCE IN LABORATORY

PRACTICUM - II

- (i) RURAL CAMP
- (ii) SUMMER PLACEMENT

Course title : SOCIAL WORK - HISTORY AND IDEOLOGIES

Course No. : 1.0.1

INTRODUCTION

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

OBJECTIVES

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

8 COURSE CONTENT

Sl. No.	Module Title	CONTENT	SUGGESTED TEACHING-LEARNING METHODOLOGY
1.	Indian History of Social work Profession	<ul style="list-style-type: none">• Introduction• Beginning of Social work education• Welfare versus developmental orientation in social work.• Professionalisation of social work values, education, knowledge & professional associations.• Goals, values, functions/roles and process of social work.• Interface between professional and voluntary social work.	
2.	Indian History of ideologies for social change.	<ul style="list-style-type: none">• Ancient period: Vedic, Vedantic and non-vedic ideologies spirituality.• Medieval period: Zoroastrianism & Islam in India.• Mysticism of Bhakti & Sufi movements, Sikhism• Modern period: Christianity in India.• Hindu reform movements Dalit movements.• Gandhian ideology & Sarvodaya movement. Nationalism.• Ideology of the Indian Constitution.• Ideology of voluntary organisations and voluntary action.	<ul style="list-style-type: none">• A combination of the following methods for teaching/learning may be used and alternates as desired.• Lectures and discussion.• Inviting guest speakers/ practitioners and discussion.• Experiential exercises and discussion.• Workshops• Use of newspaper clippings, audio-visual aids and case studies• small group discussions• Group assignments, & presentations

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Western History of Ideologies for Social Change
Organised and scientific charity.

- Beginning of social work education.
- Clinical social work
- Ecological social work
- Attributes of a profession
- Professionalisation of
- Social work education, knowledge, and professional associations.
- Goals, values, functions/ roles and process of social work.

Western History of Social Work Profession
Medieval period: Judaeo-Christian ideologies:

- Secular humanism and Protestantism.
- Modern period: Rationalism and Welfarism.
- Liberalism and democracy.
- Utilitarianism and Social Darwinism.
- Marxism and human rights.
- Overview.

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PAPER-II ~~AL-6714~~
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COURSE : SOCIAL WORK RESEARCH

COURSE NO.: ~~1-2-5-2~~ 1.0.2

INTRODUCTION :

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

OBJECTIVES :

- (a) Develop an understanding of scientific approach to inquiry in comparison to the native or common sense approach in various aspects, and its process.
- (b) Understand major research strategies, meaning, scope and importance of social work research.
- (c) Develop an ability to see the linkages between practice research, theory and their role in enriching one another.
- (d) Develop attitudes consonant with the scientific approach: concern for accuracy, specificity and authenticity; awareness of one's own prejudices or biases; honesty; being open to correction.
- (e) Develop attitudes favourably to the judicious integration of practice, research, and theory.
- (f) Develop ability to conceptualise, formulate and conduct simple research projects/exercises (This would include a broad range of basic research skills such as conceptualization of a research strategy and problem; writing a research proposal; developing tools for collecting data; use of sampling strategies; data collection, processing, presentation, analysis and interpretation; and writing research report etc.).
- (g) Make informed assessment and judicious use of research studies and findings.
- (h) Develop skills for use of library and documentation services for research.

Two semester course for the semester system OR one full paper in the annual examination system in the first year of the two year postgraduate programme.

Module Title	Content	Suggested Teaching-Learning Methodology of Class Hr.	Suggested No.
Scientific inquiry	Science-Meaning and Assumptions; scientific approach to inquiry in comparison to the native or common sense approach; science and the study of social phenomena; • <i>Attitudes Coherent with the Scientific approach</i>	• Lecture and discussion	2
Concepts, hypotheses & theories	• Concepts-meaning; formal and operational definitions; variables and indicators • Hypothesis-meaning attributes of a sound hypothesis; role in explanatory research • Hypothesis testing-null hypothesis; the sampling distribution; level of significance; critical region; Type-I and Type-II errors • Theory-meaning; inductive and deductive theory construction.	• Lecture and discussion.	2
Social Work Research	• Social Work Research-meaning, purposes, the research process; research and theory linkages in practice. • Quantitative and Qualitative Research	• Lecture, and discussion	2
Research Designs	• Basic Research Questions-meaning and importance, problem-formulation in research, some strategies used for research • Surveys, Case Studies, Unobtrusive research strategies (including content analysis, existing data analysis, historical analysis).	• Lecture, discussion and examples.	

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1	2	3	4
			Experiments including pre-experimental, quasi-experimental, and experimental strategies.
			Use of single subject designs.
			Qualitative research: general characteristics, Use of qualitative methods in inquiry, The scope and importance of qualitative research.
5. Sampling			Rationale, characteristics, sampling strategies, types, and utility of generalization or conclusions in the determination of sample size.
6. Data and its measurement			Sources of data: primary and Secondary. Methods and instruments of data collection: qualitative and quantitative, observation, participant observation, life histories, group interview, (including telephone interviews).
			Participatory and Rapid Appraisal Techniques; Triangulation. Levels of measurement.
			Scale-Making for scales. Some prominent scaling procedures (Thurston-type, Likert-type, Bogardus-type, Semantic Differentials).
7. Data processing & presentation			Graphical, Statistical Analysis and Interpretation, Use of Computers.
			Classroom exercises
8. Participatory & evaluatory research			Conducting participatory research, Monitoring & research
			Classroom practice and assignment
9. Research Report			Research Report writing, Research Abstracts, Research Proposals
			Illustrations are practice.

Ethics

- Ethics in Research
- Discussion
- Use of Statistical tools and techniques Statistics Descriptive & inferential; Uses and limitations of Statistics.
- Lecture and class room practice in small groups
- Proportions, percentages, Ratios
- Measures of Central Tendency: Mean, Mode, Median
- Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation, Index of qualitative variation
- Measures of Association: The Coefficient of Contingency (C), The Coefficient of predictability- Lambda, The Kruskal's Gamma, The Spearman's Rho, and the Pearson's 'r'
- Using the chi-square and the 'r' tests.

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Institutions may choose to organise the above contents so as to have two parts, A and B in this paper. In such cases where the contents are reorganised the content incorporated elsewhere should be shifted and included in the section related to the use of statistics. For example, graphical and tabular presentation of data, levels of measurement, hypothesis testing, use and of computer should all be included in the section on use of statistics, so as to make two approximately equivalent portions in this paper.

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PAPER-III

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COURSE TITLE : COMMUNICATION AN INTRODUCTION TO AUDIO-VISUAL MEDIA.

COURSE NO. : 103

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INTRODUCTION

There is an increasing presence of the mass media in everyday life, which the learners of the social work profession, along with other human service professionals, need to reflect upon as it impinges on their own lives as well as on the client groups. Along with this, there is a need to utilise media interventions for social work and social change. This course course addresses these twin objectives, providing interdisciplinary knowledge and skill development opportunities.

OBJECTIVES :

- (a) Facilitate a critical analysis of the mass media, in terms of the modes in which it reproduces the dominant power relations in society, be they of gender, class, race or any other.
- (b) work towards alternative, participatory uses, of the media, with specific reference to campaigns.
- (c) Facilitate the acquisition of media skills, related to visual design, street theatre and other low-cost participatory media.
- (d) Allow for the practical application of these media skills through the process of designing and conducting a campaign.

Module Title	Content	Suggested Teaching Learning Methodology of Class Hrs.	Suggested Nö.
Native Approaches to media and signs	<ul style="list-style-type: none"> • Transmission and Semiological models; using semiology for critical media analysis of artefacts such as TV commercials, films, print advertisements, comic strips and newspapers; • Presentation of Campaign Design (Group presentation by students) 	<ul style="list-style-type: none"> • Lectures, • Interactive Class Discussions, Screenings, Participatory Presentations and Practicals. 	6
Linking Communication	<ul style="list-style-type: none"> • Communication as Transmission • Communication as Representation • Communication as Cultural Reproduction 	<ul style="list-style-type: none"> • Lecture with illustration from media. 	8
Present-er	<ul style="list-style-type: none"> • Television Commercials • Print Advertisements • Nursery Rhymes • Feature Films 		
Present-Race	<ul style="list-style-type: none"> • Us and Them • Comic Strips • The Everyday Experience of Colour 		
Present-nts	<ul style="list-style-type: none"> • The Press and framing of Real events. • Documenting Reality. 		
Linking impact he a	<ul style="list-style-type: none"> • The Debate on the Effects of Violence • The Limitations of Censorship • Towards Critical viewing. 		

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3. Skills
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• Visual Design:

Introduction to elements
of design, such as layout,
typography, use of colour
and shape; designing
effective posters and logos
for campaigns

• Workshop

• Street Theatre Workshop:
Elements of street theatre
scripting and choreography
for development.

• Workshop

• Use of puppets, songs and
folklore: 4 hours (visiting
faculty

• Workshop
Preparation and
use,

Note-In these workshops, the
students groups for the
campaigns work out the
elements of their campaign
design.

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PAPER-IV

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COURSE TITLE : HUMAN GROWTH AND DEVELOPMENT 1.0.4

INTRODUCTION

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

OBJECTIVES :-

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

COURSE CONTENT

Module Title	Content	Suggested Teaching-Learning Methodology	Suggested No. of Class Hrs.
Life Span, Heredity and Environment	<p>Stages of the life span. span perspective and the systems approach of Bertalanffy, Sears and Bronfenbrenner to the understanding of human growth and behaviour</p> <ul style="list-style-type: none"> • Principles of growth and development • Methods of studying behaviour • Role of heredity and environment. Social customs, traditions, values in parenting and child rearing practices, deprivation and development, during stages of the life span. 	<p>Lecture</p> <p>Observations of any stage of life, discussion.</p> <p>Discussion of parenting skills observed and their origin and impact</p>	4
Theories of human development	<ul style="list-style-type: none"> • A critical look at the theories of human development like those of Freud's Psychosexual theory, Erikson's Psycho-social theory, learning theories and piagets theory of cognitive development, and those of a Jung. roger, Maslow and Murry 	<p>Group Class Assignment and discussion</p>	4
Indian Concept	<ul style="list-style-type: none"> • Understanding the Indian concept of life span stages. 	<p>Lecture, discussion</p>	2
Human Development and Health Prenatal to Pubertal	<p>Parental to Pubertal Growth</p> <ul style="list-style-type: none"> • Stages of the life span from conception to old age • Parental stage and genetic factors, infancy and adjustment to immediate world; • Early childhood growth play; relationship with family; early and later adolescence-pubertal growth, hazards, lifestyle effects 	<p>Observation through posters films and real life situation infant needs, growth childhood view a video followed by discussion.</p>	6

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COURSE TITLE : FAMILY SOCIAL WORK

Course No. : 1.0.5

INTRODUCTION :-

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This course is to promote understanding of the changing norms of this social system and development opportunities throughout its cycle. It also aims to develop skills in identifying scope for reform and positive awareness for need of a healthy family unit.

OBJECTIVES :-

- (a) Understand normative and changing norms of the institution of family and variations in them with reference to the family social ecology.
- (b) Understand the implications of family norms for status of individuals and developmental opportunities in the family by age and gender.
- (c) Encourage study of the process of family socialisation and understand family norms, ecology and dynamics.
- (d) Understand dynamics of family interactions and developmental tasks through the family life span, in the context of family norms and family ecology.
- (e) Develop skills in identifying the need for reforms in family norms and creating public awareness in this area.
- (f) Develop skills in writing holistic family case studies and carrying out family need assessment for identifying areas of intervention.
- (g) Develop positive attitude to support understanding the need of a healthy family unit.

CONTENT :

Module Title	Content	Suggested Teaching Learning Methodology of Class Hrs.	Suggested No. Hrs.
Conceptual networks to by family	<ul style="list-style-type: none"> • Origin and evolution of family and marriage • Ideology of family rights and responsibilities 	<ul style="list-style-type: none"> • Lecture, discussion of learner perception of rights and responsibilities 	4
Normative family functions and structure and changes	<ul style="list-style-type: none"> • Normative family and marriage functions and structure, ethnicity and socio economic background. • Social changes and changes in family and marriage functions and structure • Implications for the family and its members. 	<ul style="list-style-type: none"> • Lecture, discussions based on case studies from creative literature, T.V. serials, films 	4
Alternate family patterns and structure.	<ul style="list-style-type: none"> • Dual earner/career families • Single parent families • Female headed households. • Childless families • Reconstituted/Step families. • Consensual unions • Homosexual families 	<ul style="list-style-type: none"> • Holistic assessment of own family neighbours/relatives family 	6
Family realisation of id, family	<ul style="list-style-type: none"> • Family interactions • Family development/ family life cycle. 	<ul style="list-style-type: none"> • Lectures, discussion to comparison of growing in different attitudes through reading and observation 	6
Family assessment	<ul style="list-style-type: none"> • Some methods and its implications 	<ul style="list-style-type: none"> • Study of methods of assessment. planning & carrying out a public awareness project. Using any small group communicative technology. 	6

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6. Creating public modes of awareness
awareness for building
promoting family
rights and
responsibilities

• Discussion and
class room
exercises.

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1.0.6

COURSE TITLE : SOCIOLOGY FOR SOCIAL WORK IN INDIA

INTRODUCTION

This course provides the learners basic understanding of relevant concepts from sociology to help the learners study and understand social phenomenon.

OBJECTIVES:-

- (a) Understanding of concepts to examine social phenomenon
- (b) develop skills to analyse Indian society and change
- (c) Understand change and conflict.

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Module Title	Content	Suggested Teaching Learning Methodology of Class Hrs.	Suggested No. Hrs.
Sociology and its relationship with other disciplines.	<ul style="list-style-type: none"> • Meaning, scope and significance • Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and social work. 	<ul style="list-style-type: none"> • Lecture and discussion 	2
Society and Culture	<ul style="list-style-type: none"> • Society is a system of relationship • Social structure: meanings Status and roles • Culture: Meaning and contents—Tradition, Customs, Values, norms, folklore and mores. • Socialisation: Meaning, processes and agents. 	<ul style="list-style-type: none"> • Discussion—small group discussion • Reflection, discussion • Small group presentation. 	4
Indian Society	<ul style="list-style-type: none"> • Composition of Indian Society: the concept of unity of diversity • Social classification in India: Tribal, rural and urban divisions. • Social stratification in India: meaning, caste, class divisions. 	<ul style="list-style-type: none"> • Lecture • Pictorial display and discussion. 	6
Social Groups, Social Institutions and Social Control.	<ul style="list-style-type: none"> • Meaning and types: Primary and Secondary groups, in-groups and out-groups, reference groups. • Types of social institutions: marriage, family, religion, State and law 	<ul style="list-style-type: none"> • Lecture and discussion. • Discussion based on specific reference work. 	4
Norms and Social Control	<ul style="list-style-type: none"> • Social control exercised through the social institutions. 	<ul style="list-style-type: none"> • Meaning Lecture and discussion. 	2
Theories of Society	<ul style="list-style-type: none"> • Significance of a theoretical understanding of society. • Evolutionary, cyclical, conflict and systems theories. 	<ul style="list-style-type: none"> • Lecture 	4

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7. Social
Change

Meaning, Character and factors inducing change with reference to India.

8. Social movements • Dominant social movements • Mini Lecture
in India Meaning, in India.
Factors essential
for a movement. • Social reform movement
and contributions of
social reformers. • Class room
group
presentation.

• Peasant movement

• Trade union movement.

• Social movements and
social change in India.

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COURSE TITLE : CONTEMPORARY DEOLOGIES OF SOCIAL WORK

COURSE NO. : 1.0.7

A-1627

INTRODUCTION

This course aims at helping the learners to understand fundamental objectives of social work profession, its values and ethics as linked to contemporary ideology for social changes.

OBJECTIVES

- a) Gain information about contemporary ideologies of social work and social change.
- b) Develop skills in ethical decision making at macro and micro levels.
- c) Examine own assumptions, ideals, values and experiences about people and problems in order to develop sensitivity to the marginalisation of vulnerable groups.
- d) Understand the values of social work, and consciously apply those in practice.

COURSE CONTENT :

Sl. Module
 No. Title

CONTENT

SUGGESTED
 TEACHING-LEARNING
 METHODOLOGY

Suggested
 of Class Hr

1. Contemporary ideology for social change
- Introduction
 - Neo liberalism & globalisation
 - Postmodernism.
 - Feminism.
 - Resurgence of the civil society.

A combination of the following methods for teaching/learning may be alternated and used.

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- Multiculturalism.
- Ideology of sustainable and people contradi development.
- Ideology of Action groups and social movements.
- Ideology of non-gov-ernment organisation

- Lectures and discussion.

- Inviting guest speakers/practitioners and discussion.

Use of case vignettes and students own practice experiences.

- Role plays, and other experiential exercises and discussion and

workshops small group discussion group

- Marginalisation of vulnerable groups and limitations of professional social work.

- Emerging ideologies of professional social work.

- Social work values.

- Spirituality and social work.

- Contemporary social work ideologies in different countries.

- Governmental social work functions/loss of
- Contributions of social work.

Social work / Concept and Philosophy
Ethics

10

38

- Ethical Responsibilities in Social work.
- Ethical Decision Making and Dilemmas in Micro and Macro Social work Practice.
- Overview.

2

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COURSE TITLE : WORKING WITH GROUPS/GROUP WORK

COURSE NO. : 1.0.8.1

INTRODUCTION

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

This course outline is an outcome of an interactive process of teaching-learning for more than half a decade by about seven faculty. The assumption is that social work interventions: methods and strategic courses do not operate in isolation. Hence, the interlinkages between ideologies, skills, practice are drawn continuously.

OBJECTIVES :-

- a. Appreciate the importance of groups in the life of an individual.
- b. Develop awareness about the specific characteristics of group work and its contributions as a method of social work intervention.
- c. Gain knowledge about group formation and the use of a variety of group approaches.
- d. Develop understanding of group dynamics and small group theory in relation to different types of groups, e.g. family, staff committee, long term client groups.
- e. Begin to develop acceptance, sensitivity and a positive attitude towards different forms of behaviour manifested in group situations.
- f. Develop knowledge of the skills and techniques to be used by the social worker in groups.
- g. Develop a beginning awareness of the various programme media and skill of programme planning.
- h. Identify the various situations and settings where the method could be used, in the context of social realities of the country.
- i. Develop capacity for beginning self awareness of one's own behaviour in a training group.
- j. Begin and develop commitment to the value of democratic

COURSE CONTENT

Module No.	Module Title	Content	Suggested Teaching Learning Methodology	Sugg of C
1.	1. Introduction and history of group work	<ul style="list-style-type: none"> • Understanding of groups • Characteristics and significance of group • Definition of Social Group work • Characteristics of social group work • Purpose of social Group work. • Historical evolution of group work with special emphasis on the Indian context. 	<ul style="list-style-type: none"> • Lectures • Discussion • Small group exercise. 	
	1.1 Theories of Social Group work.	<ul style="list-style-type: none"> • Theories applicable to group work practice • Models in group work practice. 	<ul style="list-style-type: none"> • Lectures • Discussion. 	
	2. Type of Groups	<ul style="list-style-type: none"> • Types and approaches based on objectives and purpose • Type of membership • Time duration. • Social group work in different setting and • Analysis of group processes. 	<ul style="list-style-type: none"> • Brain Storming • Social group exercise. • Lecture • Discussion. 	
	3. Values and principles in group work & characteristics of Group Formation.	<ul style="list-style-type: none"> • Values in social group work • Principles in group work • Assumptions underlying social group work • Factors of group formation • Formulation of goals. • Identification of problems for work. 		
	4. Pre group and initial phase.	<ul style="list-style-type: none"> • Fear and anxieties of group work • Planning model • Characteristics of pre group phase. • Characteristics of initial phase. • Group structures. • Facilitation skills and role of worker in pre-group and initial phase. 	<ul style="list-style-type: none"> • Lecture • Discussion • Small group exercise. 	

Group processes	<ul style="list-style-type: none"> • Importance of group processes • Typical patterns • Processes in different type of groups • Worker skills in identifying and understanding processes. 	<ul style="list-style-type: none"> • Lectures • Discussion • Social group exercise 	
Group dynamics	<ul style="list-style-type: none"> • Bond, sub groups, role • Leadership • Evaluation • Decision making • Contention • Conflict • Communication • Relationships. 		
Middle Phase	<ul style="list-style-type: none"> • Characteristics of middle phase • Group structures • Group dynamics • Facilitation skills • Role of group workers • Comparison across phases 	<ul style="list-style-type: none"> • Lectures • Discussion • Social group exercise 	2
Design of program	<ul style="list-style-type: none"> • Concept and principles • Program planning • Skills in program planning 	<ul style="list-style-type: none"> • Exercise • Discussion • Lectures 	
Facilitation	<ul style="list-style-type: none"> • Knowledge of skills and techniques for effective work with groups/problem solving. 	<ul style="list-style-type: none"> • Lectures • Small group Exercise • Discussion 	2
Recordings Group Work	<ul style="list-style-type: none"> • Importance of recording social group work • Principles of recording • Recording Structure • Types of recording. 	<ul style="list-style-type: none"> • Lecture • Discussion 	
Evaluation groups and	<ul style="list-style-type: none"> • Importance of evaluation • Types of evaluation • Methods of evaluation 	<ul style="list-style-type: none"> • Lectures • Discussion 	2
Termination phase	<ul style="list-style-type: none"> • Need for termination • Types of Termination • Characteristics of termination phase • Workers skills. 	<ul style="list-style-type: none"> • Lectures • Discussion 	

NOTE

As this course is an initiation to work with groups (the first year programme) (who come from varied backgrounds), finding the right balance between theoretical content, understanding of group processes on the one hand and providing beginning skills in group work on the other has been a constant challenge for the teachers. It is suggested that the course is best received in a unit or modular form of approximately four hours each, where small group exercises and class assignments are woven into each component. This allows the student to see group processes unfold as well as get a hands on experience of handling groups.

IMPORTANT POINTERS

- * The course can be taught over the first year either for one hour per week over two semesters or in units/modules of two hours once a fortnight or four hours once a month.
- * For students who do not have an earlier exposure to Method, courses an introductory module on Integrated Social Work of about 6 hours provides a perspective to the ideology, theoretical framework and values of social work methods/Concurrent in course in Integrated social work practice course can also be offered.
- * In order to maximise learning in the modular method, it is important to have smaller classes, which allow for simulation exercises and broad based classroom discussion. It is also essential to have a high level of co ordination between the teachers of the course to enable homogeneity of inputs and match teaching styles.
- * In order to help assimilation and grounding of skills and attitudes to work with people, it is essential that students have the opportunity to integrate theory with practice, innovate and bring back valuable experiences and analysis to the classroom.
- * Emphasis should be on handling developmental and task groups.

OF ASSESSMENT :-

As this is a basic course for schools of social work, universities/schools have a norm for assessment of such course. It is however suggested that in order to achieve the integration of theory and practice the examination be conducted in a continuous assignment.

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COURSE TITLE : Working with Individuals Families

INTRODUCTION :-

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

OBJECTIVES :-

- (a) Understand case work as a method of social work, and appreciate its place in social work practice.
- (b) Understand the values and principles of working with individuals and families.
- (c) Develop the ability to critically analyse problems of individuals and families and factors affecting them.
- (d) Enhance understanding of the basic concepts, tools and techniques in work with individuals and families, in problem solving and in developmental work.
- (e) Develop appropriate skills and attitudes to work with individuals and families.
- (f) Develop ability to reflect on self as a person and one as a professional social worker.

Module Title	Content	Suggested Teaching Learning Methodology	Suggested No. of Class Hrs.
Method and Philosophy	<ul style="list-style-type: none"> Introduction of case work as a method of social work Concepts of adjustment and maladjustment Philosophical assumption and case work values 	<ul style="list-style-type: none"> Discussion and sharing Sharing with illustrations for real life situations and creative literature Lecture discussions reflection on own values. 	<ul style="list-style-type: none"> 1 1 2
Principles	Principles of case work	<ul style="list-style-type: none"> Lecture and role plays 	4
Process in case work	Case work process: Study, assessment, intervention, termination and evaluation	<ul style="list-style-type: none"> Lecture role play Small group discussions. 	4
Theories and approaches	Understanding the client system: theories and approaches.	<ul style="list-style-type: none"> Discussion and case illustrations from practice. 	4
Tools for case work	<ul style="list-style-type: none"> Case work tools: Interview, Home visit, observation, listening, communication skills, rapport building Recording 	<ul style="list-style-type: none"> Lectures and case illustrations Structured exercises. 	8
Techniques	Techniques of case work: supportive, resource enhancement and counselling	<ul style="list-style-type: none"> Lectures Role Plays 	4
Case work as a professional and dilemmas in working with individuals and families.	Professional self: Conflicts and dilemmas in working with individuals and families.	<ul style="list-style-type: none"> Lecture and Practice exercise Reflection. 	4

47 REFERENCES

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A-1630

PAPER -

COURSE TITLE : WORK WITH COMMUNITIES/COMMUNITY ORGANISATION
DEVELOPMENT.

INTRODUCTION :-

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

OBJECTIVES:-

Understand the critical elements of community organisation practice.

Enhance critical understanding of the models and strategies for community organisation practice.

Make the micro macro connection between the range of complex issues in practice.

Field practice to include a critical and holistic analysis of issues.

Develop attitudes conducive to participatory activities for a civil society.

COURSE CONTENT :

Module No.	Module Title	CONTENT	SUGGESTED TEACHING- LEARNING METHODOLOGY OF CLASS	SUGGESTED
1.	Community Organisation Practice	<ul style="list-style-type: none"> Community work within Social work Understanding Human Rights in Community Organisation Practice 	<ul style="list-style-type: none"> Lectures Case Study 	
2.	Power	<ul style="list-style-type: none"> Concept of Power The range of perspectives Dimensions of Power relevant to Community Organisation 	<ul style="list-style-type: none"> Reference work: Presentation Simulation Exercises Case Study Discussion. 	
3.	Empowerment	<ul style="list-style-type: none"> Concept of Empowerment Barriers to, Process, and Cycle of Empowerment 	<ul style="list-style-type: none"> Simulation Exercises Case Study Lectures. 	
4.	Gender and Empowerment	<ul style="list-style-type: none"> Gender Sensitive Community Organisation Practice Feminist principles of 	<ul style="list-style-type: none"> Simulation exercises Lectures Case Study 	
5.	Models and Strategies of Community Organisation	<ul style="list-style-type: none"> Locality Development Model Social Planning Model Social Action Model Select Methods public interest mobilisation, Litigation, protests and Demonstrations, dealing with Authorities, Public Relations, Planning, Monitoring and Evaluation Roles in different models attributes and attitude 	<ul style="list-style-type: none"> Lectures Case Studies Interaction with Community Organisation. 	
5.1		<ul style="list-style-type: none"> Saul Alinsky Model Women Centered Model 	<ul style="list-style-type: none"> Lectures 	2
5.2		<ul style="list-style-type: none"> Critique of Models and Reformulation of Models 	<ul style="list-style-type: none"> Groups discussion 	2

5.3 Community Organization as a method	• Relevance of Community • Organisation as a method across different spheres of Social work intervention and relook at own attitudes	• Interaction with Practitioners • Case Study	2
5.4 Strategy and Roles	• Unionization as a Strategy • Advocacy in Community Organisation	• Case Study • Lecture	4
6. Current Debates in Community Organisation Practice.	• Emerging Issues • Impact of Macro Policies	• Lecture • Discussion	2

NOTE :-

The content for these methods is vast. Hence, institutions need to be discerning in their choice of topics, and the extent to which each topic will be addressed. The method of teaching and the depth of the topic to be covered need to partner each other. Workshop method is best suited to teach the content of this course.

This being a method course, assimilation and grounding of skills and attitudes to work is highly dependent on field practice. Here students have the opportunity to integrate theory with practice, innovate and bring back valuable experiences and analyses to the class. Without adequate field exposure either concurrent or intermittent the course will remain just theoretical inputs.

Another important part of the grounding process is the interaction of the students with field practitioners who have years of experience and are in position to discuss what is the best fit of strategies in a given situation and context. Such interaction needs to be encouraged. Most field practitioners are willing to participate in the teaching process, both within the classroom as well as in the field.

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~~AM-1690~~
~~AI-6723~~
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~~AJ-2712~~
4652

~~8672~~
A-1631
PAPER: 21

Course Title : Social Policy and Planning

1.1.1. ~~2.2.0.~~ Social Work profession-Socio political Bases.

INTRODUCTION

The course introduces the learner to how policy is a link between Constitutional Principles, Development plans, Legislative and Executive Actions. The analyses of these processes to enable utilization of the knowledge to improve social work practice.

OBJECTIVES :-

- Gain knowledge of policy analysis and the policy formulation process.
 - Acquire skills in critical analysis of social policies and development plans.
 - Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
 - Develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly with reference to Fundamental Rights and the Directive Principles of State Policy.
 - Examine application, and litigation machinery.
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COURSE CONTENT :

Module No.	Module Title	Content	Suggested Teaching Learning Methodology	Suggested No. of Class Hrs.
	Social Policy and Constitution	<ul style="list-style-type: none"> • Concept of social policy • sectoral policies and social services. • Relationship between social policy and social development. • Values underlying social policy and planning based on the constitutional provisions (i.e. the Directive). • principles of State Policy and Fundamental Rights). and the Human Rights. 	<ul style="list-style-type: none"> • Lecture and discussion 	3
	Policy Formulation	<ul style="list-style-type: none"> • Approaches to social policy unified, integrated and sectoral • Different models of social policy and their applicability to the Indian situation • The process of social policy formulation, the contribution of research, the role of interest groups, the problem of conflict of interests and its solution. • Role of professional social workers. 	<ul style="list-style-type: none"> • Lecture discussion • Sharing from reality situation of an interest group member 	3
	Policies	<ul style="list-style-type: none"> • Evolution of social policy in India in a historical perspective • Different sectoral policies and their implementation, e.g. policies concerning education, health, social welfare, women, children, classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development, tribal development and poverty alleviation. 	<ul style="list-style-type: none"> • Class presentation by learners. 	6

4. Policy and Planning

- Concepts of social and developmental planning
- Scope of social planning the popular restricted view as planning for social services and the wider view as inclusive of all sectoral ~~xx~~ planning to achieve the goals of social development.
- Linkage between social policy and planning planning as an instrument and source of policy.
- Role of ideology.

• Lecture and discussion

5. Planning process

- Indian planning in a historical perspective
- Federal political system and the planning process
- The constitutional position of planning in India. The legal status of the planning Commission,
- Coordination between centre and state need for decentralization.
- Panchayatraj, people participation
- Role of political, judiciary, social movement and voluntary action.
- Legal aid, public interest litigation.

• Lecture and discussion

6. The planning, machinery and monitoring

- The machinery and process of social planning in India and the implementation of social planning at various levels. Monitoring and evaluation of planning. The problems of coordination and centralization. The need for decentralization, panchayatraj people's participation. Legal aid, public interest litigation.

• Lecture discussion self study

7. Plans and programmes

- A broad review of the five year plans with emphasis on the objectives of growth and social justice and with special reference to the areas of health and family welfare, education, social welfare and anti-poverty programmes, and advocacy.

• Discussion
• Small group class presentations

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~~8673~~ ~~AL=6724~~ ~~#1653~~
~~AJ=2713~~
1.1.2 A-1632
PAPER - (XII) ~~AK=3728~~
COURSE TITLE : POPULATION AND ENVIRONMENT ~~AM-1691~~

INTRODUCTION

The content has two aspects to it. Population dynamics and its relatedness to the environment natural resources, utilization and their preservation.

OBJECTIVES

- Under-stand characteristics, determinants of population growth.
- Examine population policy, plan and initiatives.
- Understand inter relatedness of human life, living organism environment.
- Understand nature and impact of initiatives.
- Examine utilization and management of resources.
- Develop skills to participate in activities related to

COURSE CONTENT :

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Sl. No.	Module Title	Content	Suggested Teaching Learning Methodology	Suggested No. of Class Hrs.
	Characteristics of Population	<ul style="list-style-type: none"> Population, determinants of growth, Global Concerns Characteristic of Indian population, Family size, planning, methods, programmes 	<ul style="list-style-type: none"> Lecture illustrations from current reports Discussion and demonstration 	4
	Population Policy	Policy, world action plan, Implementation, Initiatives, government and NGO	Policy analysis, small group study for content type gaps	4
	Population and Environment	<ul style="list-style-type: none"> Inter relatedness of human life, living organisms, environment, and natural resource Environment, lifestyle, degradation, Environment management maintaining, improving, enhancing Current issues of environment 	<ul style="list-style-type: none"> Mini lecture, discussion. Lifestyle study and impact, analysis 	4
	Organizations and their Roles	<ul style="list-style-type: none"> Role of government, NGO Peoples initiatives, individual initiatives - international treaties and agreements legislation in India. 	<ul style="list-style-type: none"> Lecture, discussion, Study of reports of initiatives. 	4
	Natural Resources and diversity	<ul style="list-style-type: none"> Utilization and management Forest, land, water, air, energy sources. Pollution Sources, treatment, prevention Soil water, air, noise Waste matter disposal, recycling, renewal, problems, issues. 	<ul style="list-style-type: none"> Project impact analysis, discussion. 	4
	Environment Protection Laws	<ul style="list-style-type: none"> Acts related to: environmental protection Forest conservation Water Pollution Standards and tolerance level. Unplanned urbanization 	<ul style="list-style-type: none"> Lecture Small group presentation 	5

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7. Role of social worker and others
- Work with interdisciplinary team for environmental protection and preservation.
 - Social cultural and institutional issues
 - Environmental movements in India
 - Social work initiative and level, agency-level, community levels
- Lecture and practice
- study of one initiatives.
- 5

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