

UGC

**UGC
MODEL
CURRICULUM**

**SOCIAL WORK
EDUCATION**



**UNIVERSITY GRANTS COMMISSION
NEW DELHI
2001**

**UGC
MODEL
CURRICULUM**

**SOCIAL WORK
EDUCATION**



**UNIVERSITY GRANTS COMMISSION
NEW DELHI
2001**

© University Grants Commission

Printed in December 2001

1,000 Copies

Printed and Published by *Shri Prem Varma*, Sr. Printing Officer, on behalf of Secretary, *University Grants Commission*, Bahadur Shah Zafar Marg, New Delhi-110002, and printed at *Jeewan Offset Press*, 9936, Sarai Rohilla, New Rohtak Road, N.D.-110005 Phone: 5761394, 4958815, 9811220873

FOREWORD

Renewing and updating of the Curriculum is the essential ingredient of any vibrant university academic system. There ought to be a dynamic Curriculum with necessary additions and changes introduced in it from time to time by the respective university with a prime objective to maintain updated Curriculum and also providing therein inputs to take care of fast paced development in the knowledge of the subject concerned. Revising the Curriculum should be a continuous process to provide an updated education to the students at large.

Leaving a few, there have been many universities where this exercise has not been done for years together and it is not uncommon to find universities maintaining, practicing and teaching still on the Curriculum as old as few years or even more than a decade. Not going through the reasons for this inertia, the University Grants Commission, realising the need in this context and in relevance to its mandate of coordinating and maintaining standard of higher education, decided to adopt a pro-active role to facilitate this change and to ensure that the university Curriculum are soon updated to provide a standard education all over the country.

Curriculum Development Committee for each subject was constituted with the respective Convenor as its nodal person. The Committee besides having five subject experts drawn from the university system, was given a wider representation of various sub subject experts attending meetings of the Committee as the esteemed co-opted members which kept on changing from time to time as the need arose. The Committees, therefore, had representations from a large number of experts and had many meetings before final updated model Curricula were presented to UGC.

The University Grants Commission and I as its Chairman are grateful to the nodal persons, a large number of permanent and co-opted members in different subjects and their sub disciplines for having worked seriously with committed devotion to have produced a UGC model Curriculum in 32 subjects within a record period of 18 months.

The exercise would not have been possible without the support of our entire academic community. We can only hope that the results will fulfil their expectations and also those of university community and Indian society.

The UGC model Curriculum has been produced to take care of the lacuna, defects/shortcomings in the existing Curricula in certain universities, to develop a new model Curriculum aiming to produce the one which is compatible in tune with recent development in the subject, to introduce innovative concepts, to provide a multi disciplinary profile and to allow a flexible cafeteria like approach including initiating new papers to cater for frontier development in the concerned subject.

The recommendations have been compiled by panels of experts drawn from across the country. They have attempted to combine the practical requirements of teaching in the Indian academic context with the need to observe high standards to provide knowledge in the frontier areas of their disciplines. It has also been aimed to combine the goals and parameters of global knowledge with pride in the Indian heritage and Indian contribution in this context.

Today all knowledge is interdisciplinary. This has been duly considered. Flexible and interactive models have been presented for the universities to extend them further as they would like. Each institution may have to work out certain uniform structures for courses at the same level, so that effective interaction between subjects and faculties is possible. The tendency across the country is now to move from the annual to the semester system, and from award of marks to award of credits. There is perceptible growing interest in modular framing as well.

The recommendations while taking all these features into account, have also made provisions for institutions who may not be in a position to undertake radical structural reform immediately. In any country, especially one as large and varied as India, academic institutions must be allowed enough autonomy and freedom of action to frame courses according to specific needs. The recommendations of the Curriculum Development Committees are meant to reinforce this. The purpose of our exercise has been to provide a broad common framework for exchange, mobility and free dialogue across the entire Indian academic community. These recommendations are made in a spirit of openness and continuous improvement.

To meet the need and requirement of the society and in order to enhance the quality and standards of education, updating and restructuring of the curriculum must continue as a perpetual process. Accordingly, the University Grants Commission constituted the Curriculum Development Committees. If you need to seek any clarification, you may contact Dr. (Mrs.) Renu Batra, UGC Deputy Secretary and Coordinator of CDC who shall accordingly respond to you after due consultation with the respective nodal person of concerned subject.

The University Grants Commission feels immense pleasure in forwarding this model Curriculum to the Hon'ble Registrars of all Universities with a request to get its copies made to be forwarded also to the concerned Deans and Heads of Departments requesting them to initiate an early action to get their Curriculum updated. The University Grants Commission model Curricula is being presented to the Registrar of the university with **options** either to adopt it in toto or adopt it after making necessary amendments or to adopt it after necessary deletion/addition or to adopt it after making any change whatsoever which the university may consider right. This UGC model Curriculum has been provided to the universities only to serve as a base and to facilitate the whole exercise of updating the Curriculum soon.

May I request Hon'ble Vice Chancellor and the Hon'ble Registrar including the esteemed Deans, Heads of Departments, Members of the Faculty, Board of Studies and Academic Council of the Universities to kindly update their Curriculum in each of the 32 subjects in consultation with model Curriculum provided here. This has to be done and must be done soon. May I request the Academic administration of the universities to kindly process it immediately so that an updated Curriculum is adopted by the university latest by July, 2002.

The University Grants Commission requests the Hon'ble Registrars to confirm that this time bound exercise has been done and send a copy of the university's updated Curriculum in each subject to UGC by July 31, 2002. It is a must. It has to be done timely, failing which, the UGC may be forced to take an appropriate unpleasant action against the concerned university.

The UGC looks forward for your active participation in this joint venture to improve the standards to achieve excellence in higher education.



HARI GAUTAM

MS (SURGERY) FRCS (EDIN) FRCS (ENG)
FAMS FACS FICS FIACS DSc (HON CAUSA)

CHAIRMAN

December, 2001

CURRICULAM FOR EDUCATIONAL PROGRAMMES OF SOCIAL WORK PROFESSION UNDERGRADUATE AND POSTGRADUATE

<u>Contents</u>	<u>Page Nos.</u>
Acknowledgment	5
Methodology adopted	7
The curriculum reframe exercise of the - An Introduction education program of Social Work Profession.	9
Curriculum Content - Domains, Numbers and Titles	19
Social Work Profession- Education Programmes - Curriculum Details for Undergraduate and Postgraduate Programmes	21
1. Core Domain—Social Work Profession : Theory and Practice	
1.1.0. Social Work Profession and the Professional	22
1.1.1. Social Work - History and Ideologies.	23
1.1.2. Contemporary Ideologies for Social work.	28
1.1.3. Personal and Professional Growth.	32
1.2.0. Social Work Profession - Intervention: Methods and strategies	39
1.2.1. Integrated Social work Practice.	40
1.2.2. Work with Communities/ Community Development.	44
1.2.3. Work with Groups/ Group work	52
1.2.4. Work with Individuals/families.	60
1.2.5. Social Work Research.	66
1.2.6. Management of Developmental and Welfare Services.	80
1.2.7. Communication : An Introduction to Audio - Visual Media.	89
1.2.8. Social Work Personnel: Training and Development	93
1.3.0. Social Work Theory and Practice- Social Work Practicum	98
1.3.1. Orientation	101
1.3.2. Visits	103
1.3.3. Structured Experience Laboratory	105
1.3.4. Rural camp	108
1.3.5. Study Tours: Urban/Rural /Tribal Innovative Projects or Study Tour Urban Innovative Projects	111
1.3.6. Workshop: Skills Development	114

1.3.7. Concurrent Practice Learning	118
1.3.8. Summer Placement	164
1.3.9. Block Placement	165
2.0.0. Social Work Profession Supportive Domain Human Growth, Environment and Socio Political Basis	
2.1.0 Human Growth and Environment	166
2.1.1. Human Growth and Development.	167
2.1.2. Family Social work	173
2.1.3. Population and Environment	177
2.2.0. Social Work Profession - Socio-Political Bases	
2.2.1. Social Policy and Planning.	182
2.2.2. Social Development.....	189
2.2.3. Gandhian Approach to Development (Optional)	194
3.1.0. Social Work Profession : Interdisciplinary Content	
3.1.1. Sociology for Social Workers in India	198
3.1.2. Political Economy and Planning in India	203
3.1.3. Political Economy and Development.	209
3.1.4. Tribal Anthropology and Social Work	214
4.1.0. Elective Content - Optional Courses	
4.1.1. Counselling: Theory and Practice.....	221
4.1.2. Disaster Management	226
4.1.3. Gerontological Social work	230
4.1.4. Legal Systems in India	236

APPENDICES A-F3

Appendix A	-	UGC SOCIAL WORK EDUCATION PANEL MEMBERS COORDINATORS OF ZONAL MEETINGS.....	241
Appendix B	-	MEMBERS OF THE FIRST CORE GROUP AND OTHERS INVITED TO THE FIRST MEETING	242
Appendix C	-	LIST OF NAMES OF TEAM LEADERS AND MEMBERS AND INDIVIDUALS WHO CONTRIBUTED UPDATED COURSES	244
Appendix D	-	LIST OF INSTITUTIONS : RESOURCE CENTRES FOR UPDATED CURRICULUM	249
Appendix E	-	LIST OF NAMES OF INDIVIDUALS : FOCUS DISCUSSION	250
Appendix F	-	INFORMATION SHARED AT ALL INDIA LEVEL	251
Appendix F1-		FUNCTIONS OF SOCIAL WORK	252
Appendix F2-		CURRICULUM FRAMEWORK	253
Appendix F3-		COURSE FORMAT	256

ACKNOWLEDGEMENT

I appreciate the trust laid in me by Dr. Hari Gautam, the Chairman, University Grants Commission, (UGC), to convene the National Curriculum Reframe Exercise, as a nodal person to the UGC and as the Convener of the UGC Panel for Social Work Education. I am grateful to past chairperson of UGC, Prof. Armaity S. Desai, for the trust bestowed on me to convene the Panel's activities. The Panel had two major national assignments. 'The Curriculum Reframe and Reform Exercise' and 'The Third National Review of Social Work Education' of which the Curriculum Exercise was also to be a part. Both assignments had their own plan. Dr. A. S. Desai's guidance, support and affection added to the joy of carrying out the assignments of the Panel. I thank the Panel Secretary, Dr. Dev Swarup for the understanding of the nature of the work, and the past Secretary, Ms. Nilofer Kazmi, for all the support given, especially for the zonal meetings, and Dr. Renu Batra for her patience.

All national activities call for unstinted support of colleagues, which I received. I recognise and deeply appreciate their effort and work toward this assignment and thank them all the members of the Panel, local coordinator of the zonal meetings, team leaders and members of the groups who took on the task of drafting instructional content for the curriculum, and the institutions for sharing their updated curriculum. Deep involvement, hectic activity and efforts of many professional colleagues together with similarity in thought for curricula content for Educational Programmes for Social Work Profession, has brought this report to a stage of completion. (List of names in Appendices B,C,D). The curriculum concern for reframe was a part of the Third National Review Exercise, I thank the members of the Review Committee for their 'go-ahead' and individual support extended as members of the committees, team leaders and members of teams for the curriculum activities.

The Panel's work has been facilitated by the past Directors and current Director, Dr. R. R. Singh, of the Tata Institute of Social Sciences (TISS), Mumbai. The Panel assignment was accepted while in service; office space, accounts, and mailing facilities have been provided by TISS. Colleagues in all sections including Dr. M.M. Koganuramath, the Librarian and his team at this Institute rendered help, exhibited kindness and concern.

I specially wish to thank Dr. Philomena D'Souza, retired Principal, Roshani Nilaya, Mangalore, currently in the management of the Nirmala Niketan Institutions, Mumbai, for her unconditional support.

An exercise of this nature calls for continued activity in thought while in office, at home, or in meetings. It indeed created near to full time activity and tasks of coordination to bring this report to close. Family members - my husband, sister and daughter all watched the steady activity with concern and support, including postponing family plans. Their love and tolerance was relived in the same fashion, as when I convened the Curriculum Development Centre's Curriculum Exercise of 1990.

To bring this report in drafts and to the final one, I thank Mr. Ramasubramanian for his efficiency and involvement, Mr. Shirde, Mr. Venkatesh for their secretarial support, Mr. Santosh Palve for his help and Mrs. Sudha Raghavendran for her help with editing.

Deep sense of gratitude arises on reflecting over occasions so designed by Providence for facilitating work in the normal course and through chance meeting during travel with professional colleagues who have pioneered social change activities.

Prof. N. A. Gokarn Ph D.
Convener,
UGC Panel, Social Work Education.

METHODOLOGY ADOPTED

A brief record of the method adopted to prepare the National Curriculum Report for Educational Programmes of the Social Work Profession.

At a meeting convened by Dr. Hari Gautam, Chairperson UGC Panel' Conveners of all the discipline gave the report of the status of this assignment. The Social Work Panel was within the time and budget frame for the second round of the work having completed the zonal meeting and awaiting a go-head from the UGC. The UGC mandate at this meeting was a request to all Panel Conveners' to act as nodal persons to the UGC and to go ahead with the "Curriculum Reframe Exercise" on receiving the written communication and an approval of six to eight members names to form a team specifically for this exercise.

The written go ahead stated that a core group of four including the Convener, and not more than eight at any given point of time, should complete the exercise in four meetings at the UGC, Delhi. Group members were to be invited as per need of the area of discussion.

Theoretically, there are mainly two methods for curriculum work. One is to have experts draft the curriculum, while the other is to invite the faculty who have made the educational experience a reality, over a few years. The latter was considered appropriate for this exercise to ensure a 'match' with the 'continued activity' of offering educational programs.

The concern for practical arrangements of place for long hours when necessary, need for a well equipped library, and arrangement comfortable stay for a arouse. Hence, a suggestion for meetings in Mumbai to save time, travel, money and provide an academic environment for work, was made by the Convener to the Chair Person UGC. However, the policy framework did not make this feasible. At the first meeting in Delhi, members representing various zones (names of all committee members listed in Appendix B). discussed the functions of the profession, a curriculum framework and a course format prepared by the Convener. (For details see Appendix F). This set of material was Heads Social Work Institutions in the country posted to, with a request for feedback. One faculty member with experience, interest and who had demonstrated some innovative changes for course content was to be invited to be a team leader and form a committee of three, four or more members, to work on the instructional content. The Convener had already begun this work for the Third National Review of Social Work Education. Some names of faculty colleagues to head the teams were suggested and approved.

At the second meeting at Delhi, the management and administration for developmental and welfare services and the interdisciplinary instructional content was reviewed based on the Curriculum Development Centers Report, 1990. Changes were suggested and further work was taken up.

Team leaders and team members effort brought the content in courses. Discussions were held with team leaders by the Convener when necessary. A core committee reviewed the entire material and appreciated the efforts in two meetings at Mumbai.

A broad frame as provided here, supports the profession's core and supportive content and that more or less is known to remain similar, changing with updated theory of the profession. The interdisciplinary content and elective content changes as new knowledge develops and choice of its inclusion is based on social reality and need for change. Any curriculum frame is not to be treated as a closed one. Changes and modifications when necessary based on the institution's thrust and social reality, must be made and supported by the affiliating university's policy.

AN INTRODUCTION AN THE CURRICULUM REFRAME EXERCISE OF THE EDUCATIONAL PROGRAMME OF SOCIAL WORK PROFESSION

A curriculum reframe exercise provides an opportunity to look at realities anew, to examine theoretical approaches of drafting/building a curriculum and to select a design to provide a frame to the curriculum. The organizing elements of the educational programmes for the profession regardless to the frame chosen are :

- i. the values of the profession,
- ii. the skills and the methods developed for professional tasks, and
- iii. the major theories and concepts.

Curriculum activity for the social work profession cannot be viewed in isolation as the goals of the profession are derived from social realities. The theories and concepts, support understanding of the social phenomenon and work therein. These include the level of development in the country, the condition and the activities of social systems—that is, all that happens to individuals/families, groups, communities and the services available to them to meet their basic needs. The professional values undergrid and serve to direct activities towards the goals. The structures providing educational programmes, tradition and history of education, educational policy, overall standards of education, the experience of education along with other factors surface while considering educational programmes. (See Fig.1)

The technicality of curriculum drafting brings all curriculum planners to the perennial questions related to a design for a frame, break-up the programme studies for horizontal and vertical linkages, and to ensure that the divisions suggested are closely related.

Two theoretical options were considered. The “interdisciplinary and transdisciplinary” and “curriculum integrated approach”. The latter is characterized by an experience-centered curriculum, wherein, experiential projects and problem centered learning, center the design (Glatthorn and Fushay, 1991 in International Encyclopedia of curriculum) Some aspects of both appear in the frame chosen. This was to provide a ‘match’ to avoid the ‘risk of losing tuning’ with all other factors being the same in a continued activity of education (Toohey : 1999). The latter approach employed singly would have required a longer time frame, better infrastructural facilities and research.

The curriculum frame selected places the content to meet the overall goals of education. Here, the frame places the content in 'sets' as illustrated in Table 1 and as described below.

The Curriculum Frame for Education of Social Work Profession

The curriculum frame adopted places the instructional content in four sets. Three of these are labeled as "DOMAINS". The word 'DOMAIN' here is to be understood as a sphere of knowledge be it cognitive, affective, psychomotor/ behavioral or that to support attitudinal change and value clarification, all this singly, in combinations or all together. Three of these domains are titled as: the Core Domain, the Supportive Domain and the Interdisciplinary Domain. While the fourth cluster is titled as Elective Content. The Core Domain of the Social Work Profession is that which characterizes the profession for its philosophy, ideology, practice, values, ethics, theory and concepts. The Supportive Domain content provides knowledge and skills to backup or assist the core domain. The Interdisciplinary Domain has relevant theories, concepts and perspectives from other sciences to help understand and work with social phenomena necessitating change.

The title, Elective Content in this frame provides optional courses. The content of these courses is developed to meet national and local needs, thrust of the educational institution and/or learners' interest. These courses may be offered to make up the required credits/marks or as audit content. Three ways of organizing this content are listed here :

- a. A few courses are offered and the learner selects one to three to make up the total of required credits/marks.
- b. The curriculum offers a set of courses put together to form a 'specialization area'. The learner has to chose to offer the 'entire set' for that specialization. The set is four to six or more courses.
- c. The third way of offering such courses is to form a 'concentration area', through a cafeteria approach. Here, the learner has the freedom to select from large number of options made available. The choice however, may or may not does indicate linkage in knowledge and skills. The concentration area may be made up of four to six courses.

Social Work - A Practice Profession

Social work is a practice profession hence, the content offered must have the vital component of practice learning opportunities. The educational programme is incomplete without guided practice learning satisfactorily provided. The practice content makes up about forty per cent of the total marks. It is accepted that the career in this profession relates to a wide and complex range of human situations, calling for a versatile practice perspective and skill based competencies. The professional practice is unique in the sense that, the professional has no tools, 'a relationship' is to be established and change jointly planned. This may be by being in teams with other professionals and volunteers or by being 'a change agent' in a participatory approach with the client system. Practice learning for this exercise lists nine types of opportunities. These opportunities are designed to develop practice competencies from that of being a beginning learner to that on the road of mastery for choices of intervention strategies methods, skills and techniques to bring about change.

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

The curriculum frame placing the content - theory and practice calls for sequencing the instructional material, considerations for practice learning opportunity, teaching-learning technology, *decisions for the time frames, and methods of assessment* [Table 2]. It is the curriculum classification categories that assist such choices. Any curriculum content may be broadly classified as humanistic, social reconstructionist and academic, with considerations of technology (Mc Neil, 1985). Each classification is based on theoretical constructs, wherein, the proponents have ideas of linkages between what is to be taught, how it is to be taught and assessed.

The curriculum classification categories and the social work curriculum

The humanistic orientation provides the learner with personally satisfying (intrinsically rewarding) experiences, so that, there is personal growth, integrity and autonomy.

This paradigm views the basic need of education as one that, must help to 'consciously' develop. The goal is better communication, self-understanding and increased self-awareness. The learning opportunity supports willingness of self-disclosure as there is no coercion in the approach. The 'encounter groups' their structure and outcome -where the groups decide the purpose, and the experience is valued, are appropriate examples for this orientation. The emotional relationship between the teacher and the learner is warm and nurturing and is characterized by mutual trust and the faculty continues to be a resource person. The educational technology is mostly structured games and experientials. Listening, self-evaluation, creativity, openness, goal setting, and self direction are the outcome goals.

The assessment is based on movement to develop consciously and is carried out and shared by both, the teacher and the learner.

The 'Practicum Content' and the course on 'Personal and Professional Growth', are best examples of the borrowing from this category for teaching-learning methods and methods of assessment.

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

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

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

The Academic subject classification focuses on knowledge that can be shared and is useful. This knowledge is to be updated as newer knowledge develops. The purpose of learning in this classification is to develop rational minds and train the learners to do research. The teaching methods include that which support 'exposition in inquiry'. Hence, understanding the matter, meaning, logic and factual support to the subject matter is viewed as outcome. The preferred method of assessment is essays to evaluate the abilities developed. The interdisciplinary content, and that of philosophy and ideologies is supported by this category of curriculum classification.

Concern for technology and curriculum brings in two aspects—One is for self-instructional packages - computer based, and those having employed video and audio technology. The other is the technicalities to develop instructional material and evaluate learning.

Social work programmes are not yet supported with a sizable amount and variety of self-instructional packages. Teacher-learner contribution to learning outcome, peer learning and face-to-face instructions are considered essential. Teaching-learning thus includes large and small group instructional methods like lectures, use of booklets, charts, case studies, creative literature, cartoons, cassettes and films. Small group methods like role play, drama, structured experiences, games, face-to-face methods like use of puppets, folk arts - music, stories, street theatre, and other indigenous methods have their own value to disseminate information and ideas, and hence, appear in the teaching-learning methods.

The curriculum design for the reframe exercise lists learning outcomes as objectives, instructional content is sequenced from simple to complex for skill learning, and also, for exposure to other learning experiences. The curriculum activity has used the curriculum classification theory for the above purpose.

Each course follows the same design of having an introduction, objectives and instruction content in modules, suggested teaching methodology, hours of teaching, and method of assessment [Table 2]. The Practicum lists opportunities and has suggestions for method of assessment. The modules are supposed to be self-contained almost independent units of instruction. The duplication can be easily avoided by removing or transferring the content. In fact modules are easily exportable within the programme and between campuses (for details see : International Encyclopedia, 1991). Some duplication of modules will be evident to the reader. This is left thus, so that, the faculty offering teaching - learning experiences as a team can decide 'what to transfer where', keeping in mind local conditions related to time, expertise and institution's trust.

The Teaching-Learning Experience - The Institution and The Teachers

Curriculum 'the written word document' becomes a positive educational experience when the institution offering/housing the programme, the teachers and the learners, all work towards the educational goals.

The Institutions - the colleges, departments of universities, departments of colleges and those of deemed universities all as structures in this country, have educational programmes for the Social Work Profession. The structures, the rules and regulations of affiliating universities, pose constraints, especially when comparisons are drawn between disciplines or between disciplines and professions.

The nature of instructional time frame, practice learning opportunity provisions, instructions for practice learning, along with the nature of assessment for social work are different. The curriculum classification categories and nature of educational experiences necessary for this profession back this need. Three different norms as requirements accepted in Second Review Committee Report (1975) and reiterated in the Curriculum Development Center's Report (1990) are stated here:

1. *Practice teaching-learning is like learning in a laboratory. The difference is that, this learning is carried out in real life situations of communities, groups, families/ individuals and in organizations providing services. Every learner is required to spend a minimum of fifteen hours a week in a setting/agency/organization to learn practice. Each learner should get about forty-five to sixty minutes of individual instruction, hence the teacher-learner ratio suggested is 1:8 to 10. Practice learning calls for individual guidance, and small group guidance .*
2. *Core domain instruction - calls for small group teaching methods and class-room practice. These methods are best employed when the numbers making up the class is small, necessitating break up of large groups into those around twenty. The number of teachers required for the same content is naturally larger.*

3. The third concern emerges from the need of minimum norms/requirements for starting a programme for social work profession. The UGC Panel of Social Work Education has worked out 'basic minimum' requirements, and the Commission has in its 'inhouse' meeting accepted these norms. Therefore, universities providing affiliation and those setting up programmes must consider the basic minimum requirements if 'a standard' is to be established, retained and propagated, to march to excellence.

The Teachers

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

- Well ventilated class-rooms and office space to function. A well equipped, continually updated library, availability of wide range of practice teaching centers, time and ratio requirements for teaching-learning of a professional course.
- Provision for faculty to make some changes in the curriculum for the purpose of update, along with those for innovations and experiments in education supported by the university mandate.
- Teacher Development Programmes - 'inhouse' - that is those voluntarily designed by the faculty and those planned by the institution for the growth of faculty. Opportunities for national and international interaction, programmes for exchange between academicians and between practitioner and academicians, all are necessary. Social work faculty's experience of practice, research based practice and that of developing and implementing action based projects, are also considered critical and growth oriented. All this needs to be facilitated. (For details see : Report of UNESCO : 1996).
- Inservice training, growth opportunities like-well designed refresher courses, and summer institutes to include all on the academic ladder should continue to be viewed as necessary, along with those of preservice.

Conclusion

A curriculum document requires infrastructural facilities, which would support translating curriculum plans to academic activity for a standard of education and in the march to excellence. It is when most aspects are planned, facilities are provided, including those of teacher development and when learners' have adequate previous experiences, that it is possible for education to support change in a direction for a civil society, and for learning to remain life long activity.

Prof. N. A. Gokarn, Ph.D.

References

- Carson T. R. (ed.) *Towards a Renaissance of humanity*,
Alberta: University of Alberta Printing Services.
- Cowan J. 1998 *On Becoming An Innovative University Teacher*,
Suffolk: St. Edmundsbury Press.
- Doll R.C. 1992 *Curriculum Improvement:
Decision making and process* (8th Edition]
London : Allyn and Bacon.
- Mc. Neil J.D. 1985 *Curriculum. A Comprehensive Introduction* ["3rd Edition"].
Boston : Little Brown and Co.
- Ornsteni A. C. 1998 *Curriculum: Foundations, principles and issues*, Englewood
Cliff: Prentice Hall.
- Toohy S. 1999 *Designing Courses For Higher Education*, Suffolk:
The society for Research into Higher education and open University
Press.
- Encyclopedia. 1991 *International Encyclopedia of Curriculum*,
Ed. Arich Lewy, Oxford: Pergamon Press.
- Encyclopedia. 1989 *The International Encyclopedia of Educational Technology*,
Oxford: Pergamon Press.
- UNESCO. 1996 *The International Commission on Education for the Twenty-First
Century Learning: The Treasure within*, UNESCO Publishing.

Figure 1

Social Work Profession Curriculum Frame and Influences

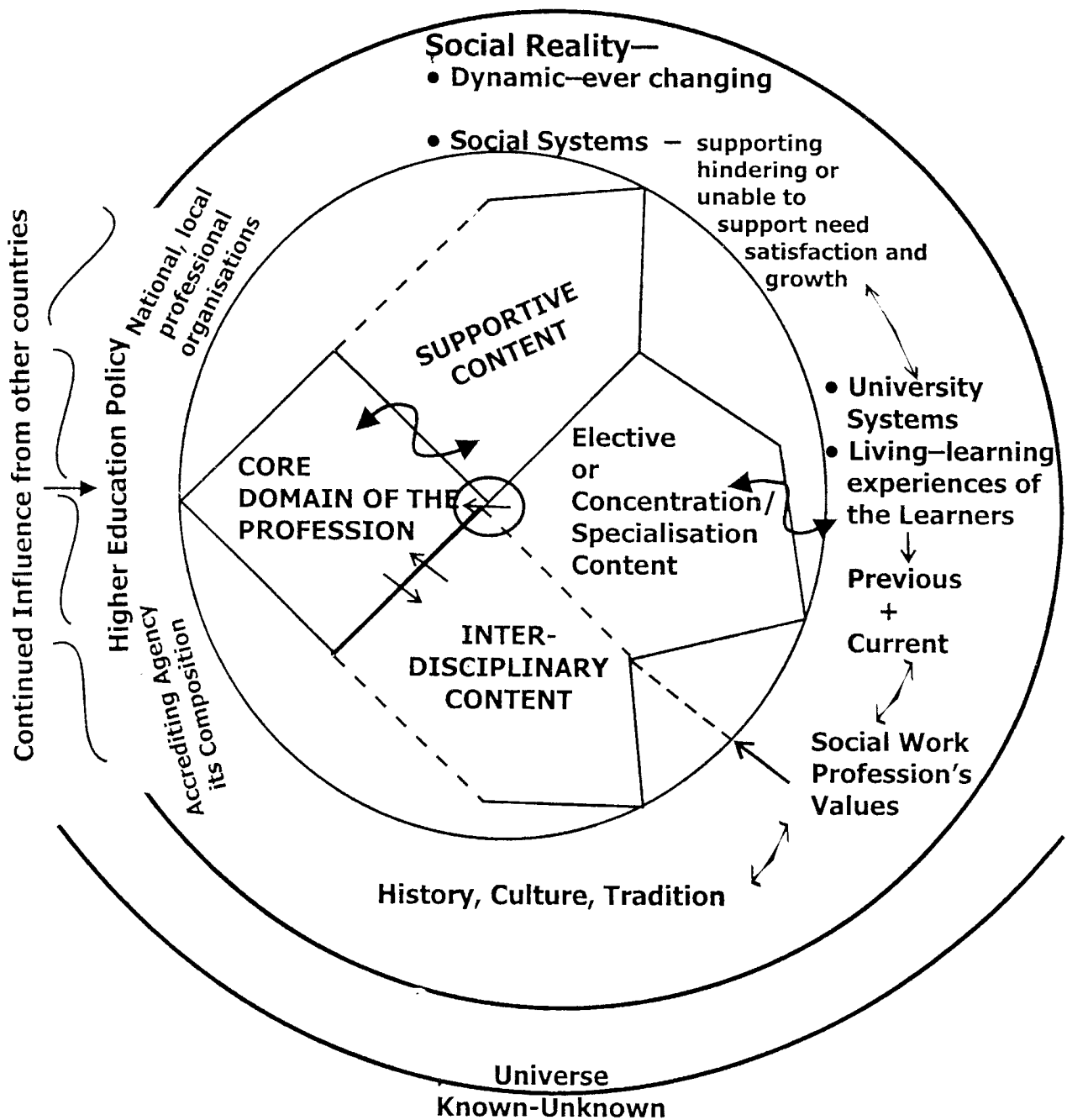


Table-1 Curriculum Content-Domains, Numbers and Titles

1. CORE DOMAIN TITLE: SOCIAL WORK PROFESSION: THEORY AND PRACTICE AND SOCIO POLITICAL CONTEXT	2. SUPPORTIVE DOMAIN TITLE: SOCIAL WORK PROFESSION: HUMAN GROWTH, ENVIRONMENT	3. INTERDISCIPLINARY DOMAIN TITLE: SOCIAL WORK PROFESSION: INTERDISCIPLINARY BASES	4. ELECTIVE CONTENT TITLE: SOCIAL WORK PROFESSION: ELECTIVE CONTENT
1.1.0. Social Work Profession and the Professional	2.1.0. Human Growth and Environment	3.1.0. Interdisciplinary Bases	4.1.0. Elective Content Optional Courses
1.1.1. Social Work History and Ideologies	2.1.1. Human growth and Development Family Social Work	3.1.1. Sociology for Social Workers	4.1.1. Counselling: Theory and Practice
1.1.2. Contemporary Ideologies for Social Work	2.1.2. Work with Communities/Community organisation Development	3.1.2. Political Economy and Planning	4.1.2. Disaster Management
1.1.3. Social Work Professional: Personal and Professional Growth	2.1.3. Population and Environment Suggested Titles	3.1.3. Political Economy and Development	4.1.3. Gerontological Social work
1.2.4. Work with Individuals/families	2.1.4. Health and Health Care System		4.1.4. Legal Systems in India
1.2.5. Social Work Research	2.1.5. Rural Issues and Development		4.1.5. Suggested titles Women and Development
1.2.6. Management of Developmental and Welfare Services			4.1.6. Children in Difficult Situations
1.2.7. Communication: An Introduction to Audio-Visual Media			4.1.7. Youth and Development
1.2.8. Social Work Personnel: Training and Development			NB
1.3.0. Social Work Practicum			1. Introduction to Computer
1.3.1. Orientation			2. Use of Computers In Social Work (As per Institution's arrangement)
1.3.2. Visits			
1.3.3. Structured Experience Laboratory			
1.3.4. Workshop: Skills Development			
1.3.5. Rural camp			
1.3.6. Study Tours: Urban/Rural/Tribal Innovative Projects			
1.3.7. Concurrent Practice Learning			
1.3.8. Summer Placement			
1.3.9. Block Placement			

Table-2

ILLUSTRATION OF COURSE FORMAT

Course Title:

Course No:

Level:

Introduction:

Objectives:

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours

Methods of Assessment

REFERENCES

Social Work Profession - Educational Programmes - Curriculum Details for Undergraduate and Postgraduate Programmes

The content is drafted in three domains and the fourth set is that of elective content. The domains are : The Core, The Supportive and the Inter-disciplinary. The Elective content has few courses given as illustration. Courses that are given in the elective content may be chosen singly as optional courses to make up credits/marks for the entire programme. A set of these may be offered to form a concentration or a specialization area. Some details of this design are as follows:

Title of the Domain	Title of the Content	Number of Courses
Core Domain	Social Work Profession: Theory and Practice	11+ Practicum 9 Learning opportunities
Supportive Domain	Social Work Profession: Human Growth, Environment and Social Political Context	5 + 1 (Optional) 2 Suggested titles
Interdisciplinary Domain	Social Work Profession : Interdisciplinary Bases	4 Courses
Elective Content	Social Work Profession : Elective Courses	4 Courses as illustration+3 suggested titles

Teaching institutions to draw-up their elective content based on local needs and thrust. Format see Appendix 3.

Elective Content

These courses may be offered to make up the required credits/marks or as audit content. Three ways of organizing this content are listed here :

- a. A few courses are offered and the learner selects one to three to make up the total of required credits/marks.
- b. The curriculum offers a set of courses put together to form a 'specialization area'. The learner has to chose to offer the 'entire set' for that specialization.
- c. The other way of offering such courses is to form a 'concentration area', through a cafeteria approach. Here, the learner has the freedom to select from large number of options made available. The choice however may or may not indicate linkage in knowledge and skills.

CORE DOMAIN**SOCIAL WORK PROFESSION****DOMAIN NO. AND TITLE****I - SOCIAL WORK PROFESSION: THEORY AND PRACTICE****Introduction**

The curricular content of this domain is to develop understanding and give information about the profession. It provides theory, explains concepts and develops understanding of intervention strategies. It provides skills and techniques through the opportunity of learning practice to work towards social change. It helps the learners increase personal effectiveness and grow as a professional.

The curricular content of this domain appears under three headings:

1.1.0 Social Work Profession : Social Work Profession and the Professional.

1.2.0 Social Work Profession : Intervention - Methods and Strategies.

1.3.0 Social Work Profession : The Practicum.

Introduction

The title Social Work Profession: Theory and Practice has three courses. Two are to understand the profession, its values, ethics, functions and ideologies that support change, and the third one aims to enhance professional growth and personal effectiveness. The three course titles and their numbers are as listed below:

No	Title
1.1.1	Social Work - History and Ideologies.
1.1.2	Contemporary Ideologies for Social Work.
1.1.3	Social Work Professional - Personal and Professional Growth.

Course Title: SOCIAL WORK - HISTORY AND IDEOLOGIES

Course No: 1.1.1

Level: PG 1 / UG 1 (For UG a selected content from 1.1.1 and 1.1.2 may be grouped to make up a course.)

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 context..
- f. Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization of vulnerable groups.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
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, and professional associations. ● Goals, values, functions/roles and process of social work. ● Interface between professional and voluntary social work. 		2 8
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 and Islam in India. Mysticism of Bhakti and Sufi movements, Sikhism. ● Modern period: Christianity in India. Hindu reform movements. Dalit movements. Gandhian ideology and <i>Sarvoday</i> movement. Nationalism. Ideology of the Indian Constitution. Ideology of voluntary organisations and voluntary action. 	<p>A combination of the following methods for teaching/ learning may be used and alternated as desired:</p> <ul style="list-style-type: none"> ● 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 and presentations 	6

REFERENCES

- Agarwal, M.M. 1998 *Ethics and Spirituality*, Shimla: Indian Institute of Advanced Study.
- Chatterjee, P. 1996 *Approaches to the Welfare State*, Washington, D.C.: National Association of Social Workers.
- Desai, M. 2000 *Curriculum Development on History of Ideologies for Social Change and Social Work*, Mumbai: Social Work Education and Practice Cell.
- Diwakar, V.D. (Ed.) 1991 *Social Reform Movements in India: A Historical Perspective*, Bombay: Popular Prakashan.
- Feibleman, J.K. 1986 *Understanding Philosophy: A Popular History of Ideas*, New York: Souvenir Press.
- Ganguli, B.N. 1973 *Gandhi's Social Philosophy*, Delhi: Vikas Publishing House.
- Gore, M.S. 1993 *The Social Context of Ideology: Ambedkar's Social and Political Thought*, New Delhi: Sage.
- Kappen, S. 1994 *Tradition Modernity Counterculture: An Asian Perspective*, Bangalore: Visthar.
- Panikkar, K.N. 1995 *Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India*, New Delhi: Tulika.
- Singhal, D.P. 1983 *A History of the Indian People*, London: Methuen.
- University Grants Commission 1980, 1990 *Review of Social Work Education in India: Retrospect and Prospect*, New Delhi: UGC. Curriculum Development Centers Report : New Delhi, University Grants Commission.
- Woodrofe, K. 1962 *From Charity to Social Work*, London: Routledge and Kegan Paul.
- Borgatta, E.F. (ed.) 1992 *Encyclopedia of Sociology*, New York: Macmillan.

- The Cultural Heritage... *The Cultural Heritage of India (Vols. 1-6), Calcutta:*
The Ramakrishna Mission.
- Encyclopaedia of Social ... 1987 *Encyclopaedia of Social Work, Silver Spring, Maryland:*
National Association of Social Workers.
- Encyclopaedia of Social ... 1987 *Encyclopaedia of Social Work in India, New Delhi:*
Ministry of Welfare.
- Economic and Political Weekly, Humanscape, The Indian Journal of Social Work, Lokayan Bulletin
and Vikalp.

Course Title	CONTEMPORARY IDEOLOGIES OF SOCIAL WORK
Course No.	1.1.2
Level	PG 1 / UG (Selected content from 1.1.1 and 1.1.2, may be grouped to make up a course).

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. Explore own assumptions, ideals, values and experiences about people and their 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:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Contemporary Ideologies for Social Change	<ul style="list-style-type: none"> ● Introduction ● Neo-liberalism and globalisation. ● Postmodernism. ● Feminism. ● Resurgence of the civil society. ● Multiculturalism. ● Ideology of sustainable and people-centred development. ● Ideology of action groups and social movements. ● Ideology of non-government organisations. 	<p>A combination of the following methods for teaching/learning may be alternated and used.</p> <ul style="list-style-type: none"> ● 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 discussions group assignments and presentations. 	2 8
2	Contemporary Ideologies of Social Work Profession	<ul style="list-style-type: none"> ● 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. ● Goals, values, functions/ roles and process of social work ● Personal attributes of a social worker. 		8

REFERENCES

- Banks, S. 1995 *Ethics and Values in Social Work: Practical Social Work Series*, London: Macmillan Press Ltd.
- Brandon, D. 1976 *Zen in the Art of Helping*, London: Routledge and Kegan Paul.
- Congress, E.P. 1998 *Social Work Values and Ethics*, Chicago: Nelson-Hall Publishers.
- Desai, M. 2000 *Curriculum Development on History of Ideologies for Social Change and Social Work, Mumbai: Social Work Education and Practice Cell.*
- Kothari, S. and Sethi, H. (Eds.) 1991 *Rethinking Human Rights*, New Delhi: Lokayan.
- Pereira, W. 1997 *Inhuman Rights: The Western System and Global Human Rights Abuse*, Mapusa, Goa: The Other India Press.
- Reamer, F.G. 1995 *Social Work Values and Ethics*, New York: Columbia University Press.
- Tata Institute of Social Sciences Social Work Educators Forum (TISSWEF) 1997 Declaration of Ethics for Professional Social Workers, *The Indian Journal of Social Work*, 58(2), 335-341.
- United Nations 1992 *Human Rights: Teaching and Learning About Human Rights*. UN: New York.
- Borgatta, E.F. 1992 *Encyclopedia of Sociology*, New York: MacMillan.
- Encyclopaedia of Social ... 1987 *Encyclopaedia of Social Work. Silver Spring, Maryland: National Association of Social Workers.*
- Encyclopaedia of Social ... 1987 *Encyclopaedia of Social Work in India*, New Delhi: Ministry of Welfare.

Journals

Economic and Political Weekly, Humanscape, The Indian Journal of Social Work, Lokayan Bulletin and Vikalp

Course Title	PERSONAL AND PROFESSIONAL GROWTH.
Course No	1.1.3
Level	PG-2 / UG 3 (Selected aspect of modules 2,3,6,7 may be offered).

Introduction

The course aims at enhancing personal and professional effectiveness by developing a continuous awareness and deeper insight into one's being. It encourages value clarification, upholding of professional ethics, and ability to make effective choices for integration. Provide opportunities to understand stress, stressors and methods to handle stress experienced and explore space of spirituality.

Objectives

- a. Understand self as a being, as one in the process of becoming and experience self-awareness.
- b. Examine own values and attitudes and explore choices made to express self in own environment.
- c. Develop positive life skills and practise self-help methods for integration and for stress reduction.
- d. Understand and uphold professional values and ethics.
- e. Explore spirituality and its space in life.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Self and Self Awareness	<p>Understand self through a cognitive construct/paradigm (two/three models from among those available may be offered as workshops). Suggested approaches are: Rational Emotive therapy, Gestalt Approach, Transactional Analysis Reality therapy, Yoga for Therapy, Meditation Techniques.</p> <p>Explore self as a being, and understand the process of becoming. (through observation) Practice consciously measures to sustain and experience continuous awareness.</p> <p>Observation and Reflection: Theory and techniques.</p>	<p>Experiencing, sharing, and discussion of experience of self through 2-3 approaches. Fortnightly home assignments with weekly sharing (oral).</p> <p>First fortnight Observation of self in a routine-eating in silence, reflection over self in acts like dressing, bathing.</p> <p>Second fortnight Observation of thought processes and patterns over a period-initially a day, then a week and to be continued for a month.</p>	4
2	Communication Choices	<ul style="list-style-type: none"> ● Communication mode and patterns and Effectiveness ● Interpersonal communication. ● Nature of choices made. 	<p>Lecture and discussion.</p> <p>Observation of own modes of communication language, rhythm, tone, speed, etc.</p>	2

3	Emotions and their expression	<ul style="list-style-type: none"> ● Emotions, nature of expression. ● Understand own pattern of communication, choices made to express emotions, modes used, examine need for change. 	<p>Discussion</p> <ul style="list-style-type: none"> ● Observation of most dominant emotion and way of expressing it. Use of mirror image. <p>Reflect over need for change if necessary. Design consciously a programme for change-Practice new behaviour-at least once a day.</p> <p>Sharing in class.</p>	4
4	Communication	<ul style="list-style-type: none"> ● Information and knowledge and skills of rapid reading, writing, creative writing, report writing and public speaking. 	Skill development workshops.	Four workshops outside class hours.
5	Creativity and Self.	<ul style="list-style-type: none"> ● Understand brain functions Creativity, need, and development. 	Discuss, choose and experience some creative hobby, experience joy. Recreate joy by pursuing the same. Allow this state to be present for longer periods of time.	2
6	Life Style	<ul style="list-style-type: none"> ● Conscious life style-enhanced life skills: communication, decision making, use of time and money, building and sustaining bonds-relational, collegial and personal. ● Self defeating behaviour—nature and impact. Choices for change. 	<ul style="list-style-type: none"> ● Discussion, sharing. ● Life skills workshops. Experientials to locate self defeating behaviour, designing programme for change. 	2

7	Values, attitudes and professional ethics	<p>Values and attitudes-their role in life. Value conflict its impact value clarification.</p> <ul style="list-style-type: none"> ● Study of professional ethics. 	<p>Explore own attitudes values, value conflict, understand the need of value clarification.</p> <p>Study and uphold professional ethics in practice.</p> <p>Make conscious efforts to apply these in practice.</p>	4
8	Integration	<p>Through Eastern and Western approaches experience the processes of integration. Approaches recommended are: Yoga as a science. Meditation (tool for meditation-own choice.</p>	<p>Workshop, demonstration and practice sessions for Yoga and meditation. Continued practice, after demonstration.</p>	
9	Stress/Burn out-self help methods	<ul style="list-style-type: none"> ● Stress, stressors, nature and impact of stress, its expression, and burnout. Explore and experience methods to work out stress for greater harmony and joy. 	<p>Lecture exploration through observation and reflection of nature and level of stress, its impact on body and processes of the mind. Workshop on stress management based on eastern methods.</p>	6
10	Spirituality and Growth	<ul style="list-style-type: none"> ● Explore spirituality by understanding descriptions of spirituality from different faiths, its space and place in personal and professional life. ● Enhance conscious behaviour and application of continued awareness in day-to-day functioning and professional practice. 	<p>Observation of needs satisfying styles. Understand opportunities used for variety of needs' satisfaction.</p> <p>Explore modes of spiritual growth, and introduce and sustain growth through conscious choice of an experiential practice of meditation suited to self, and its continued practice.</p>	6

Method of Assessment: Self -assessment - diary and sharing, if desired.
Sharing strictly voluntary.

Note. This course is to be offered by a faculty having experience in use of small group teaching-learning technology, and one with who has humanistic, nurturing approach to such experience for learners. Outside experts may be invited for selective modules. In absence of a faculty with such experience, initially it is recommended that a personality development courses and a basic course in yoga may be offered by a trained teacher. It is recommended that most of the content be covered through experiential work and workshops.

REFERENCES

- Becavar D (ed.) 1997 The Family, Spirituality and Social work *Journal of Family Social Work*, Vol. 2, No. 4, 1997.
- Bhattacharya, K. 1971 The Indian concept of Self, *Bulletin Ramakrishna Mission Institute of Culture* 22(8) August 1971. 304-13.
- Burke, R. J. 1982 Personality, Self-Image and Situational Characteristics of effective helpers in work settings. *The Journal of Psychology*, Vol. 112, 213.
- Byrue, D. 1966 *Self-Concept*, Ch. 12, 434. An introduction to personality: A Research Approach, New Jersey: Prentice Hall Inc.
- Crum, J.K. 1976 The art of inner-listening, *Theosophist* 97 (8), May 1976, 64-65.
- Grossbard, H. 1954 'Methodology for Developing Self-Awareness' in *Journal of Social Casework*, Vol. XXXV, No.9 November 1954. 380-386.
- Hamilton, G. 1954 'Self-Awareness in Professional Education' *Journal of Social Casework*, Vol. XXXV, No.9, November. 1954 371-379.
- Haskar, S.L. 1976 Know thyself, *Triveni* 45 (2), July-September, 1976, 88.
- Paul, Brunton. 1975 The hidden teaching beyond yoga, *Triveni* 44 (3), October-December 1975, 91.
- Ramkumar, O. 1970 Intelligence and Self-concept, *Education and psychology Review* 10(3) July 1970, 154-57.
- Ritajanada. (Translated by John Phillip) 1996 *The Practice of Meditation*, Mylapore, Chennai: Ramakrishna Math Printing Press.
- Singh, N.P. 1970 The concept of self in modern psychology, *Indian Education Review* 5(1), January, 1970. 84-99.

Taimni, L.K. 1976

The wisdom of the Upanishads: The significance and use of Pranayam, *Theosophist* 97 (9) June 1976, 42-46.

International Encyclopedia of Psychiatry Vol. 10, 99, 101-102.

1.2.0 Social Work Profession Intervention: Methods and Strategies

Introduction

The content under this heading has eight courses to support learning of theories for social work practice. The first course provides conceptual frames of holistic understanding for intervention and of roles therein. The next four courses are for work with different social systems and to develop research competencies. The next course provides understanding and skills for programme management, while the last two courses enhance professional practice. This is through understanding of mass media, developing skills to use these and folk media and equip the learners with training skills for personnel at various levels in human service organizations.

The Eight course titles are as listed below :

- 1.2.1 Integrated Social Work Practice.
- 1.2.2 Working with Communities/Community Organisation Development.
- 1.2.3 Work with Groups/Group Work.
- 1.2.4 Work with Individuals/Families.
- 1.2.5 Social Work Research.
- 1.2.6 Management of Developmental and Welfare Services.
- 1.2.7 Communication : An Introduction to Audio-Visual Media.
- 1.2.8 Social Work Personnel - Training and Development.

INTEGRATED SOCIAL WORK PRACTICE**Course Title****Course No.** 1.2.1**Level** UG 3 / PG 2**Introduction**

This course provides a conceptual framework to assist the learner in integrating various methods for practice. It helps the learner view the situation, holistically plan a process for change, and carry out intervention.

Objectives

- a. Develop a holistic understanding of social work practice as a unitary process.
- b. Develop critical understanding and application of approaches suggesting holistic conceptual framework for social work practice.
- c. Understand characteristics, systematic relationships and dynamics of units of work/ individual/family group, communities and organizations, and to draw implication social work intervention.
- d. Understand the enacting of different roles for engaging in change for social work practice.
- f. Develop the ability to formulate a framework and apply skills for problem identification, nature of work, location of tasks, skills for change, and outline mode of evaluation for an integrated approach to practice.
- g. Enhance capacity to identify the goals of the profession, relate strategies to these goals, and develop awareness of one's role as a change agent or that of a team member of the system.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Systems and Social work	<ul style="list-style-type: none"> ● Concept of Social Systems ● Characteristics of social systems. Units of social work intervention and dynamics therein (individual, family, groups, communities and organizations).	Lecture and exercises	4
2	Approach to integration	<ul style="list-style-type: none"> ● The systems approach. Environmental approach. ● Understanding of life sustaining elements and their inter-relationships, to view it as a holistic framework for an approach to integration. 	Mini lectures Class-room exercises for conceptual framework application	6
3	Social work Roles	<ul style="list-style-type: none"> ● Roles, role theories-theoretical insights. ● Role tasks, skills and techniques, outcome. 	Demonstration Application of roles in practice.	4
4.	Action for	<ul style="list-style-type: none"> ● The client system, the problem, process and phases. ● The change agent and action. 	Lecture and discussion	4
5.	Process in	<ul style="list-style-type: none"> ● Initiating contact, collecting data, assessment, negotiation of contract. ● Problem solving, termination and evaluation, for integrated practice. 	Class room exercises	8
6.	Social Work Professional and Practice	<ul style="list-style-type: none"> ● Social work professional as a single change actor as one in the team. ● Integrated social work practice, place in social work practice. ● Philosophy of social work. 	Illustrations, discussion Experiential exercises Use of music to understand philosophy.	4

Methods of Assessment

Examination	60%
Class room exercises	20%
Assignment at practice learning setting	20%

REFERENCES

- Barborka G.A. 1972 *The Divine Plan*, Adyar, Chennai, India: The Theosophical Publication House (Third ed.), Pg, 43 -47, 83, 158 - 200.
- Bartlett, Harriett. 1970 *The Common Base of Social Work Practice*, National Association of Social Workers, 2 Park Avenue, New York, N.R.
- Connaway Ronda S. and Gentry Martha E. 1988 *Social Work Practice*, New Jersey: Prentice Hall.
- Goldstein, Howard. 1973 *Social Work Practice: A Unitary Approach*, Columbia: University of South Carolina Press.
- Johnson Louise C. 1983 *A Generalist Approach*, (Third ed.) Boston: Allyn and Bacon.
- Lippit, R., J. Watson, and B. Westley. 1958 *The Dynamics of Planned Change*, New York: Harcourt, Brace and World.
- Parsons Ruth, J., Jorgensen J. D., Hernandez Santos H. 1994 *The Integration of Social Work Practice*, California: Brooks Cole.
- Pincus, Allen and Anne Minaham. 1973 *Social Work Practice : Model and Method*, Illinois: F.E. Peacock Publishers Inc.
- Specht, Harry and Anne Vickery. 1977 *Integrating Social Work Methods*, London: George Allen and Unwin.
- Swamy Chinmayananda. 2000 *Atma Bodha - A commentary of Swami Chinmayan* Mumbai Central Chinmaya Mission Trust - 400 072: pg: 22-38 .

Social Work Education

43

Uberoi N.K. (ed) 1995

Professional Competency in Higher Education, Centre for Professional Development in Higher Education, University of Delhi, Delhi, pg. 110-115, 130-137, 138-148.

Youngusband, E. 1967

Social Work and Social Values, Vol. III, London: George Allen and Unwin.

Course Title: WORK WITH COMMUNITIES/COMMUNITY/DEVELOPMENT

Course No. 1.2.2.1

Level: UG 2

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 cover a range spanning over different ideologies, from those being people-initiated, and those that are initiated by the elite. Community organisation is seen as a mean as well as an end, where collective processes are to sustain the community's capacity to bring about change.

Objectives

Work with Communities / Community Organisation Development.

- a. Highlight the relevance of Community Organisation as a method in Social Work Practice.
- b. Understand and analysis issues and act upon them.
- c. Explore the process as moving from simple to complex
- d. Enhance the skills as community organizers.
- e. Develop an attitude and skills for participatory processes.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Contextualising Community Organisation Practice	<ul style="list-style-type: none"> ● Location of Community Work within Social work ● Historical Development of CO Practice ● Community Organisation & Community Development 	<ul style="list-style-type: none"> ● Lectures with Discussion 	3
2	Analysing Community	<ul style="list-style-type: none"> ● Concept of Community ● Sociological & Practitioner Perspective ● Structure & Functions ● Deconstruction 'Community' ● Analysing Communities 	<ul style="list-style-type: none"> ● Workshop (PRA Exercise)-group work ● Case-Study ● Field Exercise 	5
3	Understanding Community Organisation Practice	<ul style="list-style-type: none"> ● Definition of Community Organisation ● Values and Principles of Community Organisation ● Ethics of Community Organisation Practice 	<ul style="list-style-type: none"> ● Brainstorming ● Lecture and discussion 	5
4.0	Models of Community Organisation	<ul style="list-style-type: none"> ● Overview of Rothman ● Critique of Rothman Models 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Case Study 	4
4.1	Issues in Community Organisation Practice	<ul style="list-style-type: none"> ● Directive vs. Non-Directive approaches ● Working with Groups ● Leadership Functions ● Gender, Caste, Class as axis of inequality 	<ul style="list-style-type: none"> ● Group Exercises ● Discussion ● Case Study ● Reflection of Field Practice 	6
5	Current Issues in Community Organisation Practice	<ul style="list-style-type: none"> ● Working in Different Settings: Institutional and Non-Institutional Settings ● Relationship with other Methods of Social Work 	<ul style="list-style-type: none"> ● Interaction with Practitioners in Variety of Settings ● Case Study 	3

6	Attitudes, Roles and Skills of a community organizer	<ul style="list-style-type: none"> ● Roles of an Organiser within different models ● Skills, attributes of Community Organisation Practitioner ● Skills of community Organization Practitioner problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation networking training. 	<ul style="list-style-type: none"> ● Brainstorming ● Workshop: simulation exercises ● Discussion 	4
---	--	---	---	---

Methods of Assessment

Examination	100%
Examination and	50%
Assignment	50%
Examination	70%
Practice Exercise	30%
Class presentation	40%
Assignment	60%

References listed at the end of the PG content.

Course Title **WORK WITH COMMUNITIES/COMMUNITY ORGANISATION/
DEVELOPMENT**

Course No. **1.2.2.1**

Level **PG 1**

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 community's capacity to bring about change.

Objectives

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

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
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
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: Presentations ● Simulation Exercises ● Case Study Discussion 	4
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 	2
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 	4
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 	6
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	<ul style="list-style-type: none"> ● Relevance of Community ● Organisation as a method across different spheres of Social Work Intervention and relook at own attitudes 	<ul style="list-style-type: none"> ● Interaction with Practitioners ● Case Study 	2
5.4	Strategy and Roles	<ul style="list-style-type: none"> ● Unionization as a Strategy ● Advocacy in Community Organisation 	<ul style="list-style-type: none"> ● Case Study ● Lecture 	4
6	Current Debates in Community Organisation Practice	<ul style="list-style-type: none"> ● Emerging Issues ● Impact of Macro Policies 	<ul style="list-style-type: none"> ● 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, where 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 remaining 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.

Methods of Assessment

Examination	100%	Assignment and Examination	50 % each
Examination	70%	Practice Exercise	30%
Class Presentation and Assignment	40 %		60 %

REFERENCES

- Arora R. K. (Ed.) 1979 *People's Participation in Development Process: Essays in honour of B. Mehta*, Jaipur: the HCM State Institute of Public Administration.
- Batten, T.R. 1962 *The Non-Directive Approach in Group and Community Work*, London: Oxford University Press.
- Brager, G. and Specht, H. 1969 *Community Organisation*, New York: Columbia University Press.
- Batten, T.R. 1965 *The Human Factor in community Work*, London: Oxford University Press.
- Dandavate, M. 1977 *Marx and Gandhi*, Bombay: Popular Prakashan Pvt. Ltd.
- Dayal, R. 1960 *Community Development Programme in India*, Allahabad: Kitab Mahal Publishers.
- Gandhi M. K. 1958 *Sarvodaya (The Welfare of all)*, Ahmedabad: Navjivan Publishing House.
- Gangrade K. D 1971 *Community Organisation in India*, Bombay: Popular Prakashan.
- Lal, A.K. 1977 *Politics of Poverty: a study of bonded labour*, New Delhi: Chetana Publications.
- Mayo H., Jones D. 1974 *Community Work*, London: Routledge and Kegan Paul.
- McMiller, W. 1945 *Community Organisation for Social Welfare*, Chicago: University of Chicago Press.
- Murphy, C.G. 1954 *Community Organisation Practice*, Boston: Houghton Mifflin Co.
- National Conference on Social Welfare. 1961 *Community Organisation*, Paper presented at the 88th Annual Forum of the National Conference on Social Welfare. New York: Columbia University Press .

- Patnaik, U. and Dingwaney, M. 1985 *Chains of Servitude, Bondage and Slavery in India*. Madras: Sangam Books Pvt. Ltd.
- Polson and Sanderson. 1979 *Rural Community Organisation*, New York: John Wiley and Sons.
- Ramchandra Raj, G. 1974 *Functions and Dysfunctions of Social Conflict*, Bombay: Popular Prakashan.
- Ross Murray G. 1955 *Community Organisation: Theory, Principles and Practice*, New York: Harper and Row.
- Siddiqui, H. Y. 1997 *Working with Communities: an introduction to community work*, New Delhi: Hira Publications.
- Sussman, M.B. 1959 *Community Structure and Analysis*, New York: Thomas Y. Crowell Co.
- Twelvetrees, A. 1982 *Community Work*, London: Macmillan Press Ltd.
- Volken, H. et. al. 1982 *Learning from the Rural Poor: Shared experiences of the mobile orientation and training team*, New Delhi: Indian Social Institute.
- Warren, R.L. 1965 *Studying your Community*, New York: Free Press.
- Weil, M (Ed.) 1996 *Community Practice: Conceptual Models*, New York: The Haworth Press. Inc.
- Zaltman, G. and Duncan, R. 1977 *Strategies for Planned Change*, New York: Association Press.

Journals

- Community Development Journal : An International Forum, UK, Oxford University Press.
- Development and Change, Hague Blackwell Publishers
- Social Action: A Quarterly Review of Social Trends and Social Action Trust, Delhi.
- Seminar, New Delhi
- Maintenance, Perspective Publications, New Delhi.
- Lokayan Bulletin, New Delhi.

Course Title **WORK WITH GROUPS**

Course No. **1.2.3.1**

Level **UG 1 / UG 2**

Note: This content may be merged with that of work with communities to form a single course for an under-graduate programme. Selected multiple relationship of work with groups, and some skill of working through a process may be transferred to the course working with individuals and families.

Introduction

This course aims at developing basic understanding of different types of groups and skills of working with groups. It supports using programme media for work with groups.

Objectives

- a. Understand place of group work in social work intervention.
- b. Understanding group as an instrument of change, multiple relationships therein, and use of programme media for work.
- c. Develop skills to work with different stages and record the process.
- d. Understand applicability of group work and group processes in different settings.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Working with Groups	<ul style="list-style-type: none"> ● Group work as a method ● Purpose and evolution of the method 	<ul style="list-style-type: none"> ● Lecture and discussion 	4
2	Types of Groups	<ul style="list-style-type: none"> ● Types, purpose, membership duration, process 	<ul style="list-style-type: none"> ● Mini-lecture ● Small group work and sharing of experience of being in group 	4
3	Group Process and Dynamics	<ul style="list-style-type: none"> ● Process in groups and recreational, non-formal education, skill development group ● Leadership, isolation, decision, isolation, decision making, communication, relationship, conflict personal experiences 	<ul style="list-style-type: none"> ● Lecture, discussion ● use of audio-visual of a group process or a record to identify dynamics sharing 	6
4	Use of Programme as a Tool	<ul style="list-style-type: none"> ● Programme goals and principles. ● programme planning, implementation 	<ul style="list-style-type: none"> ● Lecture, small group exercises in class 	6
5	Skills and Techniques in Group Work	<ul style="list-style-type: none"> ● Facilitation, leadership, leadership development ● Simple recording 	<ul style="list-style-type: none"> ● Lecture, discussion, sharing records ● Skill development for recording class room and practice learning assignment 	6
6	Evaluation in Groups	<ul style="list-style-type: none"> ● Evaluation in groups, types and method 	<ul style="list-style-type: none"> ● Lecture and discussion 	4

Note - Emphasis should initially be on small achievable task oriented group goals.

Method of Assessment

Examination 100%

References: Listed at the end of the P.G. Content.

Course Title **WORKING WITH GROUPS / GROUP WORK**

Course No. **1.2.3.2**

Level **PG 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 is part of 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 concepts, dynamics and small group theory in relation to all 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 skills 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 the training group.
- j. Begin and develop commitment to the value of democratic processes in group life.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
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 	3
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
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 settings and ● Analysis of group processes 	<ul style="list-style-type: none"> ● Brain-storming ● Social group exercise ● Lecture ● Discussion 	4
3	Values and Principles in group work and 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 	4

5	Group Processes and Group Dynamics	<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 ● Bond, sub-groups, role ● Leadership ● Isolation ● Decision making ● Contagion ● Conflict ● Communication ● Relationships 	<ul style="list-style-type: none"> ● Lectures ● Discussion ● Social group exercise 	4
6	Middle Phase and Use of Program	<ul style="list-style-type: none"> ● Characteristics of middle phase ● Group structures ● Group dynamics ● Facilitation skills ● Role of group workers ● Comparison across phases ● Concept and principles ● Program planning ● Skills in program planning 	<ul style="list-style-type: none"> ● Lectures ● Discussion ● Social group exercise ● Exercise ● Discussion ● Lectures 	2
7	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
8	Recordings in Group Work	<ul style="list-style-type: none"> ● Importance of recording in social group work ● Principles of recording ● Recording Structure ● Types of recording 	<ul style="list-style-type: none"> ● Lecture ● Discussion 	2
9	Evaluation in groups and Termination phase	<ul style="list-style-type: none"> ● Importance of evaluation ● Types of evaluation ● Methods of evaluation ● Need for termination ● Types of Termination ● Characteristics of termination phase ● worker's skills 	<ul style="list-style-type: none"> ● Lectures ● Discussion ● Lectures ● Discussion 	2

Note

As this course is an initiation to work with groups for students of the first year M.A. 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' experiences 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 / Concurrently, a 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 oriented groups.

Methods of Assessment

As this is a basic course for schools of social work, universities/schools have a norm for assessment of such courses. It is however suggested that in order to aid and assess the integration of theory and practice the examination be combined with an assignment

Examination	100%
Examination and Assignment	50% and 50%
Examination and Assignment	75% and 25%
Examination, Class Presentation and Assignment	60% and 40%
Examination and Practice Assignment	60% and 40%

REFERENCES

- Alissi, A.S. 1980 *Perspectives on Social Group Work Practice: A Book of Readings*, New York: The Free Press.
- Balgopal, P.R. and Vassil, T.V. 1983 *Groups in Social Work - An Ecological Perspective*, New York: Macmillan Publishing Co. Inc.
- Brandler S. and Roman, CP. 1999 *Group Work, Skills and Strategies for Effective Interventions*, New York: The Haworth Press.
- Brandler, S. and Roman, C.P. 1991 *Group work: Skills and Strategies for Effective Intervention*, New York: The Haworth Press.
- Garland, J. A. (Ed.) 1992 *Group Work Reaching Out: People, Places and Power*, New York: The Haworth Press.
- Garwin, C. 1987 *Contemporary Group Work*, New York: Prentice-Hall Inc.
- Kemp, C.G. 1970 *Perspectives on the Group Process*, Boston: Houghton Mifflin C.
- Klein, A.F. 1970. *Social Work Through Group Process: School of Social Welfare- Albany: State University of New York.*
- Konopka, G. 1963 *Social Group Work: A Helping Process*; Englewood Cliff. NJ Prentice Hall, Inc.
- Kurland, R. and Salmon, R. 1998 *Teaching a Methods Course in Social Work with Groups*, Alexandria: Council on Social Work Education.
- Middleman, R.R. 1968 *The Non-Verbal Method in Working with Groups*.
- Northen, H. 1969 *Social Work with Groups*, New York: Columbia University Press.
- Pepell, C.P. and Rothman, B. *Social Work with Groups*, New York: The Haworth Press.
- Sundel, M., Glasser P., Sarri, R., Vinter, R. 1985 *Individual Change Through Small Groups*, New York: The Free Press.

- Toselane, R.W. 1984 *An Introduction to Group Work Practice*, New York: Macmillan Publication Co.
- Trecker, Harleigh B. 1990 *Social Group Work: Principles and Practice*, New York: Association Press.
- Wilson, G. Ryland, G. 1949 *Social Group Work Practice*, Boston: Houghton Mifflin, Co.

Course Title **WORK WITH INDIVIDUALS FAMILIES**

Course No. **1.2.4.0**

Level **UG 1**

Introduction

This content helps the learner acquire skills of working with individuals and families in various situations and settings.

Objectives

- a. Understand case work method and its contribution to social work practice.
- b. Develop capacity to understand and accept the uniqueness of individuals and groups.
- c. Understand the developmental and preventive goals in working with individuals and families.
- d. Develop ability of establishing and sustaining a working relationship with the client system.
- e. Develop self-awareness and skills in working with clients both individually and in a group.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	The method and its importance	Introduction to social case method: <ul style="list-style-type: none"> ● Evolution of methods ● Importance of case work as a method 	Discussion and lecture	4
2	Nature of problems	<ul style="list-style-type: none"> ● Types of problems faced by individuals and families: Individual differences and needs 	Lecture, discussion illustration from practice from practice	
3	Values and principles	<ul style="list-style-type: none"> ● Values and principles of case work 	<ul style="list-style-type: none"> ● Lecture, discussion ● Sharing of a case record 	4
4	Process for work	<ul style="list-style-type: none"> ● Components of case work method: person, problem, process and place 	<ul style="list-style-type: none"> ● Lecture, discussion and illustration 	4
5	Techniques	<ul style="list-style-type: none"> ● Techniques: Communication, listening, professional relationship; use of self with awareness 	<ul style="list-style-type: none"> ● Discussion role plays. 	6
5.1	Application	<ul style="list-style-type: none"> ● Application of method to various situations 	<ul style="list-style-type: none"> ● Role plays and exercises 	4
5.2	Records	<ul style="list-style-type: none"> ● Recording ● Use of records as a tool 	<ul style="list-style-type: none"> ● Lecture, discussion, exercises 	1
6	Role of social worker	<ul style="list-style-type: none"> ● Role of social worker: enabler, facilitator, resource mobiliser and guide 	<ul style="list-style-type: none"> ● Lecture, discussion ● Demonstration, identification from practice 	1
7	Integration for practice	<ul style="list-style-type: none"> ● Integrated approach to work practice 	Lecture, discussion, class-room exercise	2

Methods of Assessment

- I. a) Assignment 40% : Application of case work knowledge and skills by learner for a client either from practice sitting or a case illustration provided.
And
- b) Examination 60% Theoretical and integrating case work theory with field work practice.
- II. Examination 100% Answers to be illustrated with examples from the field work theoretical questions.

REFERENCES

- Banerjee, G.R. 1967 "Concept of Being and Becoming in the Practice of Social Work", *Indian Journal of Social Work*, Mumbai: Tata Institute of Social Sciences.
- Banerjee, G.R. 1971 "Some Thoughts on Professional Self in Social Work", *Indian Journal of Social Work*, Mumbai: Tata Institute of Social Sciences.
- Friedlander, W.A. 1978 *Concepts and Methods of Social Work*, Englewood Cliffs. Prentice Hall.
- Fischer, Joel. 1978 *Effective Case Work Practice: An Eclectic Approach*, New York: McGraw Hill Book Co.
- Mathew G. 1987 *Case Work in Encyclopaedia of Social Work in India*, Delhi: Ministry of Social Welfare.
- Nursten, J. 1974 *Process of Case Work*, GB: Pitman Publications.
- Perlman, H. 1957 *Social Case Work: A Problem Solving Process*, Chicago: University of Chicago.
- Pippins, J. 1980 *Developing Case Work Skills*, Caliph: Sage Publications.
- Richmond, M.E. 1922 *What is Social Case Work? An introductory Description*, New York: Russell Sage Foundation. (361.3-R47W-239).
- Timms, N. 1964 *Social Case Work: Principles and Practice*, London: Routledge and Kegan Paul.
- Timms, N. 1972 *Recording in Social Work*, London: Routledge and Kegan Paul.

Course Title **WORKING WITH INDIVIDUALS FAMILIES**

Course No. **1.2.4.1**

Level **PG 1**

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 grow as a professional social worker.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	The 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 	1 1 2
2	Principles	<ul style="list-style-type: none"> ● Principles of case work 	<ul style="list-style-type: none"> ● Lecture and role plays 	4
3	Process in case work	<ul style="list-style-type: none"> ● Case work process: Study, assessment, intervention, termination and evaluation 	<ul style="list-style-type: none"> ● Lecture role play ● Small group discussions 	4
4	Theories and approaches	<ul style="list-style-type: none"> ● Understanding the client systems: theories and approaches 	<ul style="list-style-type: none"> ● Discussion and case illustrations from practice 	4
5	Tools for Help	<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
5.1	Techniques	<ul style="list-style-type: none"> ● Techniques of case work: supportive, resource enhancement and counselling 	<ul style="list-style-type: none"> ● Lectures ● Role plays 	4
6	Self as a professional	<ul style="list-style-type: none"> ● Professional self: Conflicts and dilemmas in working with individuals and families 	<ul style="list-style-type: none"> ● Lecture and practice exercise ● Reflection 	4

Methods of Assessment

- I
 - a) Assignment: Application of case work knowledge and skills by the learner in work with an individual from the practice setting or to a case record provided 25%.
 - b) Examination 75% Questions asked must provide opportunities for illustration from practice.
- II. Examination 100% : Answers to be illustrated with examples from the practice sitting.

REFERENCES

- Banerjee, G.R. 1967 "Concept of Being and Becoming in the Practice of Social Work", *Indian Journal of Social Work*, Mumbai: Tata Institute of Social Sciences.
- Banerjee, G.R. 1971 "Some Thoughts on Professional Self in Social Work", *Indian Journal of Social Work*, Mumbai: Tata Institute of Social Sciences.
- Barba, J.G. 1991 *Beyond Case work*, London: Macmillan.
- Barry Cournoyel. 1996 *The Social Work Skills Workbook*, (Second ed.) Barry Cournoyel Books Cole Publishing Co.
- Bergh, M.V. 1955 *Feminist Practice in the 21st Century*, Washington: National Association of Social Workers.
- Hollis, Florence. 1964 *Case Work - A Psychological Therapy*, New York: Random House. (Chaptero V & VI).
- Hollis, Florence. 1964 *Case Work - Psychosocial Therapy*, New York: Random House.
- Joel Fisher. 1978 *Effective Case Work Practice - An eclectic approach*, New York: macgraw Hill.
- Nursten, Jean. 1974 *Process of Case Work*, G.B: Pitman Publishing.
- Perlmen, H.H. 1957 *Social Case Work: A Problem Solving Process*, Chicago: The University of Chicago Press.
- Pippins, J.A. 1980 *Developing Case Work Skills*, California: Sage Publications.
- Richmond, M.E. 1922 *What is Social Case Work? An Introductory Description*, New York: Sage Foundation.
- Sainsbury, Eric. 1970 *Social Diagnosis in Case Work*, London: Routledge and Kegan Paul.
- Sena F. Fine and Paul H. Glass. 1996 *The First Helping Interview Engaging the Client and Building Trust*, Sage Publication.
- Timms, N. 1964 *Social Case Work : Principles and Practice*, London: Routledge and Kegan Paul.

Course Title **SOCIAL WORK RESEARCH**

Course No. **1.2.5.0**

Level **UG 2,**

Introduction

Through this course, the learner is helped to acquire skills to comprehend, use and explain research as service provider/front line worker and carry out small projects to collect data to organize service, and test the effectiveness of social intervention.

Objectives

- a. Understand the need for scientific approach to human inquiry in comparison to the native or common sense approach, and promote an understanding of the meaning, nature, scope and importance of social work research.
- b. Develop an understanding of simple statistical tools, and learn to use these.
- c. Conceptualise and formulate a simple research project.
- d. Prepare simple tools for data collection, code and fill coding sheets.
- e. Conduct simple interviews including use of observation skills.
- f. Develop research report writing/skills.
- g. Develop skills for graphic preservation like graphs, diagrams, charts and tables.
- h. Develop ability to use library and documentation for secondary data.

Course Content:

Note: This content may form a semester input or be spread over - one paper in the second year.

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Scientific inquiry	<ul style="list-style-type: none"> ● The scientific approach to human inquiry in comparison to the native or common sense approach; Meaning and purpose of research; Attitudes consonant to the scientific method. Social Work Research-Meaning, scope and importance 	<ul style="list-style-type: none"> ● Lecture with examples, discussion 	2
		<ul style="list-style-type: none"> ● An overview of the aspects of the research process- Problem formulation; Designing the study; data collection; Data processing, analysis and interpretation; Writing the Research Report 	<ul style="list-style-type: none"> ● Small group class room field exercise 	4
2	Introduction research strategies	<ul style="list-style-type: none"> ● Quantitative methods ● Qualitative methods ● Content, Scope, underlying assumption and strategy 	<ul style="list-style-type: none"> ● Lecture and illustrations from research 	4
		<ul style="list-style-type: none"> ● Elements of sampling- Meaning of a sample; Rationale for sampling; Qualities of good sample/ sampling strategy; Meaning and significance of a random and non-random sampling procedures; Simple and Stratified Random Sampling 	<ul style="list-style-type: none"> ● Classroom exercises for for data collected or provided 	4
		<ul style="list-style-type: none"> ● Data collection and processing-Sources of data; Primary and secondary data; Interviewing and observation (structured and unstructured); simple instruments of data collection; data processing 	<ul style="list-style-type: none"> ● Class room exercises 	4

3	Data presentation	<ul style="list-style-type: none"> ● Graphical and tabular presentation of data-bar graphs, pie diagrams, histograms, polygons and line graphs. ● Univariate and multivariate tables. 	<ul style="list-style-type: none"> ● Lecture class room practice 	2
4	Statistical Tools	<ul style="list-style-type: none"> ● Percentage, ratios and proportions; Measures of Central Tendency (Mean, Mode and Median)-Their computation, use, relative strengths and limitations 	<ul style="list-style-type: none"> ● Lecture and exercise 	6
5	Writing skills	<ul style="list-style-type: none"> ● Research report writing 	<ul style="list-style-type: none"> ● Skill development exercises for writing 	4

Methods of Assessment

Written examination 80%. Internal assessment based on assignments and small group exercises of class room participation 20%

Course Title **SOCIAL WORK RESEARCH**

Course No. **1.2.5.1**

Level **UG 3**

Introduction

This component is to equip the learners to acquire skills to read, utilize, evaluate, organize and carry out small research projects to develop and improve services. Three options A,B,C for this experience are given. It is left to the institution to select from among these based on various factors including local need.

Objectives

A. Group Research Project

A group of three to five students may be placed under the guidance of one teacher. A small research project to be the outcome

B. Research Skills Laboratory

Small group exercises related to research skills. For example, exercises pertaining to explication of concepts; variables and indicators; sampling; preparing simple tools for collecting data; interviewing; observation; recording of responses and observations; coding of data; graphical and tabular presentation of data; use of simple statistical tools; description of graphs and tables; interpretation; aspects of research report writing; bibliography presentation and use of library and documentation services.

C. Integrating Research Skill Training with Field Work

Practice teaching instructor, to guide learners to integrate research activity with Practice-Learning. However, artificial or unnecessary superimposition of research activity on practice learning must be avoided. If field work does not provide sufficient opportunities to develop research skills as mentioned in the objectives, then supplementary skill laboratory. Exercises could be taken up. For this, it is recommended that the marks

and time allotted to Practicum/Field Work and supervision time be enhanced by fifty per cent. Enhancement is recommended so as to permit specific attention to research skills and to ensure that research-skill-related-activity does not become a substitute for practice learning.

At the end of the term/session a separate brief report on research activities and their utility as part of field work; and other research-skill-related-activity, in the form of one or two term papers should be the outcome.

Methods of Assessment

Guide's assessment based on round the year performance	50%
Viva-voce by two or three examiners (including the supervisor) based on the term paper/s	50%

Note; References are given at the end of all research courses.

Course Title **SOCIAL WORK RESEARCH**

Course No. **1.2.5.2**

Level **PG 1**

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 human inquiry in comparison to the native or common sense approach in various aspects, and its process.
- b. Understand major research strategies, meaning, scope and importance of social work research.
- c. Develop an ability to see the linkages between practice, research, theory and their role in enriching one another.
- d. Develop attitudes consonant with the scientific approach - concern for accuracy, specificity and authenticity, awareness of ones own prejudices or biases; honesty; being open to correction.
- e. Develop attitudes favourable 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.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Scientific inquiry	<ul style="list-style-type: none"> ● Science-Meaning and assumptions; scientific approach to inquiry in comparison to the native or common sense approach; science and the study of social phenomena; ● Attitudes consonant with the scientific approach 	<ul style="list-style-type: none"> ● Lecture and discussion 	2
2	Concepts, hypotheses and theories	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Lecture and discussion 	2
3	Social Work Research	<ul style="list-style-type: none"> ● Social Work Research-Meaning, purposes, the research process, research and theory, linkages in practice. ● Quantitative and Qualitative Research 	<ul style="list-style-type: none"> ● Lecture, and discussion 	2
4	Research Designs	<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● Lecture, discussion and examples 	4

		<ul style="list-style-type: none"> ● Experiments including pre-experimental Quasi-experimental strategies; Use of single subject designs; ● Qualitative research-general characteristics; Use of qualitative methods in inquiry. The scope and importance of social work research. 		
5	Sampling	<ul style="list-style-type: none"> ● Rationale, characteristics sampling-meaning, types and utility; General considerations in the determination of sample size 	<ul style="list-style-type: none"> ● Lecture 	2
6	Data and its measurement	<ul style="list-style-type: none"> ● 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 ● Scales-Need for scales. Some prominent scaling procedures (Thurston-type, Likert-type, Bogardus-type, Semantic Differentials). 	<ul style="list-style-type: none"> ● Lecture and assignments 	4
7	Data processing and presentation	<ul style="list-style-type: none"> ● Graphical, Tabular, Analysis and Interpretation ● Use of computers 	<ul style="list-style-type: none"> ● Classroom exercises 	6
8	Participatory and evaluatory research	<ul style="list-style-type: none"> ● Conducting participatory research-Monitoring and research 	<ul style="list-style-type: none"> ● Classroom practice and home assignment 	
9	Research Report	<ul style="list-style-type: none"> ● Research Report Writing ● Research Abstracts ● Research Proposals 	<ul style="list-style-type: none"> ● Illustrations and practice 	

9.1	Ethics	<ul style="list-style-type: none"> ● Ethics in Research: 	<ul style="list-style-type: none"> ● Discussion 	
10	Tools and their use	<ul style="list-style-type: none"> ● Use of Statistical tools and techniques-Statistics- Descriptive and Inferential; Uses and limitations of Statistics ● Proportions, Percentages, Ratios ● Measures of Central Tendency: Mean, Mode, Median ● Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation. The 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. 	<ul style="list-style-type: none"> ● Lecture and class room practice in small groups 	8

Note.

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 could 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 computers, could all be included in the section on use of statistics, so as to make two approximately equivalent portions in this paper.

Methods of Assessment

Written examination	30%
Internal assessment by the teacher based on assignments and participation in the class	20%

Note. References are given at the end of all research courses.

Course Title SOCIAL WORK RESEARCH

Course No. 1.2.5.3

Level PG 2

Introduction

The institutions may provide to the learner with a choice any ONE of the following. A well developed/ equipped 'Research-Skill - Laboratory' would obviously be a pre-requisite for making options B and C available to the students.

RESEARCH PROJECT

The learner may opt to prepare and submit a dissertation, under the guidance of a faculty. The learner need not be expected to make a major/outstanding contribution to knowledge. The learner is to engage meaningfully in the process of problem-formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analysing and interpreting the data; and preparing the research report. The length of the research project may be between 60-75 pages and not exceed 100 pages, the graphic presentations and tabular presentations together may not exceed 20.

Teaching input in terms of workload : One and a half hours per week per student. This is the recommended average input which may not be uniformly spread over all the weeks. Some weeks may require more time of the teacher and some weeks less, depending upon the phase of work.

Types of Assessment

- Supervisor's assessment 50%
- Viva Voce by two or three examiners (including the supervisor) based on the dissertation 50%

The practice teaching-learning instructor will guide students to integrate research activity with in the practice learning centre. However, artificial or unnecessary superimposition of research activity on field work should be avoided as it may cause interference in the flow of field work. If field work does not provide opportunities to develop research skills, supplementary skill lab exercises can be taken up.

In addition, the learner would be expected to present two or three papers which could be based on:

- a) A theme or an issue pertaining to research methodology.
- b) Reviewing published/unpublished research studies
- c) Use of research skills in field work.

Teaching input in terms of workload

An average of one hour per week per student.

Methods of Assessment

Supervisor's assessment	50%
Viva Voce by three or four examiners (including the supervisor) based on the dissertation	50%

Note. Institutions may evolve other creative modalities or options keeping in view the local situation/ground realities.

REFERENCES

- Ackoff, R.L. 1962 *Scientific Method: Optimising Applied Research Designs*, New York: John Wiley and Sons.
- Anderson, J. et al. 1970 *Thesis and Assignment Writing*, New Delhi: Wiley Eastern Limited.
- Bailey, Kenneth, D. 1987 *Methods of Social Research*, New York: The Free Press.
- Blaikie, Norman. 1993 *Approaches in Social Enquiry*, Cambridge: Polity Press.
- Blalock, H.M. 1972 *Social Statistics*, New York: McGraw Hill.
- Blalock, H.M. and Blalock, A.M. (Eds.) 1968 *Methodology in Social Research*, New York: McGraw-Hill.
- Coolidge, Frederick L. 2000 *Statistics: A Gentle Introduction*, New Delhi: Sage Publications
- Crabtree, B.F. and Miller, W.L. (Eds.) 2000 *Doing Qualitative Research*, New Delhi: Sage Publications.
- Cranstein, A. and Phillips, W.R. 1978 *Understanding Social Research An Introduction*, Boston: Allwyn and Bacon.
- Denzin, Norman, K. & Lincoln, Y.S. (Eds.) 2000 *Handbook of Qualitative Research* (2nd eds.), New Delhi: Sage Publications.
- Field, Andy. 2000 *Discovering Statistics Using SPSS for Windows: Advanced Techniques for Beginning*, New Delhi: Sage Publications.
- Foster, J.J. 1998 *Data Analysis Using SPSS for Windows: A Beginner's Guide*, New Delhi: Sage Publications.
- Gahan, Celis and Hannibal, Mike. 1998 *Doing Qualitative Research Using QSR, NUD, IST*, New Delhi: Sage Publications.
- Galtung, J. 1967 *Theory and Methods of Social Research*, London: George Allen & Unwin.

- Goode, W.J. and Hatt, P.K. 1952 *Methods in Social Research*, Tokyo: McGraw Hill Kogakusha.
- Jefferies, J. and Diamons, I. 2000 *Beginning Statistics: An Introduction for Social Scientists*, New Delhi: Sage Publications.
- Manheim, Henry, L. 1977 *Sociological Research: Philosophy and Methods*, Illinois: The Dorsey Press.
- Marshall, Gatherine and Rosaman, G.B. 1999 *Designing Qualitative Research*, 3rd Edn. New Delhi: Sage Publications.
- May, Tim. 1997 *Social Research: Issues, Methods & Process*, Buckingham: Open University Press.
- Moser, C.A. and Kalton, G. 1977 *Survey Methods in Social Investigation*, London: Heinemann Educational Books.
- Mukherji, Partha N. (eds.) 2000 *Methodology in Social Research : Dilemma and Perspectives*, New Delhi: Sage Publications.
- Nagel, Ernest. 1984 *The Structure of Science: Problems in the Logic of Scientific Explanation*.
- Padgett, Deborah, K. 1988 *Qualitative Methods in Social Work Research*, New Delhi: Sage Publications.
- Ramchandran, P. 1990 *Issues in Social Work Research in India*, Bombay: Institute for Community Organization Research.
- Reichman, W.J. 1981 *Use and Abuse of Statistics*, Penguin.
- Reid, William J. and Smith, Andrey D. 1981 *Research in Social Work*, New York: Columbia University Press.
- Rosenberg, M. 1968 *The Logic of Survey Analysis*, New York: Basic Books.
- Rubin, A. and Babbie, K. 1993 *Research Methods for Social Work*, California: Brooks Cole Publishing Co.

- Sellits, Glair et al. 1976 *Research Methods in Social Relations*, New York: Holt, Rinebart and Winston.
- Shah, F.V. 1977 *Reporting Research*, Ahmedabad: Rachna Prakashan.
- Shaw, Ian and Lishman, Joyce. (eds.) 1999 *Evaluation and Social Work Practice*, New Delhi: Sage Publications.
- Silverman, David (Eds.). 1997 *Qualitative Research*, New Delhi: Sage Publications.
- Society for Participatory Research in Asia. 1995 *Participatory Research : An Introduction*, Participatory Research Network Series, No.3, New Delhi: PRIA.
- Stewart, Alex. 1998 *The Ethnographer's Method*, New Delhi: Sage Publications.
- Yanow, Dvora. 1999 *Conducting Interpretive Policy Analysis*, New Delhi: Sage Publications.
- Yin, Robert, K. 1994 *Case Study Research: Design and Methods*, New Delhi: Sage Publications.

Course Title	MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES
Course No.	1.2.6.0
Level	UG 2

Introduction

The course aims at helping the learner understand management processes and develop administrative skills.

Objectives

- a. Acquire knowledge of the basic processes of managing and administrating developmental and welfare services in the context of social work profession.
- b. Acquire skills to participate in managerial and administrative processes, and programme delivery.
- c. Develop the ability see relationship between policy and programmes, analyse the process as applied in specific settings, and in specific programmes.
- d. Understand the need for, and develop accountability to the public and the profession.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Services, organizations and environment	<ul style="list-style-type: none"> ● Need for welfare and developmental organizations ● Registration of organizations constitution and policy ● Organizational design and structure in its environmental context 	<ul style="list-style-type: none"> ● Lecture-study of constitution of an organization/ agency, discussion 	4
2	Services and their delivery	<ul style="list-style-type: none"> ● Type of services ● Programme delivery: eligibility criteria ● Management of programmes and evaluation ● Proposals for small programmes 	<ul style="list-style-type: none"> ● Lecture, discussion, illustrations from programmes ● Preparing a proposal 	3
3	Organizational Climate and management processes	<ul style="list-style-type: none"> ● Creating a work oriented climate. ● Understanding authority, relationship and inter-personal relationships ● Working with boards, committees, and other staff ● Working in professional teams. 	<ul style="list-style-type: none"> ● Lecture, discussion, sit as an observer at a meeting ● Observer at a meeting 	3
4	Policies and practices	<ul style="list-style-type: none"> ● Policies and practices for personnel in organizations: ● Volunteers, professionals, para-professionals ● Communication in an organization-essential components, types, barriers Decision making levels and methods 	<ul style="list-style-type: none"> ● Lecture, discussion ● Flow chart for communicators 	6
5	Work processes tasks	<ul style="list-style-type: none"> ● Unit of work, time allotment, workload, responsibility, coordination ● Staff-client relation ● Teamwork, supervision, directing, monitoring, evaluation ● Conflict resolution 	<ul style="list-style-type: none"> ● Lecture, discussion and exercises 	8

6	Programme management	<ul style="list-style-type: none"> ● Programme management, maintenance of records ● Documentation ● Budgets and accounts ● Public relations. Impact analysis-qualitative, and quantitative 	<ul style="list-style-type: none"> ● Study of document ● Practice exercises 	6
---	----------------------	--	---	---

Methods of Assessment

Individual assignment Study of selected aspect from Practice Learning Setting

Compare and contrast theory and practice. 40%

Examination 60%

REFERENCES

- Koontz, H. and Wehrich, H. 1998 *Essential of Management*, New Delhi: McGraw Hill.
- Denyer, J.C. 1979 *Office Administration*, Plymouth: McDonald and Evana.
- Lauffer, A. 1977 *Understanding your Social Agency*, London: Sage Publications.
- Lauffer, A. 1982 *Grandmanship and Fund Raising*, New Delhi: Sage Publications.
- Narkwiboonwang, W and Tips, W.E.J. 1986 *Project Identification, Formulation and Start up Non-governmental Rural Development Organizations in Thailand*, Bangkok: AIT.
- Neiner, M. 1982 *Human Service Management*, Illinois: Dorsal Press.
- Norad. 1998 *Guide to Planning and Evaluating NGO projects (Part II and III) Norway*.
- Patti. R. 1983 *Social Welfare Administration in India*, Englewood Cliffs: Prentice Hall.
- Paul, Samuel. 1983 *Strategic Management of Development Programmes*, (Management Development Series No. 19). Geneva: International Labour Organization.
- Sachdeva, D.R. 1992-93 *Social Welfare Administration*, Allahabad: Kitab Mahal.
- Sankaran, and Rodrigues. 1983 *Handbook for the Management of Voluntary Organizations*, Madras: Alpha Publications.
- Siddiqui H.Y. (Ed.) 1983 *Social Work Administration, Dynamic Management and Human Relationships*, New Jersey: Prentice hall.
- Skidamore. 1983 *Social Work Administration*, New Jersey: Prentice Hall.
- Steiner, R. 1977 *Managing Human Service Organization, From Survival to Achievement*, Beverly Hills: Sage Publications.

Course Title **MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES**

Course No. **1.2.6.1**

Level **PG 1**

Introduction

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

Objectives

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

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Social Services	Development and Welfare Organization's response to societal needs; role of state, voluntary and corporate sector	Lecture and discussion	3
2	Management services	<ul style="list-style-type: none"> ● Types of settings, organizational characteristics like origin, nature, size, structure, and design, organizational climate and impact socio-political environment impact ● Management Process: Vision of planning, Organizing, directing staff, cooperation, evaluation ● Establishments, registration, different types of legislations, legal status, constitution, rules and procedure, goals ● Financial Resources: Organizational budget, sources of finance, fund raising records, audit. ● Physical: all activities related to acquiring, hiring and maintaining importable structure and infrastructure, maintenance of premises and daily upkeep. ● Enhancing the involvement and the potential of people in organization's executive boards, committees, professionals and other staff, relationship, communication, team work, and facilitative, team building, supervision, and participation in training 	<p>Lecture and class-room exercises</p> <p>Locating relevant material and observing, discussing, examining records etc. at the setting of placement for practice learning</p> <p>Attend meetings as an observer, participate in training</p>	6

3	Programme Development	<ul style="list-style-type: none"> ● Programme management: long term, short term, and documentation; ● Project proposals based on for needs, nature of resources, eligibility criteria, records, evaluation and research ● Impact analysis-qualitative and quantitative 	Lecture, examine a specific programme, formation as in class exercise	8
4	Public Relation	<ul style="list-style-type: none"> ● Public relations need and its promotion by all in the organisation. Representing the organization, networking, public, corporate and voluntary sector, resource building, accountability, transparency, social audit, use of Media for publicity. 	Lecture discussion skills for developing a press note.	
5	Change and its Management	<ul style="list-style-type: none"> ● Understand and manage change, innovation-in a rapidly changing social environment: for policy programmes and structure 		
6	Organizational	<ul style="list-style-type: none"> ● Understanding conflict, conflict resolution, creating positive climate. 	Mini lecture, discussion, class-room exercise	4

Note

Learners to be encouraged to apply knowledge and information gained in class to study each topic in the setting placed for practice-learning, to compare and contrast it to class room learning and reality situations. A file be maintained for this study.

Methods of Assessment

Prepare a file to compare and contract theory practice in practice learning setting for all aspects of management 40% Examination 60%

REFERENCES

- Choudhari, D. Paul. 1983 *Social Welfare Administration*, Delhi: Atma Ram and Sons.
- Garain, S. 1998 *Organizational Effectiveness of NGOs*, Jaipur: University Book House.
- Garain, S. *Towards a measure of perceived organizational effectiveness in non-government organization*, Mumbai: Indian Journal of Social Work, 54(2), 251-270.
- Goel, S.L. and Jain, R.K. 1988 *Social Welfare Administrative: Theory and Practice*, Vol. I and II, New Delhi: Deep and Deep Publications.
- Government of India *Evaluation of Social Welfare Programmes*, Encyclopaedia of Social Work. Vol. I. 297 - 310.
- Haimann, A. 1982 *Professional Management and Practice*, Delhi: Eurasia Publications.
- Hasenfeld, Y and English, R. (Ed.) 1978 *Human Service Organizations*, Ann Arbor: University of Michigan Press.
- Hauman, A. 1962 *Professional Management and Practice*, Delhi: Eurasia Publications.
- Jackson, J. 1989 *Evaluation for Voluntary Organizations*, Delhi: Information and News Network.
- Kapoor, K.K. 1986 *Directory of Funding Organizations*, Delhi: Information and News Network.
- Lauffer, A. 1977 *Getting the Resources you Need*, New Delhi: Sage Publications.
- Lauffer, A. 1977 *Understanding your social Agency*, London: Saga Publications.
- Luthans, Fred. 1990 *Organizational Behaviour Boston*, Irwin McGraw Hill.

- PRIA. 1990 a *Manual on Financial Management and Accounts Keeping for Voluntary Organizations*, New Delhi: Society for Participatory Research in Asia.
- PRIA b *Training of Trainers: A Manual for Participatory training Methodology in Development*, New Delhi: Society for Participatory Research in Asia.
- Siddiqui, H.Y. 1984 *Social Work and Social Action*, New Delhi: Harnam Publications.
- Slavin, S. (ed.) 1978 *Managing Finance Personnel and information in Human Services*, New York: Howorth press.
- Slavin, S. (ed.) 1978 *Social Administration*, New York: The Haworth Press.
- Weiner, M. 1982 *Human Service Management*, Illinois: The Dorsey Press.

Course Title	COMMUNICATION- AN INTRODUCTION TO AUDIO-VISUAL MEDIA
Course No.	1.2.7
Level	PG 1 / 2 / UG 2 or 3 (UG may mainly be offered module 3 Skills development)

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 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.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Alternative media and campaigns	<ul style="list-style-type: none"> ● Approaches to media and society: ● 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, InteractiveClass Discussions, Screenings, Participatory Presentations and Practicals 	6
2	Rethinking 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
2.1	Representing Gender	<ul style="list-style-type: none"> ● Television Commercials ● Print Advertisements ● Nursery Rhymes ● Feature Films 		
2.2	Representing Race	<ul style="list-style-type: none"> ● 'Us' and 'Them' ● Comic Strips ● The Everyday Experience of Colour 		
2.3	Representing 'Real' Events	<ul style="list-style-type: none"> ● The Press and framing of events ● Documenting Reality. 		
2.4	Rethinking the 'Impact' of the media	<ul style="list-style-type: none"> ● The Debate on the 'Effects' of Violence ● The Limitations of Censorship ● Towards Critical Viewing 		

3	Skills Development	<ul style="list-style-type: none"> ● Visual Design: Introduction to elements of design, such as layout, typography, use of colour and shape; designing effective posters and logos for campaigns 	● Workshop	6
		<ul style="list-style-type: none"> ● Street Theatre Workshop: Elements of street theatre scripting and choreography for development 	● Workshop	6
		<ul style="list-style-type: none"> ● Use of puppets, songs and folklore: 4 hours (visiting faculty) <p>Note—In these workshops, the student groups for the campaigns work out the elements of their campaign design</p>	● Workshop preparation and use	4

Methods of Assessment

Campaign Group Assignment	30 %
Campaign Report (individual)	30 %
Written Examination	40 %

Note—This course may be treated as a compulsory audit and no credits/marks be assigned to it.

REFERENCES

- Berger, Arthur Asa. 1982 *Media Analysis Techniques*, London: Sage.
- Berger, John. 1972 *Ways of Seeing*, London: BBC and Penguin.
- Brown, James W. et al. 1985 *AV Instruction Technology, Media and Methods*, New York: Hill Mcgraw - Hills.
- Gandhi, V.P. 1995 *Media and Communication Today*, Vol.1,2 and 3, New Delhi: Kanishka Publishers.
- Goffman Erwing. 1979 *Gender Advertisements*, Macmillan.
- Hawkes, Terence. 1977 *Structuralism and Semiotics*, London: Methuen.
- Kumar, K. 1981 *Mass Communication in India*, Mumbai: Jai Publishing House.
- Melkote, Srinivas R. 1991 *Communication for Development in the Third World*, Delhi: Sage.
- Mody, Bella. 1991 *Designing Messages for Development Communication*, New Delhi: Sage.
- Saunders Denys J. 1984 *Visual Communication Handbook*, London: Lutterworth Educational.
- Watts, Harris. 1984 *On Camera*, London: BBC.

Course Title **SOCIAL WORK PERSONNEL - TRAINING AND DEVELOPMENT**

Course No. **1.2.8**

Level **PG 2**

Introduction

The course is to support learners growth as trainers for various levels of personnel in developmental and welfare services within the Indian context.

Objectives

- a. Understand the structure and curriculum of Social Work Education in India and its ideological framework.
- b. Identify and develop skills in curriculum designing for training social work personnel at different levels.
- c. Enhance skills in use of participatory educational technology.
- d. Develop an attitude to equip self as a facilitator/trainer.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Training for Personnel	<ul style="list-style-type: none"> ● Need for training personnel ● Structure of social work education curriculum in relation to the changing 	Discussion based on personal experience and lecture	4
2	Principles of Learning and Training levels	<ul style="list-style-type: none"> ● The adult learner and principles of adult learning ● Levels of Social Work Training, motivation and training needs at different levels ● Practice Learning Instructional process, educational and supportive aspects-objective orientation, learning and instructor-learner relationship ● Principles and process of Curriculum Designing ● Education Technology: Methods and Tools 	Discussion based on practice and lecture	8
3	Training Programme Design	<ul style="list-style-type: none"> ● Designing, implementing and evaluating training programmes for social work personnel ● Social work practice learning instruction 	Discussions, demonstration Programme planning	8
4	Staff Development	<ul style="list-style-type: none"> ● Staff development: In-service short-term and continuing education at different levels 	Discussion exercises	6
5	Training Effectiveness	Enhancing Trainer Effectiveness: Facilitation Skills	Exercises and role play	4

Note—The teaching-learning methodology throughout the course is to be demonstrative, interactive, and participatory with focus on skill development.

Methods of Assessment

Group assignment	50%	(Designing a training programme)
Individual assignment	50%	
Group Assessment	30%	
Individual Assignment	20%	
Examination	50%	

REFERENCES

- Asian and Pacific Association for Social Work Education (APASWE 1994) *Social Work Profession: Reflection and Future Directions*, Mumbai: TISS.
- Baldwin, J. and Williams, H. 1988 *Active Learning : A Trainer's Guide*, England: Blackwell Education.
- Barer-Stein T., Draper, J. 1988 *The Craft of Teaching Adults*.
- Bertcher, H. 1988 *Staff Development in Human Service Organisations*. New Jersey: Prentice Hall Inc.
- Bourner, T. M., V. and Race, P. 1993 *Workshops that Work*, London: McGraw Hill.
- Burnard, P. 1989 *Teaching Interpersonal Skills: A Handbook of Experiential Learning for Health Professionals*, London: Chapman and Hall.
- Cafarella. 1988 *Programme Development and Evaluation Resource Book for Trainers*, New York : John Wiley and Sons.
- CARAT Cell at TISS *HIV/AIDS Prevention and Counselling: A Manual for Grass root Level Workers*, Mumbai: Tata Institute of Social Sciences.
- Draper, J. *Adult Education: A Focus for the Social Sciences*.
- Elkins, D. 1978 *Teaching People to Love Themselves*, New York: Growth Associates.
- Hokenstad, M. and Rigby, B. 1977 *Training of Trainers: Participation in Teaching and Learning: An Idea Book for Social Work Educators*, New York: International Association of School of Social Work.
- Jacob, K. (ed.) 1994 *Social Work Education in India, Retrospect and Prospect*, Delhi: Himanshu Publications.

- Johnson, D. 1981 *Reaching Out: Interpersonal Effectiveness and Self Actualization*, New Jersey : Prentice Hall.
- Johnson, D.W. 1987 *Joining Together: Group Theory and Group Skills*, New Jersey: Prentice Hall.
- Kadushim. 1976 *Supervision in Social Work*, New York: Colambai University.
- Knowles, M. 1973 *The Adult Learner, A Neglected Species*.
- Kroehnert, G. 1995 *Basic Training for Trainers : A Handbook for New Trainers*, New York: McGraw Hill Book Company.
- Martin, R. 1983 *A Skills and Strategies Handbook for Working with People*, Englewood Cliffs: Prentice Hall Inc.
- Nandurbar: TRACE TEAM *TRACE (Training Animators In Conscientization and Education)*, Nandurbar: Trace Team.
- Percival, F. and Ellington, H. 1985 *Handbook of Educational Technology*, London: Kogan Paul.
- Pfiffer, W. and Jones, E. 1979 *A Handbook of Structured Experiences for Human Relations Training*, Volume I - VIII + 2 copies each (Xerox) Volumes. California: University Associates.
- Preiffer, W. and Ballew, A. 1993 *U.A. Training Technologies*, Volumes 1-7, New Delhi: Aditya Books.
- 1993 *Profession in Asia Special Issue of the Indian Journal of Social Work*, Social Work. Vol. LIV. Mumbai: Tata Institute of Social Sciences.
- Rigby, B. (Ed.) 1978 *Short-Term Training for Social Development*, New York: International Association of Schools of Social Work.
- Silberman, M. 1990 *Active Training: A Handbook of Techniques, Design Case Examples*, New York: Lexington Books.
- Society for Participatory Research in Asia (PRIA). 1987 *Training for Trainers: A Manual for Participatory Training Methodology In Development*, New Delhi: Society for Participatory Research in Asia.

- Towle C. 1954 *The Learner in Education for the Profession.*
- Thorne and Mackey. *Everything your ever needed to know about training.*
- University Grants Commission (UGC) . 1990 *The Report of the Curriculum Development Centre in Social Work Education, New Delhi: University Grants commission.*
- University Grants Commission (UGC). 1980 *Review of Social Work Education in India: Retrospect and Prospect (Report of the Second Review Committee), New Delhi: University Grants Commission.*
- Werner, D. and Bower. 1983 *Helping Health Workers Learn: A Book of Methods, Aids and Ideas for Instructors at the Village Level, Palo Alto, C.A.: Hesperian Foundation.*

Core Domain	SOCIAL WORK THEORY AND PRACTICE: SOCIAL WORK PRACTICUM
Learning Opportunity Title	INTRODUCTION TO SOCIAL WORK PRACTICUM
Learning Opportunity No.	1.3.0
Level	UG and PG

Introduction:

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

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

Objectives

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

1.
 - i. Develop the ability to observe and analyse social realities.
 - ii. Understand the characteristics of social systems and their dynamics.
 - iii. Appreciate society's response to people's needs, problems, and social issues.
 - iv. Develop critical understanding of the application of legislation, legal process, and social policy.
2.
 - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
 - ii. Develop the ability to recognize the need for newer programs, initiate and participate in them.

- iii. Use human rights tools, understanding of gender justice, and need for equity in all intervention.
 - iv. Develop an understanding of organizational structures, resource management, and day-to-day administration for human service programmes-developmental and welfare.
 - v. Develop the capacity to integrate knowledge and practice-theory by participating in intervention.
 3.
 - i. Clarify and imbibe values which sustain positive attitudes and professional ethics.
 - ii. Develop the capacity for self-direction, growth, and change through self-awareness.
 4.
 - i. Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

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

1.3.1 **Orientation** provides information regarding

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

1.3.2 **Visits**—provide an exposure to and understanding of the services provided in response to people's needs.

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

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

- 1.3.5 **Study Tours**—urban and rural, provide an experience to study and appreciate innovative efforts by individuals and groups towards meeting peoples core needs, and initiate development.
- 1.3.6 **Workshops: Skills Development**—help learners acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems/ concerns, issues or situations like, work with alcoholics, HIV, AIDS effected persons, adolescents for life skills development, youth for leadership development and couples for marital relationship and enrichment, work with elderly.
- 1.3.7 **Concurrent practice learning**—on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery.
- 1.3.8 **Summer Placement**—provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about three weeks, after the first year of the post graduate programme.
- 1.3.9 **Block placement**—enables learners integrate learning and generate newer learning by participating in the intervention processed over a period of 4 to 6 weeks continuously, in a specific agency. Usually, block fieldwork is provided at the end of the two-year programme. Some educational institutions offer such an opportunity at the end of the third or the prior to the examinations of the fourth semester.

Each set of the learning opportunities has its own design elaborated upon in the next few.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	SOCIAL WORK PRACTICUM-ORIENTATION
Learning Opportunity No.	1.3.1

Introduction

Two types of orientation activities are organized. One is orientation to social work practice learning and its place in the curriculum. While the other is orientation to the setting/agency. The learner is placed in for the social work practice learning. This orientation is carried out at the setting/agency in the first two weeks.

Orientation

A. Orientation to social work practice

- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
- Code, norms, and expectations of this teaching-learning opportunity.
- Requirements of working like days, hours, agency timings and other such details of practice learning.
- Nature and tasks of initial phase and involvement of learner and instructor.
- Learner responsibility to setting agency and the institution of learning.
- Details regarding records and their submission.
- Practice learning instruction : individual conferences - one hour per week, group conferences once a fortnight.

B. Orientation to social work setting/agency of placement - to be carried out at the practice placement setting.

- Nature of setting/agency - its objectives services programmes, structure, general environment.

- Contact person in the setting/agency, role of that individual.
- Annual and other brochures for information..
- Introduction to setting/agency management, staff and on-going activities.
- General introduction setting/agency its programmes and beneficiaries. Information of other similar services.
- Policies supporting the service agency both local, national.
- in the first four weeks the learners may make a local directory to include emergency numbers of hospitals/primary health centres, police, ward of panchayat office, and net work agencies, along reference to other developmental and welfare services in the location with a brief.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	SOCIAL WORK PRACTICUM - VISITS
Learning Opportunity No.	1.3.2
Level	UG / PG

Objectives

- a. Acquire skills of systematic observation and develop a spirit of inquiry.
- b. Understand society's response to social problems through various services
- c. Understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes.
- d. Develop an appreciation of social work intervention in these programmes by recording:
 - i. relevant factual information about the client system and the problem/concern
 - ii. the selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
 - 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 situation, the appropriation of the organization's resources and nature of intervention.
 - v. gaps identified and suggestions.

Note—Suggestions for field visits

A minimum of six visits may be made to settings like those listed below to observe services/ programmes developed to meet peoples needs.

- i. Health setting—community health extension projects, primary health centers, clinics.
- ii. Educational setting—formal/school, non-formal/adult education centers, income generating skill development centres.

- iii. Community services like: life skill development programme centers, environment improvement and improvement centres, e.g. a family service centre/community projects in urban and rural settings.
- iv. Services for special groups like the differentially abled, (b) destitute, migrants, and elderly, both institutional and non-institutional.
- v. Criminal justice systems - jails, courts, police stations and juvenile justice centres.
- vi. Civic administration centres - municipal offices, panchayat offices and ward offices, etc.
- vii. Destitute migrant and elderly persons services both institutional and non-institutional.

Suggested tasks for the faculty in charge of institutional visits.

- a. Select the agencies to provide an understanding of various settings for development, preventive, and crisis situations programme.
- b. Communication to the selected agencies must:
 - i. carry a request for making such a visit.
 - ii. a request for arrangements to meet with specified members of the staff, and client system.
 - iii. A follow up letter to appreciate the agency's cooperation for the visit is essential.
- c. Students should be given a brief orientation regarding the position of the agency in the overall service system. Guidelines for observation and reporting of the visit need to be provided.
- d. For effective learning, the faculty in-charge should create an atmosphere whereby the learners develop a spirit of inquiry, appreciation for the service. Understand the policy, its relevance and, gaps in the programme delivery process.

Visits should be followed up with sharing of the group reports. Use of variety of methods of presentations to be encouraged.

Note—Senior students of UG and PG programmes should be involved in the experience of communicating with agencies through letters, phone calls.

Method of Assessment

Credits/marks may be given as per the institution's policy - Group reports to be presented.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	STRUCTURED EXPERIENCE LABORATORY
Learning Opportunity No.	1.3.3
Level	UG 1, 2, 3 and PG 1 and 2.

Introduction

The Structured Experience Laboratory provides the opportunity of “learning by doing” in a safe environment of the classroom. This environment, that is a laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills, needs to be amongst the most non-threatening methods of learning, specially for beginners. This learning opportunity is conducted through a game/ form, or other simulated exercises. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.

Objectives

- a. Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and fantasy.
- b. Reflect over one’s own behaviour, and its effect on self and others.
- c. Observe others’ behaviour and with the help of the facilitator, understand the same.
- d. Express feelings and appropriate reaction/response to others’ feelings.
- e. Confront situations wherein conflicts, decision-making and reflections are necessary.
- f. Observe self, recognize own strengths and limitations, and also observe behaviour patterns that call for change.

Specific objectives for orientation to the initial phase in social work practice learning like at the beginning of first year of both the U.G. and the P.G. programmes.

- a. Acquire beginning skills to establish relationship with clients and client groups by participating in games for systematic observation, listening, verbal communication and understanding non-verbal messages-body language, empathy and like skills.

- b. Develop better understanding of one another through group processes.
- c. Enhancing self-awareness in relationship to professional role.
- d. Reinforcing professional values.

(a) Outcome of Learning

The learners' ability enhance to adapt, be open to experience, discuss and share this learning.

(b) Facilitators competencies

It is necessary that facilitators undergo these experiences each year prior to taking on the role of being facilitators.

Facilitator's competence must reflect in the ability to:

1. Be open to learning through involvement in this experience. Understand self and role of a facilitator.
2. Provide emotional and social support to learners.
3. Foresee consequences.
4. Aid learning through reflection and discussion, and understand its application.
5. continually look for opportunities to maximize learner involvement and aid exchange of experiences to help the learners grow.
6. Be prepared and organized for sessions.
7. Understand that process and goals are both equally important for such experiences.
8. Recognize signs of learner's growth and integrate this in the structured experiences.
9. Treat all participants with respect, and expect mutual respect from them and among them. Interest and ability to interact by itself is not enough, complete involvement and awareness of the process as 'here and now' is necessary.

(c) Facilitator Readiness

Taking on the role of a facilitator/resource person for experiential laboratory sessions calls for readiness of the persons concerned. This readiness is behaviorally seen as:

1. Willingness coupled with desire and motivation to be a facilitator.
2. Willingness to come to facilitator practice sessions.
3. Openness as a facilitator learner to discuss the experience and learn new skills.
4. Ability to recognize and appreciate one's own growth and recognize the surfacing of the incomplete gestalt (unfinished business-others' needs arising in the mind) while aiding others learning, and willingness to work on findings about self
5. Understanding one's own needs, allow interaction among the learners, and with no latent desire to interrupt learners during the "flow of communication"
6.
 - i. Observe and sense stress being generated by unresolved feelings of individual learners.
 - ii. Ability to help such learners.

Note for faculty—Usually these experiences are designed at the beginning of the year, same phase as the visits to various settings.

Method of Assessment

This opportunity is not to be evaluated for credit / marks.

Core Domain **SOCIAL WORK PRACTICUM**

Learning Opportunity Title **RURAL CAMP**

Learning Opportunity No. **1.3.4**

Level **UG 2 / PG 1**

Objectives

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

Guidelines for Study and Observations.

Social Analysis:

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

10. Guidelines for observation of a voluntary agency in a rural setting:
 1. Objectives.
 2. The approach and methods used for achieving objectives.
 3. Organizational structure.
 4. Priorities and programs evolved, participation of people in decision-making and in programme implementation, problems encountered in programme implementation.
 5. Impact on the villagers in terms of their problems, social justice, development of leadership, development of an alert and democratic community.
 6. Relationship with Panchayat Raj, Block Development personnel, the magistracy and other government institutions and bodies, difficulties encountered, benefits received.
11. Guidelines for Observation of community development organizations and Panchayat Raj.
 - a. Administrative set up of both the above.
 - b. Who are the zilla parishad samiti/panchayat members, their socio- economic and caste status.
 - c. Problems of administrative personnel in working with elected persons at different levels.
 - d. Decision making process: type of problems that come before the zilla parishad, panchayat samiti/panchayat, who initiates projects, process of assessing them. How decisions are made - manipulations, lobbying, pressure tactics used.
 - e. Current major programmes, budget allocations for the programmes, methods of implementation, participation of people, impact on development and social justice.

Method of Assessment

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

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	STUDY TOUR-URBAN RURAL / TRIBAL / INNOVATIVE PROJECTS
Learning Opportunity No.	1.3.5.1.
Level:	UG 2 / PG 2

Objectives

- a. Understand government and developmental services in the context of emerging social realities.
- b. Understand the programmes / strategies, administration / management of the services/ programmes and participation of the client system in problem solving.
- c. Understand the role of social work and other disciplines in relation to the service/ development programmes.
- d. Appreciate and appraise critically the services/programmes and strategies of an agency in terms of their relevance to the overall development of the client system, problem solution at the micro level and its relationship to the macro level.
- e. Through the experience of group living appreciate its value in terms of self-development, interpersonal relationships, and mutual responsibility.
- f. Acquire skills in planning, organizing and evaluation of the study tour, learn conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinions, decision making, evaluation, appreciation, sharing of resources, sharing of tasks, coping skills in problem situations, with cooperation and coordination.

Learners are helped to participate in planning, implementing and evaluating the experience with the help of the faculty.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	STUDY TOURS - URBAN INNOVATIVE PROJECTS (Institutions may choose between previous and this opportunity)
Learning Opportunity No.	1.3.5.2.
Level	UG 3 / PG 2

Objective

- a. Understand the problem situation and its socio-economic-political context.
- b. Develop knowledge of organizations that have come up in relation to specific problem situations in the rural and urban areas.
- c. Understand the organization's philosophy, policy, structure, strategies, programmes and processes of intervention in relation to its relevance to the client system and the problem situation.
- d. Critically analyse the functioning of the local government / Panchayat Raj Institutions.
- e. Identify the strategies used by local bodies to ensure social justice.
- f. Through the experience in group living, appreciate its value in terms of self-development, interpersonal relationships, and sense of organization and taking on responsibilities.
- g. Acquire skills in planning, organizing, implementing the camp/tour, for example conscious use of time, communication skills, team spirit, handling relationships, conflicts, and differences of opinion decision-making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, working through crisis situation cooperation and co-ordination.
- h. Learners are ~~re-~~fully involved in planning and implementing the plans for the same with the help of the faculty.

General Guidelines for observation, for visiting agencies - Urban / Rural Tribal

1. History, philosophy thrust, values, assumptions, principles of the voluntary and government organizations and their services.
2. Socio-economic background, needs, problems of the client system.
3. The organizational pattern and administration of the different programmes services/ strategies and their relevance to the needs of people. The inter-relationship between problems at the micro-level and at the macro level.
4. The problems faced by the people in relation to the policies, services of the agency, participation of the client system in the management.
5. Role of social work in the different settings.
6. Role of other professionals in the organization of services/programmes, developing strategies.
7. The administration and funding pattern of the organization/services.

Method of Assessment

Learners to prepare group reports of the visit and evaluate own efforts for planning and implementing the plan for visits. They may be encouraged to reflect and record their own role in team work towards the visit. The reports may or may not be graded.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	WORKSHOPS: SKILLS DEVELOPMENT
Learning Opportunity No.	1.3.6
Level	UG 3 /PG 2

Introduction

Working with people brings up situations, wherein, some problems or conditions are encountered by most learners. One or two day workshops have been experimented with by the institutions of social work education, and have received positive evaluation by learners and resources teachers organizing these. Usually, these have been arranged to replace some field visits in the beginning of the second and or third year UG and first and/or second year PG programs, and specific to learners' needs and also on receiving requests by them.

Objectives

- a. Through the workshop, enhance and integrate learning about specific situations, and problems encountered or develop specific skills for intervention - counselling skills for developmental situations, preventive, or crisis facilitative situations.
- b. Develop capacity to design intervention, and participate in the process as a part of the team.
- c. Develop appreciation of the need to link resources for intervention.
- d. Learners are involved in decision making for the experience enhance learning through this opportunity.

Illustrations of Skill Workshop that may be organized.

Population education workshops, work with alcoholics and their families, work with HIV/AIDS affected persons, adolescent life skills programmes, youth leadership development, and lifestyle programmes, work with marital couples, family enrichment programmes and work with elderly.

Self-help skills for personal enhancement and awareness development - Yoga, meditation, working with self-defeating habits, stress management. Work with communities in disaster situations, facing migration.

Note—These workshops are to enhance skills / develop new skills for practice in specific situation, specific problems and issues.

Method of Assessment

Learning is not to be assessed for credits or marks. Use of skills during practice to be encouraged and improved.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity	CONCURRENT PRACTICE LEARNING
Level	UG and PG

Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the *beginning learner to move on to mastering strategies, skills and techniques to practice social work.*

Note to the Instructor

- Field instruction is to provide guided learning opportunities planned together with the learner during individual and group conferences.
- The instructor should be knowledgeable in the process of guiding the learner be fully informed of the setting organization policies in the area of practice.
- At the beginning of social work practice learning, the instructor needs to assess the learner ability for social work intervention, and personal strengths in order to provide appropriate learning opportunities and rate growth: develop ability for self-assessment and accept instructor assessment of strengths and limitations. Assessment format may be shared with placement setting.
- Practice learning instruction. An hour each week for individual conference to be set aside preferably on a fixed day and time. Records to be submitted, read and comments recorded. The learner should preferably go through the comments prior to the conference.
- Records to be viewed as an expression of interest, engagement in practice, and as a product of work done. These should indicate a continued process of conscious growth of the professional practitioner. Appropriate teaching learning remarks written on the record should describe the abilities, skills, behaviour and attitudes of the learners, and not to the person. Probing in personal matters to be generally avoided except when it blocks learning. Awareness of transference counter transference and ability to hands it on the onset necessary. Learners personality problems specially of severe nature be referred to specialists with the learners consent.

- The learning of practice and professional role modelling is shaped by the instructors being hence need for the instructor to be positive role model.
- Place of instruction preferably to be the setting agency of its outdoor facilities garden shady tree, or the learning institution, and not other public places.
- Dress and language code to be observed by both the instructor and the learner.
- Regardless to the setting awareness, understanding and skills to implement countries major programmes like those for population growth, literacy, and peoples' participation in their own day-to-day services for the basic amenities, along with those of empowerment to be members of civil society be viewed as necessary. Instructor to locate opportunities for the same, and make sure that the learner gets involved with one major programme with full awareness of its importance, stage at which involvement is offered, and with the understanding of its earlier, ongoing and following plans and evaluation.
- Apart from records to be submitted as per institutions rules, it is suggested that a 'Time-Task diary be maintained. A suggested format follows.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	CONCURRENT PRACTICE LEARNING
Learning Opportunity No.	1.3.7.1
Level	UG 1

Introduction

The purpose of concurrent practice learning is to develop social consciousness, sensitivity to human needs and sufferings, and practice social work intervention, by concretizing theory in practice.

Objectives

- a. Develop skills to aid meeting needs of people by participating in the planning and organization of simple specific tasks and learn to involve individuals and groups in the same.
- b. Develop understanding of the causes of problems and their effects on individuals/families and group functioning.
- c. Develop skills to help individuals and families to solve simple problems.
- d. Develop knowledge and ability to utilise various community resources and services available.
- e. Begin to develop professional attitudes conducive to work with individuals, groups and communities.
- f. Develop skills in simple administrative procedures, like official correspondence, recording, preparing minutes and draft reports.
- g. Begin to see the relationship between classroom teaching learning and field practice.
- h. Begin to use field-instruction for professional growth.

Note to practice teaching instructor

Learning does not follow a progressively linear pattern. The tasks assigned should be structured, specific and clearly defined. The learner should be encouraged to participate in the planning and implementing of the programme and to acquire certain programme skills. A few tasks are to be designed for the learner around problems requiring exploration, use of community resources and simple problem solving techniques which are related to the programme. The assessment should be based on the learner's progress and effort towards problem solving. In a reality situation where specific opportunity for learning is not available, a simulated situation may be created. In case opportunities are not provided for either the reality or simulated situation, the learner cannot be assessed for the same.

The learner to be provided with time for an 'Individual Conference' every week. The time to be provided is about an hour. The learner is expected to submit written record of work done and the instructor is expected to enter comments prior to the conference. Process records initially, and a time task, skills learnt diary be kept. Later summary records can be maintained. A 'Group Conference' every fortnight is yet another teaching-learning situation to be provided. Minutes of these conferences to be kept, and duties for the agenda and minutes keeping, be rotated among learners.

Level UG 1 (First Semester)**Criteria for Practice Teaching, Learning and Evaluation****Development in areas of Knowledge, Skills and Attitudes.****KNOWLEDGE**

1. With the help of the field instructor, the learner begins to understand:
 - a. Factors in the neighbourhood and community which affect the client system and the type of needs/problems which exist in the community.
 - b. Reasons for these needs / problems, such as poverty / unemployment / lack of employable skills.
 - c. History, philosophy, thrust, rules, regulation of services available, in response to these needs/problems.
 - d. Roles of field instructor, faculty advisor, and field contact, and whom to approach for different types of guidance.

SKILLS

1. With the help of the field instructor, the learner begins to:
 - a. Obtain information about the individuals/groups from different sources and select assignments such as sports competitions, health campaigns, early child programmes, hygiene and sanitation and environment awareness.
 - b. Select the activities and resources related to the tasks undertaken, such as organizing the client system and fund raising.
 - c. Plan, organize, implement and evaluate the activity with colleagues and others in the agency.
 - d. Involve individuals/groups in the tasks undertaken.

- e. Understand the method of utilizing the available community resources through written personal appeals.
- f. Analyse the activity in terms of the dynamics of behaviour and interaction, as observed in work with individuals/groups, such as co-operation, resistance and conflict.
- g. Relate meaningfully to: (i) Individuals/groups (ii) Colleagues/staff.
- h. Participate in simple administrative procedures related to the tasks such as official filing, correspondence, minutes, reports, and documentation.
- i. Record relevant facts (either individually or with colleagues) related to the activity undertaken and utilize the recordings as a tool for learning in conference and seminars.
- j. Utilise field instruction as a medium of learning and assume responsibility for own learning, for example participating in groups and conferences.
- k. See the relationship between classroom teaching and field practice.

ATTITUDE

1. With the help of the field instructor
 - a. Learner begins to show responsibility in relation to own role in the agency, is regular in attending fieldwork, punctual in appointments with clients and others, and shows commitment to the work undertaken.
 - b. Learner begins to adopt professional attitudes pertaining to social work values and principles. These are manifested in the way in which:
 - i. The learner accepts individual in spite of their socio-economic background and their behaviour.
 - ii. Tries to motivate client system to participate in the task of problem solving.
 - c. Develop and manifest respect and concern for the client system.
 - d. Appreciates and acknowledges expertise of others and works cooperatively with colleagues and staff.
 - e. Shows beginning awareness of personal strengths and limitations.

Level UG 1 (SECOND SEMESTER)**Criteria for Practice Teaching - Learning and Evaluation.****Development in areas of Knowledge, Skills and Attitudes.****KNOWLEDGE**

1. The learner is able to understand:
 - a. The socio-economic background of the individuals/families and specific groups in the client system and the needs/types of problems.
 - b. The reasons for these problems.
 - i. Micro level, for example the problem of dropouts due to factors in the family and school.
 - ii. Macro level, for example the problem of dropouts in the context of the and wider social educational system.
 - c. The agency's rules, regulations and services which try to respond to these needs/problems.
 - d. The organizational and administrative set-up of the agency, objectives, auspices, funding and staffing.
 - e. The agency as a sub-system in the wider system of health, education and welfare, for example the role of the local government, local self-government, and voluntary efforts.
 - f. The importance of using community resources for problem solving within and outside the agency, for example the dispensary for basic health problems of the client system..
 - g. The importance of planning, organizing, implementing, evaluating problem-solving activity, and change.
 - h. The importance of participation of target groups in problem-solving, for example participation of mothers in the balwadi programme, teachers in school programmes.
 - i. The importance of teamwork in the agency's functioning and problem-solving activities, e.g. co-ordination and contribution of self as well as that of others in the team.

- j. The importance of the contribution of other disciplines within and outside the agency, for example teacher, lawyer, public health workers.
1. With the help of field instructor, the learner is able to understand different social work approaches like, curative, preventive, promotive and developmental. The learner is able to see the tasks in terms of the above approaches and their relationship to overall objectives.

SKILLS

1. The learner
 - a. Sees the inter-relationship between the selected methods of social work to the needs / problem of individuals and groups.
 - b. Selects relevant information from different sources about the needs / problem as also about individuals and groups, for example socio-cultural information regarding members of a group is gathered through the members, their families, and agency personnel.
 - c. Begins to work independently with groups, that is planning, organizing, implementing and evaluating activities involved in practice of planning TB campaigns, population education programmes, awareness campaigns like consumer goods sales pressure, impact of advertisements, AIDS/HIV.
 - d. Tries to involve the client-system in the activities undertaken, sees the major blocks in participation, like traditional beliefs and help in dealing with them.
 - e. Begins to work at the individual level (one to one basis) whenever necessary.
 - f. Helps individuals/groups to express both positive and negative feelings in relation to their needs / problems, their capacities to cope and the agency's help. Learners may need help in handling such feelings.
 - g. Identifies resources and enables the client system to utilize the same.
2. Selects relevant facts for recording and attempts to write own assessment of the situation / activities.
3. Tries to apply knowledge to practice, for example use of non-formal education techniques while working with adult semi-illiterate groups.

4. Understands the importance of team work, role and position among colleagues and agency's personnel.
5. Understands the role of volunteers in the team, begins to use skills in orienting them to the tasks assigned, involves them in planning, organizing, and supporting the programme.
6. Attempts to write official letters, appeals for fund-raising, minutes. and reports with the help of colleagues.
7. Begins to build relationships with individuals and groups, may need guidance, especially in their termination.
8. Offers suggestions/comments based on practice experiences and takes responsibility for self-evaluation.

ATTITUDES

With the help of the field instructor

1. Learner shows increasing responsibility in relation to own role in the agency, that is in being regular, submitting recordings in time, punctual in keeping appointments with the client system and others, commitment to the assignments undertaken. Is able to give reasons for having failed to perform the tasks taken up.
2. Increasingly adopt professional attitudes based on social work practice principles, like belief in self worth and dignity of persons, in value of participation, in the capacity for growth and change, in the right to equal opportunities.
3. Learner is able to convey respect and concern to the client system.
4. Learner shows maturity in dealing with situations, control of impulsive behaviour and emotions in relation to client systems, and shows awareness of different cultural backgrounds and their impact.
5. Begins to show understanding of basic values and ethics of the profession.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	SOCIAL WORK PRACTICUM - CONCURRENT PRACTICE LEARNING OPPORTUNITY
Learning Opportunity No.	1.3.7.2
Level	UG 2

Introduction

This experience provides opportunity to build on earlier learning and enhance understanding, sharpen practice skills learn and develop new skills.

Objectives for First and Second Semesters

- a. Develop understanding and ability to analyse critically various problems and needs of the individuals, groups and communities.
- b. Develop knowledge about community resources and services, and utilize them independently and effectively.
- c. Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
- d. Participate in administrative processes.
- e. Learn to integrate theory with practice.
- f. Plan and organize tasks independently and evaluate them.
- g. Utilize practice principles based on professional social work values.
- h. Use field-instruction to develop as a professional person.

Note to field instructor.

1. Learner shows increasing responsibility in relation to the role in the agency, i.e. in being regular, submitting, recordings in time, punctual in keeping appointments with the client system and others, commitment to the assignments undertaken. The learner is able to give reasons for having failed to perform the tasks taken up.

2. Learner adopts increasingly professional attitudes based on social work practice principles, like belief in self-worth and dignity of persons, in value of participation, in the capacity for growth and change, in the right to equal opportunities.
3. Learner is able to convey respect and concern to the client system.
4. Learner shows maturity in dealing with situations, control of impulsive behaviour and emotions in relation to client systems, and shows awareness of different cultural backgrounds and their impact.
5. Begins to show understanding of basic values and ethics of the profession.

The learner should get an opportunity to develop process-oriented skills in work with individuals/families, groups and communities, in relation to social work tasks related to the needs of the client system, and clearly outline skills learnt, and roles taken up.

Learner is expected to progress from programme planning skills to progress oriented skills.

Methods of Assessment for all concurrent practice learning self evaluation by learner.

Join Evaluation by the learner and practice teaching-learning instructor.

Level UG 2 (FIRST SEMESTER)**Criteria for Practice teaching-learning and Evaluation.****A. Social work tasks in the Agency**

With the help of the field instructor the learner.

1. Gains understanding of the agency philosophy, policy, objectives, administrative structure and services.
2. Gains understanding of the problems / needs of the agency, as related to individuals/ groups/communities she/he serve.
3. Shows understanding of the need for appropriate selection of social work methods (working with individuals / groups / communities) and aids the programme initiated, based on the assigned tasks.
4. Sees the connection between own tasks and agency goals.
5. Sees own tasks in relation to different approaches utilized by the agency.
6. Identifies and assesses problems of the client system.
7. Understands linkage between goals and services of the agency.

B. Identification and Assessment of the need/problem

1.
 - a. Begins to study the impact of socio-economic factors, such as poverty, unemployment, illiteracy, on the needs/problems, for example neglect of children, status of women, housing and sanitation.
 - b. Tries to understand the needs / problems in relation to organisations/systems, for example school and place of work.
 - c. Begins to see the lack of opportunities in the neighbourhood, community, society and makes an effort to relate human and material resources to needs / problems.
 - d. Becomes alert to the beliefs, traditions and preconceived notions of the client system.

- 2
 - a. Observes the structure of the family and its impact on the functioning of the members.
 - b. Begins to assess the role performance of members in the context of the needs / problems, for example alcoholic father in relation to the school dropouts.
 - c. Understands the needs / problems of the family and tries to use services in relation to them.
 - d. Begins to study the family as a group, that is leadership, decision-making, scape-goating phenomenon.
- 3
 - a. Makes efforts to observe the impact of individual's feelings and attitudes towards the needs/ problems.
 - b. The learner is able to observe the group dynamics in various groups, like : as the family, committee, and recreation groups.
 - c. Begins to understand the importance of the initial contacts and makes efforts to clarify social worker's role as well as that of the client system in dealing with the problems / needs.
- 4
 - a. Explores the socio-economic, cultural factors which block / enhance motivation.
 - b. Understands the impact of physical / mental handicaps on the individual's and family's functioning.
 - c. Understands the implications of existing legislation, bureaucratic set-up and types of services available.

C. Techniques of working with Individuals/Groups/Communities

1. Problem solving skills
 - a. Fact finding / data collection.
 - b. Understand the individual's / group's / community's needs and problems and their eligibility for agency services.

- c. Establishes relationships, with different client, target and action group.
 - d. Partializes the problem for work.
 - e. Establishes contract for work.
2. Shows capacity to :
- a. Observe client system, dynamics in interactions.
 - b. Listen attentively to overt and covert communications.
 - c. Contain frustration related practice learning.
 - d. Explore facts.
- 3.
- a. Explain, the rationale of activities such as interviews, meetings and home visits etc.
 - b. Obtains the relevant information for assigned task and records them.
- 4.
- a. Shows capacity to establish a relationship which is characterised by agreeing to requests rather than the denial of an inappropriate one.
 - b.
 - i. Shows warmth and understanding.
 - ii. Shows concern and acceptance.
 - iii. Reaches out to the individuals/groups/communities.
 - c. Begins to recognize own feelings of anxiety, prejudice, irritation and anger towards individuals/groups, communities.
 - d. Copes with the above mentioned feelings.
5. Engaging individuals/groups/communities in the problem solving process and sustain their motivation.
- a.
 - i. Critical assessment of situation.
 - ii. involve client system in problem solving.
 - iii. Create awareness.

- b. shows ability to use environmental modification techniques.
 - c. Shows the ability to mobilise internal and external resources with respect to the tasks undertaken.
 - d. Shows skills of programme planning and selection of strategy in organizing tasks.
 - e. Shows beginning capacity to provide leadership and direction while working with individuals/groups / communities.
6. Shows the capacity to understand :
- a. the organizational philosophy, policy, goals, objective, structure, rules and regulations of the agency.
 - b. The agency as a sub-system in the wider system..
 - c. Agency's operational procedures and the need for maintaining proper records, registers, ledgers, correspondence and filing system.
 - d. The value of special projects in relation to the needs of the client systems, like day camp, health and environment project.
 - e. Shows increased ability to observe and participate in the agency process like programme implementation, staff meetings, training programmes and understand the computer system used in the agency.
- 7.
- a. The learner is able to work as a member of the team,
 - b. Understands and appreciates the role and expertise of other team members.
 - c. Develops ability to take different roles in a team.
- 8.
- a. The learner is able to recognize the importance of gradually preparing the individual groups for discontinuation of assigned tasks due to vacation/transfer/termination at the appropriate time.
 - b. The learner shows beginning ability to recognize and deal with the feelings and subsequent behaviour caused by discontinuation/transfer/termination at the appropriate time.

9. The learner is able to record :
- a. Practice learning with clarity and consistency.
 - b. Records to reflect use of relevant theory.
 - c. Learner is able to maintain a regular diary.
 - d. Learner is able to record response in relation to;
 - i. The tasks assigned
 - ii. The agency
 - iii. Role iv. The individual/group/community in the worker's impressions and future plans.
 - e. For the agency record selective information, file important papers, documents, and correspondence.

D. Development as a Professional Person

1. Shows movement from lay to professional behaviour, for example tries to move away from rendering concrete help for the client-system to helping individuals to think of possible solutions to their needs/problems.
2. Begins to see own use of principles of social work in work with the client system.
3.
 - a.
 - i. Becomes aware of own bias/preference in relation to certain types of persons groups etc. through help given in dealing with them.
 - ii. Understands own reaction to the different needs/problems of the various groups in the setting.
 - iii. Becomes aware of own attitude towards certain of behaviours, of the client system.
 - b. Accepts the field instructor's assessment of functioning.
4.
 - a. Projects a professional image of the social worker through physical appearance and manner.
 - b. Shows responsibility in carrying out assigned tasks.
 - c. Consciously tries to behave in consonance with the values of the profession, for example controlling impulsive behaviour, shows sincerity and a sense of commitment to the assigned tasks.

E. Use of Instruction

1. Uses field instructions for planning and carrying out the plans evolved.
2. Faces unfamiliar tasks with confidence.
3. Applies theory to practice.
4. Understands the field instructor's assessment, of strength and limitations, as a tool for professional growth.
5. Shows a sense of responsibility in preparation for weekly conferences in terms of :
 - a. Submitting recordings on time for the instructor to read before the conferences.
 - b. Reading comments of the field instructor and using the same to initiate discussion, during conferences.
6. *Begins to confine dependency arising from rather than learning to conferences in between them.*
7. Utilizes group conference to learn from experience of others.
 - a. participates in discussions.
 - b. understands, accepts the contributions of others, the dynamics therein, and use the process creatively for growth.
8. Shows responsibility for professional development through participation in professional activities like workshops, seminars and by updating knowledge, through different sources.
9. Practice Learning records to show:
 - a. Overall assessment and remarks of the instructor to describe learning pattern, areas of strength and limitations, emphasis in further learning, tasks and behaviour.
 - b. Learners, impressions of the agency's functioning, tasks assigned and the instructor's guidance, suggestions for the improvement of services, policies, management practices of the agency, as well as, for field instruction.

Level UG 2 (SECOND SEMESTER)**Criteria for Practice teaching learning and Evaluation****A. Social work tasks in the Agency**

The Learner

1. Shows critical understanding of the agency's philosophy, policy, objectives, administrative structures and services.
2. Gains greater understanding of the needs/problems as related to individuals/groups/communities she/he serves.
3. Shows concern about the gaps between needs and services and undertakes responsibilities in relation to them.
4. Identifies tasks and selects appropriate intervention for working with individuals/groups/communities.
5. Sees connection between own task and agency goals, and networking among agencies.
6. Understands the handling of her/his own tasks in relation to different approaches utilized by the agency preventive, remedial, and developmental.

B. Identification and Assessment of the Needs/Problems. The learner

1.
 - a. Studies individuals in their social situation and identifies causal factors between these and role performance.
 - b. Identifies and analyses the effects of legislation, bureaucratic structures, red tapism, on the social functioning of people.
 - c. Uses resources to create opportunities for different groups, to meet needs .
 - d. Becomes sensitive to people's feelings regarding their needs/problems, requires help in handling these, especially the negative ones.
2. Observe the family inter-personal relationships, and needs/problems of different members.

- a. Begins to use multiple client interviews with family members, observes the family dynamics and needs help in dealing with differential response to the needs/problems.
 - b. Uses different interviewing techniques skills, like, support, suggestions, and reflective procedures in involving family members in the problem solving process.
3. Understands the rationale and objectives of short term and long term groups, open and closed groups.
 4. Observes the group process and handles differential response of members.

C. Skills of Work with Individuals/Groups/Communities

1. Plans interview by formulating objectives, and can evaluate the outcome.
2. Interprets individuals behaviour, like their use of coping, defenses, and effect of tradition, superstitions on people's behaviour.
3. Plans home visits keeping in mind the objectives.
4.
 - a. Understands the importance of relationships by making attempts to establish and sustain relationships with individual/groups/communities. Uses different roles like collaborative, bargaining, advocacy, change agent with awareness.
 - b. Relates to individuals/groups/larger groups, according to their varying needs for relationships, interpreted through different types of behaviour such as attention seeking behaviour, isolation, assertive behaviour.
 - c. Is aware of, but needs help, to assess and to cope with feelings towards individuals/groups/communities such as anger/indifference, undue attachment.
5.
 - a. Identifies and is able to partialise work based on assessment of the client sub-system in relation to the identified problem.
 - b. With help shows more initiative in identifying the area of greatest discomfort of the client system that partializes the problem from the information collected from the client system.
 - c. Independently recognizes blocks in functioning of individuals/groups.

- d. Involves the client system in planning action for problem solving.
 - e. Provides leadership and direction while working with individuals/groups/communities.
 - f. Sustains and assesses motivation and needs help in creating motivation in the individuals/groups/communities in dealing with the developmental/problem situation.
 - g. Confidently explains mutual roles responsibilities and clarifies the contract for work.
6. a. Shows greater ability and independence in the use of techniques in working with individuals/groups/communities such as:
- i. Fact finding and collating that data.
 - ii. Advice, guidance, reassurance.
 - iii. Providing knowledge and information.
 - iv. Creates awareness so as to provide simple workable solutions through different techniques like environment modification, reflection, behaviour change.
- b. Mobilises human and material resources in relation to tasks assigned.
- c. The learner:
- i. Shows greater selectivity in exploring facts.
 - ii. Utilizes appropriate techniques, of fact finding.
- d. i. Critically understands the organizational philosophy, policy objectives and rules, administrative structure, and services structure.
- ii. Extends the objectives in relation to a wider system of health, education, welfare, and development programmes.
- iii. Supports agency's, operational procedure like filing, maintaining registers, ledger's, correspondence, project report, summary recording, minutes, reports, appeals.
- e. Formulates objectives for planning, organizing, budgeting, evaluating special projects and working in a team.

- f. Effectively contributions to staff meetings and provides relevant information.
 - g. Suggests changes in the agency programmes, and recognizes own contribution in the agency process.
7. Elicits cooperation from others to work through different situations.
8. Takes responsibility for organizing own work-load for time and tasks.
9. Shows confidence and understanding of the rationale and procedures, for transfer and termination with individuals/groups/communities, and attempts to deal with feelings and behaviour like hostility, anxiety, frustration.
- 10 a. Records relevant facts and maintains topical sequence with clarity.
- b. Begins to show skills in recording own responses with greater sensitivity, in relation to:
- i. The tasks assigned.
 - ii. The agency.
 - iii. Profession.
 - iv. The individual/group/community.
- c. Organizes administrative tasks of the agency systematically, in relation to clients.
- d. Maintains a regular diary and uses it to organize workload.
- e. Shows ability to write transfer summaries, summary recordings and agency reports.

D. Development as a Professional Person

- a. Uses supportive techniques to motivate and sustain the client system in clarifying goals and in the problem solving process.
- b. Makes appropriate choice of strategies and techniques.
- c. Discusses prejudices and preconceived ideas in relation to role in the settings, and needs help in dealing with them, as well as those in relation to certain community or religion, faith or traditions.
- d. Projects professional self in physical appearance and manner, shows a sense of commitment, is aware of own feelings (positive and negative), and can use emotional energy creatively.

E. Use of Practice Learning Instruction

1. Reinforces ability to utilise the educational relationship by establishing a purposeful relationship with the field instructor and using it as a medium of learning.
2. With the help of field instructor, reaches out to new tasks.
3. Learns from previous experience and carries over this learning from one situation to another.
4. Utilizes field instructor's assessment of strengths and limitations to enhance own learning.
5. Makes attempts and is able to identify, application of theory to practice during conferences.
6. Shows responsibility in preparation for weekly conferences in terms of:
 - a. Submitting records in time for field instructor to read before conferences.
 - b. Reading the comments noted therein, and using them to initiate discussion.
 - c. Actively participates in discussion at the individual weekly conferences.
7. Is able to confine dependency needs during conferences.
 - a. Confidently presents plans for assignments.
 - b. Functions with progressive independence.
 - c. Discusses own strengths and limitations with respect to the tasks assigned.
 - d. Discusses own potentialities and limitations for professional growth.
 - e. With help, evaluates field- instruction constructively.
8. Participates and begins to take leadership in group conferences.
 - a. Learns from others' experiences.
 - b. Participates in discussions.
 - c. Identifies content for group learning.
 - d. Organizes material for discussion, presents it with confidence.
9. Takes initiative and responsibility for professional growth.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	CONCURRENT PRACTICE LEARNING
Learning Opportunity No.	1.3.7.3
Level	UG 3

Introduction

This concurrent practice learning opportunity is to build on first and the second years learning, move from simple to complex and work more independently.

Objectives

- a. Develop knowledge of factors impeding the social functioning of individuals and groups.
- b. Develop understanding and appreciation of agency's efforts.
- c. Develop ability to analyse agency's structure and function, management processes, and make efforts to effect changes in the components of service delivery where gaps are located.
- d. Learn to utilize selectively all the methods of social work, that is an integrated approach to problem solving.
- e. Assume leadership in planning, organizing and evaluating different projects of the agency.
- f. Undertake small practice based research and administrative tasks.
- g. Participate in training of and undertake supervision of para-professionals and volunteers.
- h. Critically evaluate existing community resources and suggest/initiate new services with support, develop project proposals and implement these.
- i. Internalize professional values and ethics.
- j. Use field instruction to integrate self as a professional person.

Note to Practice teacher

Practice learning should involve the selective utilization of all social work methods, through an integrated approach to problem solving activity. The learner should also be assigned small practice based research, surveys, administrative and supervisory tasks related to programme implementation, progress proposals and training of para-professional and volunteers.

Level UG 3 (FIRST SEMESTER)**Criteria for Practice teaching learning and Evaluation****A. Social work tasks in the Agency**

Learner with the assistance of the field instructor should focus on emerging needs of the individual, group and the larger system.

The learner:

1. Through participation, shows ability of understanding objectives of the agency to assess the needs/problems, as related to individuals/groups and communities they serve.
2. Continues to assess the gaps between needs and services, for example lack of resources programmes and plans appropriate action.
3. Assumes tasks around problems of client system and utilizes appropriate roles and strategies intervention.
4. Understands the connection between tasks and the overall goals and relates them to different approaches initiated by the agency.

B. Identification and Assessment of the needs/ problems

1. The learner:
 - a. Studies the inter-relationship between the different socio-economic factors which affect individual's ability to meet, and initiate services for the same.
 - b. Analyses various government and voluntary organizations and their functions, in relation to the needs/problems.
 - c. Link client system to resources, and initiate collaboration.
 - d. Understands people's feelings in the helping process and deals with them confidently.
2. The learner:
 - a. Studies the family dynamics and begins to utilize "here and now" situations for a healthy family life.

- b. Confidently conducts joint and family interviews and deals effectively with the different individuals involved.
 - c. Mobilizes family members to work as a unit in relation to their needs/problems and promotes relational bonds.
 - d. Begins to be aware of the different objectives of home visits, for example to establish the relationships, to assess the quality of inter-personal relationship and to gain knowledge of the family's functioning.
3. The learner: Identify short term and long term groups formulate objectives and programmes keeping in mind the rationale for forming such groups.
 4. Uses the groups process in various situations, for example teamwork, committee meetings, to bring about planned changes.

C. Techniques of Work with Individuals, Groups and Communities

1. The learner:
 - a. Plans interviews.
 - b. Tries to involve individuals in the interviews.
 - c. Focuses and directs the interviews when necessary.
2. Through interviews, tries to find out the effect of the needs/problems on functioning of individuals, in the various sub systems, for example family, school, work place.
3. Conducts multiple client interviews, but needs help in interpreting and utilizing them to bring about a change.
4. Attempts to use social work skills in various situations.
 - i. Confidently establishes and sustains relationships with different individuals and groups.
 - ii. Uses relationships as a means of eliciting participation of hard to reach individuals and groups.
 - iii. Begins to recognize the element of transference and counter-transference in relationships but needs help in dealing with it.

5.
 - a. Is able to analyze feelings of the client system in relation to their capacity, their needs problems, and gains confidence in handling them.
 - b. Is able to handle feelings towards individuals/groups and communities fairly well and begins to use them therapeutically.
6. Engagement in the problem solving/helping process.
 - a. Learner shows the capacity to select key issues to identify areas of greatest discomfort of the client and forms a contract for work accordingly.
 - b. Based on recognition of needs and problems, works on blocks which impede the functioning of the individuals / groups / communities and begins to plan with them, strategies to overcome them.
 - c. Shows increased ability to use leadership and give direction to motivate and sustain the efforts of the client system.
7. Problem solving techniques:

The learner

Is able to independently use and integrate the use of techniques in working with individuals/ groups/communities such as:

- a. Fact-finding.
- b. Providing knowledge and information guidance, reassurance.
- c. Creating awareness so as to provide workable solutions in the problem solving process.
- d. Uses reflective discussion differentially.
- e. Analysies critically the available resources in terms of their utility and adequacy.
- f. Independently explores for problem solving.
- g. Uses the appropriate techniques for fact gathering / data collection.
- h. Explores and utilizes secondary sources to obtain necessary data.

8. Administrative skills

- i. The learner shows the capacity to get a grasp of:
The organizational structure, formal and informal set-up, rules and regulations, services and policies.
- ii. Increased understanding of the agency's role and various programmes in relation to the wider systems.
- iii. Greater capacity and independence to carry out correspondence, writing referral notes, maintaining registers, ledgers and documentation.
- iv. A fair degree of efficiency and accuracy in handling simple accounts.
Provide opportunities and involve the learner in special projects.

The learner

- i. Prepares a draft proposal stating objectives, in planning or organizing, budgeting, evaluating and areas of working in a team.
- ii. Prepares reports for presentation.
- iii. Organizes a staff meeting, contributes to the meetings and also interprets ones own role.
- iv. Suggests changes in the agency programmes and sees own contribution to the agency's progress.
- v. Takes greater initiative in organizing workload and can manages the various assignments within the available time.

9. Recording

- i. With minimum guidance, the learner is able to record the process of work and the dynamics of interaction with in system/sub-system.

Recording includes:

- i. Analysis of individuals, groups, community, needs/problems as observed and worker's own responses.

- ii. Problem-solving techniques including interviews.
- iii. Worker's interaction and role.
- iv. Documentation.
- v. Future plans.

Learner realizes the importance of being systematic in terms of:

- i. Organizing the work load.
- ii. Filing important papers and documents.
- iii. Maintaining a diary.

Learner shows greater capacity to write transfer summary which includes:

- i. Summary of tasks.
- ii. The different modes of intervention utilized in working with individuals/groups/communities.
- iii. The various approaches utilized and the impact of one approach as against another.

D. Development as a Professional Person

With help, the learner:

1. Becomes aware of the different roles performed.
2. Begins to use principles and techniques of social work selectively, for example using supportive techniques according to the dependency needs of the client system.
3. Begins to analyze own positive and negative traits, preconceived notions and use of defense mechanisms in terms of their effect. Begins to view functioning in the field objectively.
4. Is aware of the importance of upholding the image of the profession through one's own behaviour and begins to review own role professionally.

Understands the roles played by the client system and other disciplines in the helping process, and gives them due respect and recognition. Works with the understanding that learning in social work is a continuous process.

Method of Assessment

Concurrent Practice Learning Opportunity on going assessment should include the following to show that the learner:

Note—Concurrent Practice Learning Evaluation.

The following guidelines are to support continued assessment by the instructor. A detailed evaluation to be developed by its institutions based on areas assigned for practices.

1. Confidently establishes a purposeful relationship with the field instructor and uses it as a medium of learning and feels free to express own views.
 - i. Identifies and works with increasingly complex tasks around a problem or need.
 - ii. Faces unfamiliar tasks with increasing confidence.
 - iii. With the support of the field instructor undertakes new tasks.
 - iv. Is able to transfer learning from previous experience to new situations/tasks.
 - v. Assesses own strengths and weaknesses, sees their effect on learning and plans learning process accordingly.
 - vi. Identifies application of theory to practice during conferences, with greater independence.
2. Shows responsibility in preparing for weekly conferences in terms of :
 - i. Submitting recordings in time for the field instructor to read and comment on before the conference.
 - ii. Reading the comments therein, and using them to initiate discussion.
 - iii. Understands the records to show interest, engagement in practice and growth as a practitioner.
 - iv. Takes greater initiative for innovative planning.
 - v. Learns from conferences and works on new and complex assignments with progressive independence.

3. Participates in group conference:
 - i. Learns from others' experiences.
 - ii. Initiates discussion and takes leadership, encourages others to do the same.
 - iii. Identifies content for group learning and problem solving.
 - iv. Organizes material for discussion and presents it with confidence.
4. Takes responsibility for evaluating work in relation to the tasks assigned.
5. Understands the significance of evaluation as a means of growth for a professional person.

Level UG 3 (SECOND SEMESTER)**Criteria for Practice teaching learning and Evaluation**

Field Instruction should focus on the content of problem analysis in the curriculum. Learners should be encouraged to initiate and analyse the process of working with individuals/groups/communities.

A. Social Work tasks in the Agency

- 1 The learner analyze the :
 - a. Agency's objectives and policies.
 - b. Needs/problems, and issues as related to individuals/groups/large groups.
 - c. Services.
 - d. Agency's efforts at networking/collaboration with other agencies like governments and local bodies, and other NGOs.
2. Learner is able to assess:
 - a. Utilization of social work methods including research, in relation to the tasks and programmes of the agency.
 - b. Contribution to agency functioning.
 - c. Learner is able to suggest guidelines for future plans/programmes for the agency.

B. Study/Identification and assessment of needs/problems, and issues

1. Shows capacity for analytical approach to the role of the various organizations in relation to the client system.
2. Identifies the needs for short-term/ long-term groups, open/closed and therapeutic relation to problems/needs of the client system. Understands and utilizes developmental and therapeutic approaches as per client needs.
3. Learner is able to apply techniques of work with individuals/Groups/Communities.

4. Learner is able to select a problem area for study, and conduct a small field based research study, under the guidance of the field work instructor.
5. Learner shows initiative and capacity to relate in conference, the connection between the problem/need of the client system and the socio-economic/political factors existing in society.

The learner:

1. Confidently utilizes an integrated approach to social work practice.
2. Forms different types of groups and works with them.

Independently initiates group process and uses these consciously as a means of initiating change in the system/sub-system.
3.
 - a. Identifies various types of relationships and uses them selectively for treatment and development of the client system.
 - b. Analyses feelings objectively and shows ability to deal with them so as to ensure professional development and benefit to the client system.
4. Engagement in the Problem Solving/Helping Process :

Learner shows ability to independently:

- a. Assess motivation and capacity of the client system and to engage individuals, groups and communities in the helping process/plan of action.
- b. Partialize the problem and arrive at the focus of work with the client system.
- c. Explore facts through primary and secondary sources and use them for action/treatment together individual/groups and communities.
- b. Select and use different problem solving techniques.
- d. Educate and motivate the client system to utilize existing services and put up project proposals for new services and initiate these based on needs/problems.
- e. Use appropriate media/tools according to the situations/tasks.

5. Administrative Skills

- a. Identify administrative processes such as leadership, authority, communication pattern formal/informal and make use of them with increased independence to promote agency's work.
 - b. Participates in board/staff meetings, prepare the agenda and write minutes.
 - c.
 - i. Examine office procedures.
 - ii. Handle finances in the agency/keep a budget for specific projects.
 - d. Plan/organize, implement and evaluate special projects/programmes.
 - e. Work on compiling manuals, and write reports, and support changes in existing policies.
 - f. Interpret the findings of the research study to various groups, like management and client groups.
 - g. Plan assignments, training programmes and supervise volunteers and para professionals.
 - h. Maintain different types of records and use them appropriately.
 - i. Understand agency's specification, plan and carry out programmes accordingly.
6. Learner shows ability to carry out a small practice based research under the guidance of the field instructor and consultation of research faculty if necessary, and thereby shows abilities to:
- a. State the major questions for study, and list the major variables.
 - b. Identify appropriate primary and secondary sources of data in order to arrive at answers to the questions for study.
 - c. Identify the total population affected by the problem being studied, and scientifically select a sample from this population for the research project.
 - d. Formulate an appropriate, structured tool-either a questionnaire, interview-schedule, or schedule for recording data.

- e. Present a written statement of the plan for study, containing a description of the problem identified, the reason for selection of the problem, the objectives, questions and variables for study, the choices of sample, and tools, for study.
- f. Utilizes the appropriate technique for collecting data.
- g. Process the data, formulate simple frequency tables and use simple statistics.
- h. Prepare a report of the practice-based research.

8. Recording:

Learner's is able to:

- a. Learner is able to write a summary record showing interaction within a system /sub-system, with special emphasis on
 - i. Analysis of needs/problems and its effects on individuals, groups and community.
 - ii. Evaluation of worker's intervention.
 - iii. Future plans.
- b. With help, learner begins to selectively utilize different types of records like transfer summaries, block summaries, and reports.

C. Administrative Skills

Learner can independently utilize administrative skills like, correspondence, filing important papers, maintaining a diary, appeals for funds, project proposals and press releases.

D. Development as a Professional Person

9. The Learner

- i. Shows a sense of commitment to the client system, and to the profession.
- ii. Engages in an on-going self-evaluation and discusses this objectively with the instructor.
- iii. Understands own role in the team, with members of other disciplines and the client system. The learner's work is characterised by mutual respect for the above-mentioned and a sense of humility, conscious and continuous effort to learn and to grow.
- iv. Recognizes the need and develops leadership among others.

10. Use of Field Instruction

1. Learner is able to work independently with minimum guidance from field instructor. Learner assumes leadership and other roles in individuals and group conferences.
2. Learner can independently:
 - i. Identify and work with complex situations.
 - ii. Plan for conferences by preparing an agenda or material for discussion.
 - iii. Discuss the relationship between theory and practice.
 - iv. Evaluate constructively intervention in relation to systems' need/problem.

Note: CONCURRENT AND FINAL ASSESSMENT**Learning Opportunity Title SOCIAL WORK PRACTICUM - CONCURRENT PRACTICE LEARNING****Introduction**

Evaluation for practice learning is based on concurrent work carried out by the learner, culminating into mid-year and end of the year evaluation .

Mid-year and end of the year evaluation to show that the learner has had the opportunity to practice skills/utilize strategies: tools and techniques of social work practice learning. A detailed evaluation sheet format based on teaching-learning opportunities as listed for learners may be designed by each institution giving weightage as per the institution's policy.

The following points are listed for the instructor to note for the evaluation conference.

- Both the instructor and the learner to prepare a written evaluation, according to the given guidelines and share these orally at an evaluation conference. After the conference the learner may exercise the freedom to review/rewrite the self-evaluation before final submission to the instructor/institution.
- The conference to provide both the learner and the instructor, an opportunity to discuss and clarify their mutual insights of the process of teaching-learning, its joys and discomfort along with those for evaluation comments.
- The instructor needs to be a model of openness and acceptance, so that the learner feels free of any possible or imagined future reprisals.
- Confidentiality regarding the evaluation is imperative
- The learner to be assessed for effort and progress from one point one stage to another in the learning process in practice learning. It is the process and not the person that is to be in focus of assessment.
- Gaps in learning opportunities that appear as missed, not available or not simulated for understanding and practice learning need to be identified and recorded by both the instructor and the learner to be shared with the instructor the following semester/year.
- Both the instructor and the learner to understand the goal of evaluation, as one to provide insights and joy of the learner's steadily progress to become a professional and for the instructor further growth in role of practice teaching-learning process.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	SOCIAL WORK PRACTICUM - CONCURRENT PRACTICE LEARNING
Learning Opportunity No.	1.3.7.4
Level	PG 1

Introduction

Concurrent practice learning tasks are listed in six areas. The field instructor is required to select tasks from these areas systematically. The sequencing of tasks is to range from simple to complex. The broad aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. The Six areas are:

- I. Understanding both the agency and the clients as systems.
- II. Developing knowledge of administrative procedures, programme management, and utilizing these skills in practice.
- III. Developing skills of problem solving process, and practice based research.
- IV. Acquiring skills in communication-writing client records, documentation of agency records, correspondence, and public relations skills.
- V. Using instruction to learn practice.
- VI. Developing as a professional person.

Objectives

1. Develop knowledge of the socio-economic and cultural realities, and their impact on the client system with specific focus on marginalized groups.
2. Develop beginning skills to analyse the impact of the wider social system on individuals, families, groups, communities and organizations.

3. Understand the agency as a system - its philosophy, thrust, objectives, structure and management of service/programmes.
4. Develop the ability to involve the client system in the problem solving process, utilizing skills of social work interventions, including research.
5. Develop skills in documenting practice
6. Develop skills in identifying and utilizing community resources both government and voluntary.
7. Develop ability to work as a member of a team.
8. Reinforce belief in the inherent strength of the people to meet their needs and resolve problems.
9. Make conscious use of professional values and ethics.

Types of Work Assignment to First Year Learners

Note to Practice Teaching Instructor

Work assigned should be with the individuals/families, groups or communities who are victims of circumstances/marginalized.

For example—exploited women, migrant workers, landless laborers, school dropouts, street children, neglected elderly.

AREA I. SOCIAL WORK IN THE ORGANIZATION/COMMUNITY

Understanding the agency/community.

Tasks provided should aid the learner to.

1. Understand the socio-economic and cultural realities and their impact on the organization/ community and the client system.
2. Understand the administrative structure, the communication patterns, leadership, power structure, decision-making and functions of personnel, in government and voluntary agencies.

3. Understand programmes, programme management and participate in their delivery with the use of appropriate programme media. Show ability to write proposals for new programmes and initiate them.
4. Understand the relationship of the organization to others, and its overall physical/human environment and appreciate need for networking.
5. Understanding the financial management, including source of funds, efforts at fund raising.
6. Understand and appreciate the role of the social worker and the learners in the organization.

AREA II. DEVELOPING KNOWLEDGE OF ADMINISTRATIVE PROCEDURE AND PROGRAMME MANAGEMENT

1. Involve Learners in day-to-day administration planning, implementation and evaluation.
2. Tasks like preparing project proposals for new programmes.
3. Administration of ongoing services, maintaining accounts, ledgers.
4. Correspondence and records of the organization.
5. Budgeting and fund raising.
6. Working with various categories of personnel in the organization and also as a member of a team.
7. Planning and implementing short term training programmes for personnel in the organization.

AREA III. PROBLEM SOLVING PROCESS AND PRACTICE BASED RESEARCH

1.
 - a. Identify problems and analyse them.
 - b. Analyze the causative factors and dynamics in the problem situations.
 - c. select appropriate strategy, methods and techniques of problem solving.

2. Establish and maintain relationships.
3. Identify focus of work together with client, groups/ communities.
4. Involve the client system in the problem solving process.
5. Identify and utilize resources - human, material, and financial.
6. Select and utilise appropriate tools for problem-solving, such as interviews- individual/ groups, home visits, programme media and research.
7. Integrate theory and practice, and. utilize the integrated approach in social work practice.
8. Conduct a small practice based research.

AREA IV. DEVELOP SKILLS FOR COMMUNICATION

1. Records to indicate:
 - a. Selection of material for recording.
 - b. Sequential arrangement.
 - c. Clarity and consistency.
 - d. Feeling and attitudes.
 - e. Perception of dynamics of interaction.
 - f. Beginning ability to operationalize theoretical inputs in field practice.
 - g. Growth as a professional practioner
2. Ability to write different types of records like memos, letters, referral letters, minutes, reports, document practice.
3. Use appropriate media when presenting reports.

AREA V. LEARNER'S PRACTICE TO MANIFEST

1. Internalisation of social work principles like: respect for persons, social justice, confidentiality, empathy, human dignity, right to decision-making, gender sensitivity.

2. Develop understanding of strengths and weaknesses, ability to see preconceived notions of people and issues, recognize habitual patterns of behaviour and make efforts to change..
3. Openness to learn, in relation to client system, authority, team members and others.
4. Conscious use of self as growing professional.

AREA VI.

1. RESPONSIBILITY TOWARDS SELF

- a. Regularity and punctuality at work and appointments.
- b. Recognition of the need for an on-going assessment of own capacity to assume and manage responsibility.
- c. Not giving false assurance.
- d. Preparation of self and client system for termination.
- e. Makes efforts to fulfil responsibilities assigned within the stipulated time and gives importance to tasks.
- f. Gradual identification with the agency and the profession.

2. RESPONSIBILITY TO THE PROFESSION

- a. Develop a commitment to the profession, its ethics, and for social change.
- b. Work towards enhancing the status of the profession.
- c. Disseminate information of the profession.
- d. Assume conscious responsibility for actions.
- e. Value efforts as more important than success and failure.
- f. Dress appropriately and consciously develop behaviour as a disciplined self.

3. USING INSTRUCTION TO LEARN PRACTICE

- a. The learner and the instructor use field instruction as a tool for mutual professional growth.

- b. Understand the importance of recording and their regular submission.
- c. Integration of theory and practice should be reflected in records and be discussed at conferences.
- d. Shows willingness to accept strengths and limitations, and uses guidance to for professional development.
- e. Demonstrates self-discipline in practicing social work ethics and values and in norms to be observed in behaviour and dress.
- f. Takes responsibility for learning by planning conferences and participating in them through discussions.
- g. Receive guidance for practice based research.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	SOCIAL WORK PRACTICUM -CONCURRENT FIELD WORK
Learning Opportunity No.	1.3.7.5.
Level	PG 2

Introduction

The Learner is to use a holistic approach to problem solving, organize people to meet their needs, move from problem to issue based work and gain greater confidence working independently.

Objectives

1. Develop skills to effectively use the integrated approach to problem-solving and enhance skills of intervention, at the micro and the macro levels of the systems, *in relation to the needs and problems of the client system.*
2. Develop skills to organize people to meet their needs and solve their problems use roles appropriate to work e.g. advocacy for child's right, human rights.
3. Develop an understanding of the pattern of behaviours of peoples- their strengths and their pathological behaviour.
4. Develop the ability to carry out tasks in relation to service delivery and programme management. Routine administration, staff supervision, and training; prepare project proposals, time management, management by objectives, and enhance skills in documenting.
5. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner.
6. Develop the ability to make innovative contribution to the organization's functioning.
7. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice.

8. Develop the capacity to utilize instruction for enhancing and integrating field practice.
9. Utilize field instructions for enhancing and integrating professional growth.
10. Make creative use of field instructions to evaluate mutual input.
11. Utilize practice-based research to test effectiveness of specific aspects of intervention.

Type of Work Assignment at the IInd Year Level

Note to the Field Instructor

Encourage the learner to locate the problems in larger groups, and understand the relationship between micro and macro systems, and work with issues affecting larger groups and work with communities/ group/ individuals, for the same. The practice to show more reflective ability along with that of task oriented work.

Encourage the learner to progress from individual/families to issue based practice and reinforce previous year's learning.

AREA I. SOCIAL WORK IN COMMUNITIES AND IN ORGANIZATIONS

1. Develop skills to analyse complex situations, and evaluate the agencies functions in relation to needs/problems of the client system, and situate this in the larger national and international context.
2. Critically analyse the philosophy, policy, thrust and traditions of the organization within the frame work of the national policy, constitutional rights, human rights and international programmes.
3. Identify gaps in policy, develop initiative and use advocacy skills to bring about change at local, state, and national level.
4. Use selective skills of social work and different roles to enable people meet challenges.

AREA II. WORKING IN TEAMS

1. Enhance skills of working with inter-disciplinary teams to support peoples' quest to meet needs and goals.
2. Take initiative, and leadership roles while working with teams.

AREA III(A) PROGRAMME MANAGEMENT

1. Encourage learner involvement in programmes for social issues/concerns, and projects. Prepare proposal for new programmes.
2. Develop skills for evaluation of programmes, prepare reviews, and document.
3. Develop plans and implement these for staff development.
4. Develop skills to guide and train front-line workers, like NSS and other volunteers.
5. Collect information of other similar programmes, and develop skills of networking effectively with other agencies.

AREA III(B) RECORDS

1. Records should show
 - i. Analysis of problem solving situations for new and significant areas of problem solving.
 - ii. Internalization of professional values.
2. Independently prepares and utilizes records like summary records, case studies, agency reports - annual and six monthly, minutes of meetings, press releases.
3. Masters skills for documentation of activities like projects, programmes, case studies etc.

AREA III(C) PLAN

1. Plan, implement and evaluate programmes independently.
2. Be analytical and evaluate agency functions in relation to needs and problems of the client system.
3. Takes the initiative in leadership while working with various teams, consciously assume different roles to suit different situations, and takes leadership and helps other to do so.
4. Provide opportunities to use selectively, skills of social work and utilize them to effect change.

AREA IV. PRACTICE STRATEGIES AND TOOLS

1. Manifest selective and rational use of approaches, skills, techniques.
2. Introspect, in relation to own behaviour, values - relative, absolute, intrinsic, and extrinsic and utilize this for growth.
3. Appreciate others' contributions, however small, in the field.

AREA V(A) RESPONSIBILITY TOWARDS SELF

Professional responsibility and concern for the client system is manifested in terms of:

1. Shows mastery in time management, regularity and sincerity in work .
2. Demonstrates social work values.
3. Uses participatory approaches and problem solving skills.
4. Preparation for termination with a view to helping the client system for self-dependence.

AREA V(B) RESPONSIBILITY TOWARDS THE ORGANIZATION

1. Functions confidently as a representative of the organization with respect to tasks undertaken.
2. Guides junior colleagues/volunteers to develop skills.
3. Provides leadership in specific tasks in the team of social workers, as well as in the inter-disciplinary teams.
4. Shows responsibility toward other organizations.
5. Practices professional ethics.

AREA VI. PROFESSION AND THE PROFESSIONAL

1. Enhances faith in the profession which is committed to social change. Willingly takes up challenging tasks with confidence.
2. Represents the profession:
 - a. To the public and other disciplines at meetings, seminars and enhances the image of the profession.
 - b. Writing.

Conducts self as the bearer of professional values.

Evaluation

Based on the areas of learning and tasks carried out, the evaluation format may be designed for assessment of Practice Learning-mid-year and an end of the year.

REFERENCES

- Brown Allan and Bourne, Ian. 1996 *The Social Work Supervisor: Supervision in Community, Day Care and Residential Settings*, Buckingham: Open University Press.
- Banerjee G.R. 1972 *Papers on Social Work: an Indian Perspective*, Mumbai. TISS.
- Delhi School of Social Work. 1957 *Field Work Supervision in an Indian School of Social Work*, Delhi.
- Hugman, Richard and Smith, David (ed.) 1995 *Ethical Issues in Social Work*, London: Routledge and Kegan Paul.
- Huws, Ursula (ed.) 1995 *Action Programmes for the Protection of Homeworkers: Ten Case Studies from Around the World*, Geneva: International Labour Office.
- Jorgensen, Danny, L. 1989 *Participation Observation: A Methodology for Human Studies*, New Delhi: Sage Publications.
- Mark Doel and Steven Shardlow. 1996 *Social Work in a Changing World: An International Perspective on Practice Learning Arena*.
- Munson, Carlton, E. (ed.) 1979 *Social Work Supervision: Classic Statements and Critical Issues*, New York: Free Press.
- Nair, T.K. 1981 *Social Work in Social Work Education*, Madras: ASSWI.
- Pathak, S.H. 1966 *Records in Social Case Work*, Delhi: School of Social Work Delhi.
- Pettes, Dorothy, E. 1967 *Supervision in Social Work: A Method of Student Training and Staff Development*, London: George Allen & Unwin.
- Prince, Katie. 1996 *Boring Records, Communication, Speech and Writing in Social Work*, London: Jessica Kingsley Publishers.

Sattarah, Farman. 1993

Daughter of Persia, New York: Anchor Books.

Singh, R.R. (ed.) 1985

Field Work in Social Work Education: A Perspective for Human Service Professions, New Delhi. Concept Publishing Company.

Srinivas, M.N. et. al. (ed.)
1979

The Field Worker and the Field Problems and Challenges in Sociological investigation, Delhi: Oxford University press.

Stevan Shardlow and
Mark Doel. 1996

Practice Learning and Teaching, London: MacMillian.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	SUMMER PLACEMENT
Learning Opportunity No.	1.3.8
Level	PG 1 (End of the 1st year)

Introduction

It is increasingly recognised/ accepted that a part of the summer vacation, after completing the first year of the post graduate programme, could be used fruitfully to integrate practice skills and techniques learnt. A time frame recommended for the summer placement is minimum of three weeks. The learner is to work directly with client systems and the management operations of day to day work of the setting. The learner may use the same setting for data collection of the research project, if such an arrangement is a part of the plan.

Objectives

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

Note

The learner must volunteer to locate a setting (of own choice) about two to three months in advance and explore further possibilities of a three week practice learning placement. The practice learning setting should preferably have a professionally trained social worker on the team of the staff. The learner is to record the learning in a format provided for concurrent learning and submit it to both the setting and the teaching institutions.

Method of Assessment

Grades and marks need not be allocated for this experience.

Core Domain	SOCIAL WORK PRACTICUM
Learning Opportunity Title	BLOCK PLACEMENT
Learning Opportunity No.	1.3.9
Level	PG 2

Introduction

This opportunity is provided at the end of a two year post graduate programme. This time is to be designed for the learner to integrate theory and practice to enhance competencies of social work practice and experience self in that role. Experiments of providing block field work opportunity at the beginning of the last semester or at the at the end of the last semester before the final examinations is also being made by some institutions. The choice of when during the second year to provide this experience is that of the teaching institution.

Objectives

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

Note—Suggestions for requirements.

A learner must be placed in one setting for a period of four to six weeks. There should be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when necessary.

The faculty incharge is to select the setting appropriately to meet the learner's interest and needs and to integrate learning. The settings selected are to be communicated well in advance.

An opportunity to present the experience in writings at the end of block field work must be designed.

Domain No. and Title. **2.0.0. SOCIAL WORK PROFESSION: SUPPORTIVE DOMAIN**

Domain Title **HUMAN GROWTH, ENVIRONMENT AND SOCIO POLITICAL BASIS**

Introduction

This title has a set of courses under two headings. These are to help the learner understand human growth, impact of population, environment, socio-political aspects and social development.

The sets are :

- 2.1.0 Human Growth and Environment.
- 2.2.0 Social Work - Socio-Political Bases.

Each of these following title holds the curricular content for

- 2.1.0 Human Growth and Environment
 - 2.1.1 Human Growth and Development.
 - 2.1.2 Family and Social Work
 - 2.1.3 Population and Environment.

Two other suggested titles are :

- 2.1.4 Health and Health Care Systems.
- 2.1.5 Rural Issues and Development.
- 2.2.0 Social Work and Socio Political Bases
 - 2.2.1 Social Policy, Planning and Programmes.
 - 2.2.2 Social Development
 - 2.2.3 Gandhian Approach to Development (Optional)
 - 2.2.4 Modernization and Change (Optional Seminar)

Course Title **HUMAN GROWTH AND DEVELOPMENT**

Course No. **2.1.1.**

Course Level **PG 1 / UG 2 or 3**

Introduction

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

Objectives

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

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Life span, Heredity and Environment	<p>Stages of the life span. Life span perspective and the systems approach of Bertalanffy, Sears and Bronfenbrenner to the understanding of human growth and behaviour</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> <ul style="list-style-type: none"> ● Observations of any stage of life, discussion <p>Discussion of parenting skills observed and their origin and impact</p>	4
2	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 psychosocial theory, learning theories and Piaget's theory of cognitive development, and those of a Jung, roger, Maslow and Murry 	<ul style="list-style-type: none"> ● Group class assignment and discussion 	4
3	Indian Concept	<ul style="list-style-type: none"> ● Understanding the Indian concept of life span stages 	Lecture, discussion	2
4	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

		<ul style="list-style-type: none"> Youth in Indian society 	<ul style="list-style-type: none"> Adolescent growth-Reflection of own growth-discussion of current observation of others 	
5	<p>Adulthood</p> <p>Aging</p> <p>Special focus</p>	<ul style="list-style-type: none"> Adulthood-growth personal and social adjustment, health, sexuality, vocational and marital adjustment Aging-characteristics hobbies, adjustments health, mental health, death, dying, and bereavement Special focus is on psychosocial development, moral development, and personality development vis-a-vis the influence of the contexts of development. The contexts here refer to gender family, significant others, neighbourhood, peers, school, community, work place and other larger contexts like the society and culture. Emphasis is placed on the Indian context of development, variations from the normal patterns of development and views on the stages 	Lecture, discussion observation, interview of one adult/elderly to understand responsibility and concerns	4
6	Relevance to Social Work Practice/ Exploration of programmes	<ul style="list-style-type: none"> Relevance of social work practice across the stages of development, development needs, tasks, health, problems and services 	Discussion of nature programme Family/Life education problem based	6

Methods of Assessment

Assignment	40%
Examination	60%

Nature of Assignments

Study of any one phase of the life span of any chosen individual/character from creative literature to cover various aspects of growth and development and its contextual influences.

REFERENCES

- Baltes, P.B. (Ed.) (1978) *Life span Development and Behaviour*, New York: Academic Press, Inc.
- Bronfenbrenner, U. 1979 *The Ecology of Human Development*, Cambridge: Harvard University Press.
- Chowdary, D.P. 1992 *Aging and the aged*, New Delhi: Inter-India Publications.
- Clarke-Stewart, A. Friedman, S. and Koch, J. 1985 *Child Development: A Tropical Approach*. (For Unit I).
- Dash and Dash *The Psychology of Poverty*.
- Garg, P. and Parikh, I. 1970 *Indian Youth at the Cross-roads: Profiles in Identity*.
- Gore, M.S. 1978 *Changes in the family and the process of socialization in India in Anthony, E.J. & Colette, C. (Eds.). The Child in his Family*, Wiley, 365-374.
- Gore, M.S. 1992 *Aging and the future of the human being. The Indian Journal of Social Work*, 53(2), 210-219.
- Gore, M.S. 1978 *Changes in the family and the process of socialization in India in Anthony, E.J. & Colette, C. (Eds.) The Child in his Family*, Wiley, 365-374.
- Kail, R.V. and Cavanagh, J.C. 1996 *Human Development*, Pacific Grove, CA: Brooks/ Core Publishing Company.
- Kakar, S. 1979 *Indian Childhood, Cultural Ideals and Social Reality*, Delhi: Oxford University Press.
- Kakar, S. 1982 *Identity and Adulthood*, Delhi: Oxford University Press.
- Kakar, S. 1970 *Conflict & Choice - Indian Youth in a Changing Society*, Bombay: Somaiya Publications.
- Kakar, Sudhir. 1978 *Images of the Life Cycle and Adulthood in India, in Anthony, E.G. and Colette, C. (Eds.) The Child in his Family*, Wiley, 319-332.

- Kaplan, P.S. 1988 *The Human Odyssey: Life-Span Development*, St.Paul, West Publishing Company.
- Kapur, M. 1955 *Mental Health of Indian Children*, Delhi: Sage Publications.
- Le francois, G.R. 1990 *The Life Span*, Third Edition, University of Alberta.
- Le francois, G.R. 1990 *The Life Span*, Third Edition. University of Alberta.
- Magmesson, D. and Allen, V.C. 1983 *Human Development: An International Perspectives*, New York: Academic Press. Chapters 1,5,6,11,14,16,19,21.
- Maier, H.W. 1965 *Three Theories of Child Development*, N.Y.: Harper and Row.
- Misra. G. (Ed.) 1990 *Social Psychology in India*, New Delhi: Sage Publications. (For the topic "Deprivation and Development")
- Rapoport, Rhona and Rapoport, Robert 1980 *Growing through Life, Lifecycle Book*, New York: Harper & Row, Publishers.
- Rogers, D. 1977 *Child Psychology*, Monterey, C.A.: Brooks/ Cole Publishing Company. (For environmental effects, systems perspective, personality development, emotional development and cultural influences). See chapters 2, 4, 7, 8, 9, 11, 13, 14.
- Schiamberg, L.B. 1985 *Human Development*, N.Y.: L MacMillan Publishing.
- Seifert, K. Hoffnung, R.J. et.al. 2000 *Life Span Development* (2nd ed.), New York: Hoghton Mifflin Co.
- Sharma, N. 1999 *Adolescent Girl Child in India*, News Bulletin of the Indian Council of Child Welfare.
- Sheehy G. 1976 *Passages: Predictable Crisis of Adult Life*, New York: Bantam Books.
- Sigclman, C.K. and Shaffer, D.R. 1995 *Life-span human development*, 2nd Edition. Pacific Grove, CA: Brooks Cole Publishing Company.

- Sinha, D. et. al. 1982 *Deprivation: Its Social Roots and Psychological Consequences*, New Delhi: Concept Publications. Chapter 2 (pp. 17-24). Chapter 3 (25-3), Chapter 7 (103-122). Chapter 8 (123-138), Chapter 12 (195-216). Chapter 13 (217-236) and Chapter 14 (237-260).
- Smolack, L. 1993 *Adult Development*, New Jersey: Prentice Hall.
- Sternberg, R.J. and Wagner, R.K. 1986 *Practical Intelligence: Nature and Origins of Competence in Everyday World*, London: Cambridge University Press.
- Veeton, R. 1993 *Death in old age and bereavement counselling*, *Indian Journal of Social Work*, 54(1), 85-92.
- Wehr. G. 1987 *Jung: A Bibliography*, Boston: Shambhala.

Course Title **FAMILY SOCIAL WORK**

Course No. **2.1.2**

Level **PG 1/PG 2**

Introduction

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.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Theoretical and conceptual frameworks to study 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
2	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 	Lecture, discussions based on case studies from creative literature, T.V. serials, films	4
3	Alternate family and marriage 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 	Holistic assessment of own family neighbours/ relatives family	6
4	Family socialisation of child, 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
5	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 and carrying out a public awareness project. Using any small group communicative technology 	6

6	Creating public awareness for promoting family rights and responsibilities	<ul style="list-style-type: none"> ● Modes of awareness building 	<ul style="list-style-type: none"> ● Discussion and class room exercises 	6
---	--	---	---	---

Method of Assessment:

Students may be assessed on the following tasks:

Holistic assessment of one's own family or one's own socialisation through the family norms and dynamics may be assessed and understood:

- Examine social equity, democratic pluralism and peaceful coexistence, with reference to in own family life and attitude developed thereby.
- Understand every individual's right to have a family, every individual's rights within the family and every family's rights with respect to its environment. Examine own attitude for the same.
- Planning and carrying out a public awareness project.

Note. The above may singly or in combination used for marks/grades.

REFERENCES

- Desai, M. (ed.) 1994 *Family and Intervention: A Course Compendium*, Bombay: Tata Institute of Social Sciences.
- Engles, F. 1944 *Origin of the Family, Private Property and the State*. Bombay: People's Publishing House.
- Hartman, A. and Laird, J. 1983 *Family Centered Social Work Practice*, New York: The Free Press.
- Horchschild, A. 1989 *The Second Shift : Working Parents and the Revolution at Home*, New York: Viking.
- India: Ministry of Welfare. 1994 *India's Commitment to Family Well Being, An Overview of the Report of the National Seminars on the International Year of the Family, 1994*. Bombay: Tata Institute of Social Sciences.
- Khasgiwala, A. 1993 *Family Dynamics: Social Work Perspectives*, New Delhi: Anmol.
- Klein, D.M. and White, J.M. 1996 *Family Theories: An Introduction*, Thousand Oaks: Sage Publications.
- LLM Monographs International. 1992-94 *Monographs*
- Raju, M.L. and Krishna, G.R. (Eds.) 1996 *Future of Indian Family Challenges for Social work Education*, Tirupati: Sri Padmavati Mahila Visvavidyalayam.
- Tata Institute of Social Sciences. 1993 Special Issue of *The Indian Journal of Social Work* on "Family Development", 54(1)., Mumbai: Tata Institute of Social Sciences.
- Tata Institute of Social Sciences. 1995 Special Issue of *The Indian Journal of Social Work* on "The Family", (56(2)). Mumbai: Tata Institute of Social Sciences.
- Uberoi, P. 2000 *The Family in India: Beyond the Nuclear versus Joint Debate*, Occasional Paper in Sociology, Delhi: Institute of Economic Growth.
- Unit for Family Studies. 1994 *Enhancing the Role of the Family as an Agency for Social and Economic Development*, Bombay: Tata Institute of Social Sciences.

Course Title **POPULATION AND ENVIRONMENT**

Course No. **2.1.3**

Level **PG 1**

Introduction

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

Objectives

- a. Understand characteristics, determinants of population growth.
- b. Examine population policy, plan and initiatives.
- c. Understand inter-relatedness of human life, living organisms, environment.
- d. Understand nature and impact of initiatives.
- e. Examine utilization and management of resources.
- f. Develop skills to participate in activities related to the two areas.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	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
2	Population Policy	Policy, World Action Plan, Implementation. Initiatives, government and NGO	<ul style="list-style-type: none"> ● Policy analysis small group study for content, type gaps 	4
3	Population and Environment	<p>Inter-relatedness of human life, living organisms, environment, and natural resource</p> <ul style="list-style-type: none"> ● 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
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
5	Natural Resources and diversity	<p>Utilization and management</p> <ul style="list-style-type: none"> ● 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
6	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

7	Role of social worker and others	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Lecrue and practice ● Study of one initiatives 	5
---	----------------------------------	--	---	---

Method of Assessment

Examination 60%

Two mini projects 40%

One related to each aspect covered.

REFERENCES

- Cassen, R.H. 1978 *India Population, Economy and Society*, London: Macmillan.
- Family Planning Association of India *Family Planning Counselling Guide*, Population Reports Service Series J. N. 35 and 36.
- Fisher, W.F. 1997 *Towards sustainable development (struggling over India's Narmada River)*, New Delhi: Rawat Publications.
- Gadgil and Guha 1997 *This fissured land - An Ecological History of India*, Delhi: Oxford University Press.
- Kleinman, R. (ed.) 1998 *Family Planning Handbook for Doctors*, Hertford: I PPF.
- Krishna M. 1995 *Air Pollution and Control*, Kakinada: Kaushal and Co.
- Miller, Jr. Tyler, G. and Armstrong. 1982 *Loving in the Environment*, California: Wordsworth International Group.
- Mohan, R. 1985 "Urbanization in India's Future", *Population and Development Review*, Vol. 11 (4).
- Oxford. 1987 *Our Common Future*, Delhi: Oxford University Press.
- Prasad, R.K. *Population Planning, Policy and Programmes*, New Delhi: Deep and Deep Publications.
- Reddy Laxmi, M.V. 1994 *Population Education*, New Delhi: Asish Publication.
- Ryding, S.O. 1992 *Environmental Management Handbook*, Ahmedabad: IOS Press.
- Sapru, R.K. (ed) 1987 *Environment Management in India*, Vol. II, New Delhi: Ashish Publishing House.
- Satpathy, N. 1998 *Sustainable Development (An alternative paradigm)*, Ahmedabad: Karnavati Publications.

- Seshadri and Pandey,
J. (ds.) 1991 *Population Education, A Natural Source Book*, New Delhi:
NCERT.
- Sharma, P.D. 1995 *Ecology and Environment*, New Delhi: Rastogi Publishers.
- Shiva Vandana. 1991 *The Violence of the Green Revolution*, Goa: The Other
India Press.
- Singh, J.S. and Chaturvedi,
O.P. 1981 *Ecology, Environment and Development* in Singh J.S. et.al.
Science and Rural Development in Mountains, Nainital: Ed.
And Authors.

Course Title **SOCIAL POLICY AND PLANNING**

2.2.0. SOCIAL WORK PROFESSION - SOCIO-POLITICAL BASES.

Course No. **2.2.1**

Level **PG 1 / PG 2**

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 is to enable utilization of the knowledge to improve social work practice.

Objectives

- a. Gain knowledge of policy analysis and the policy formulation process.
- b. Acquire skills in critical analysis of social policies and development plans.
- c. Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
- d. 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.
- e. Examine application, and litigation machinery.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	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
2	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
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 welfare of backward 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	<ul style="list-style-type: none"> ● 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 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 	<ul style="list-style-type: none"> ● Lecture and discussion 	4
5	Planning process	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Lecture and discussion 	4
6	The planning, machinery and monitoring	<p>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 co-ordination and centralization. The need for decentralization, panchayatraj people's participation. Legal aid, public interest litigation.</p>	<ul style="list-style-type: none"> ● Lecture discussion self study 	6

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	<ul style="list-style-type: none"> ● Discussion ● Small group class presentations 	4
---	----------------------	--	---	---

Methods of Assessment

Class Assignment	40%
Examination	60%

REFERENCES

- Bhanti, R. 1993 *Social Policy and Development in Rajasthan*, Udaipur: Himanshu Publications.
- Bulmer, M. etl. 1989 *The Goals of Social Policy*, London: Unwin Hyman.
- Dimitto, D.M. 1991 *Social Welfare: Politics and Public Policy*, New Jersey New Jersey: Prentice Hall.
- Ganapathy, R.S. and Others 1985 *Public Policy and Policy Analysis in India*, Delhi: Sage Publications.
- Ham, C. Hill, M. 1993 *The Policy Process in the Modern Capitalist State 2nd*, New York: Harvester, Weatsheaf.
- Hebur, R.K. (ed.) *Social Intervention For Justice*, Bombay: TISS.
- Huttman, E.D. 1981 *Introduction to Social Policy*, New York: McGraw Hill.
- International Labour Office. 1973 *Multinational Enterprises and Social Policy*, Geneva, I.L.O.
- Jenks, W. 1876 *Social Policy in a Changing World*, Geneva: I.L.O.
- Jones, K. et. al. 1983 *Issues in Social Policy*, London: Routledge & Kogan Paul.
- Kahn, A.E. 1973 *Social Policy and Social Services*, New York: Random House.
- Kulkarni, P.D. 1979 *Social Policy and Social Development in India*, Madras: Association of Schools of Social Work in India.
- Kulkarni, P.D. 1952 *Social Policy in India*, New York: McGraw Hill Book Company.
- Lindblom, C.E. 1980 *The Policy-making Process*, New Jersey: Prentice Hall.
- Livingstone, A. 1969 *Social Policy in Developing Countries*, London: Routledge & Kogan Paul.
- Madison, B.Q. 1980 *The Meaning of Social Policy*, London: Croom Helm.
- Macpherson, S. 80. *Social Policy in the Third World*, London: Wheat Speat Brooks.

- Mac Pherson, S. 1982 *Social Policy in the Third World*, New York: John Wiley and Sons.
- Mathur, K. Bjorkman *Top Policy Makers in India*, New Delhi: Concept Publishing Co.
- Mundle, S. 1993 "Policies, Paradigms and Development Debate at the Close of Twentieth Century", *Economic and Political Weekly*, Vol. XXVIII. No. 26, Sept. 4, 1993 Wheatspeaf Books.
- Mishra, R. 1977 *Society and Social Policy*, London: Macmillan Ltd.
- Mullard, M. and Spicker. 1998 *Social Policy in a Changing Society*, London: Routledge.
- Rao, V. "Social Policy: The Means and Ends Question" *Indian Journal of Public Administration*, Vol. L. No. 1, Jan.-March 1994.
- Rao, V. and Mander, H. *An Agenda for Caring: Interventions for the Marginalised*, New Delhi: VHA1.
- Rastogi, P.N. 1992 *Policy Analysis and Problem-solving for Social Systems*, New Delhi: Sage Publications.
- Spicker, Paul. 1998 *Principles of Social Welfare: An Introduction to Thinking About the Welfare State*, London: Routledge.
- Weimer, D.L. and Vining, A.R. 1994 *Policy Analysis: Concepts and Practice*, New Jersey: Prentice Hall.
- Bandyopadhyay, D. 1997 "People's Participation in Planning Kerala Experiment", *Economic and Political Weekly*, Sept. 24, 2450-54.
- Chakraborty, S. 1987 *Development Planning - Indian Experience*, Oxford: Claredon Press.
- Dandekar, V.M. 1994 "Role of Economic Planning in India in the 1990s & Beyond", *Economic and Political Weekly* Vol. XXIX, No. 24, 1457-1464.

- Ghosh, A. 1992 *Planning in India: The Challenge for the Nineties*, New Delhi: Sage Publications.
- Gupta, S.P. 1993 "Planning and Liberalisation", *Economic and Political Weekly*, Vol. XXVIII. No.43 Oct.23, 2349-2355.
- Mukherjee, N. 1993 *Participatory Rural Appraisal: Methodology Methodology and Applications*, New Delhi: Concept Publishers.
- Roy, Sumit. 1997 "Globalisation, structural change and Poverty", *Economic and Political Weekly*, Aug.16-23, 2117-2132.
- Upadhyay, S.B. 1992 *Urban Planning*, Jaipur: Printwell.
- Vyasulu, V. Vani, B.P. 1997 "Development and Deprivation in Karnataka", *Economic and Political Weekly*, Nov. 15, 2970-2974.
- Yadav, C.S. (ed.) 1986 *Urban Planning and Policies - Part A*, New Delhi: Concept Publishing Co.

Course Title **SOCIAL DEVELOPMENT**

Course No. **2.2.2**

Level **PG 1 / 2**

Introduction

This course provides a critical and analytical framework to understand key concepts, development processes and current issues, pertaining to different parts of the world, with specific reference to India. This course is expected to provide the social work students with a context for micro-level interventions.

Objectives

- a. Critically understand the concept, content and process of social development.
- b. Develop the capacity to identify linkages between social needs, problems, development issues, policies.
- c. Locate strategies and skills necessary for social development and reinforce values of social justice, gender justice and equality.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1.	Social Development The Concept	<ul style="list-style-type: none"> ● Defining social development ● Current debates on development ● Approaches to development ● Development indicators 	<ul style="list-style-type: none"> ● Brainstorming exercise followed by discussion and a mini lecture 	6
2	Social Development around the world	<ul style="list-style-type: none"> ● Historical experience of development processes ● Regional analysis ● Social and economic transformation in Asia 	<ul style="list-style-type: none"> ● Lecture-cum-discussion 	2
3	Social Development in India	<ul style="list-style-type: none"> ● The historical and social context of development in the Indian sub-continent in the pre-Independence phase ● The post-Independence phase: government measures and the 5 year plans ● Political economy of social structure and change ● Demographic transitions ● Social movement[s] 	<ul style="list-style-type: none"> ● Lecture and examples from various sources 	8
4	Development sectors and understanding of nature of intervention themes	<ul style="list-style-type: none"> ● Rural development: agrarian and land reforms; Green Revolution ● Industrialization and urban development ● Labour relations ● Gender issues ● Environmental issues (land, water, forest) ● Education ● Health 	<ul style="list-style-type: none"> ● Video film followed by discussion or group assignment ● Group exercise or assignment and class presentations ● Model assignment given below 	6 8

Suggested Sub-Topic Outlines

The Concept of Social Development; Definitions of development and social development, Goals of development, Development indicators, Critique of development definitions, Inter-country comparisons.

Theories of Social Development, Social Evolution, Sanskritization, Westernisation, Modernisation, Secularisation,

- Ideologies and Approaches to Development, Socialism, Capitalism, Welfare, Gandhian approach, Human Rights, Sectors and Themes, Key concepts, Historical analysis. Global/South Asian/Indian.
- Current trends, State intervention, Voluntary sector intervention, Political economy analysis, Alternatives, Health and Development, Health indicators, Global disparities in health development, Indian health care system, Regional disparities and contradictions in health development in India, Political economy of health, Social determinants of health, Urbanisation and Development,
- Defining key concepts (urbanisation/urban), Underlying principles of modern urbanisation, History of urbanisation in India, Analysis of the 'crisis of urbanisation/over-urbanisation, Strategies to combat the crisis, Rural Development, Defining 'rural', Resource ownership and disparities, Rural poverty: a global perspective, Socio-economic changes in rural India, Development avenues for the rural poor, Environment and Development, Global and trans-boundary concerns and regulations, International treaties and agreements; Cross-sectoral issues: biological diversity, forest, land and water resource management,
- History of environmental legislation in India, Social, cultural and institutional issues in environment management.
- Education and Development, Overview of the education system in India, Elementary education as a fundamental right, Elementary education in India: some facts and myths, Sociopolitical analysis of education, Education alternatives and the schooling transition.

Methods of Assessment

Suggested Outline for a Group Assignment

(This can be used for any one or more sectors, depending on the time available.)

1. Prepare a profile of the State, providing information on the social, economic and political aspects
2. What are the specific sector programmes/reforms implemented in this state?

3. Identify the factors that led to the success or failure of interventions and therefore the progress or continuing backwardness of the rural sector in that State.
4. Identify the current problems or/and areas of underdevelopment in the State.

Ideal size of the group: 6-8

Individual group presentations could be followed by a class discussion on the following points.

1. Identify the similarities and/or differences between the States with respect to the social structure, agro-climatic zone, and political environment.
2. Compare the States with respect to human/social development, land distribution and infrastructure development.
3. As social workers which problems/aspects would you prioritize for intervention in each State? Give reasons.

Assessment Options

1. Group assignment 30% and examination 70%
2. Examination 100%
3. Individual assignment 30% and examination 70%

REFERENCES

- Bagchi, A. K. 1982 *Political Economy of Underdevelopment*, Cambridge: Cambridge University Press.
- Desai, V. 1988 *Rural Development (Vol. I)*, Mumbai: Himalaya Publishing House.
- Fidelda, A. et. al. 1999 *Contemporary Social and Political Theory: An Introduction*, Buckingham: Open University Press.
- Government of India *Five Year Plan Documents (latest)* New Delhi.
- Jacob, K.K. 1992 *Social Development Perspectives*.
- Joshi, P. C. 1976 *Land Reform in India*.
- Leonard, P. 1997 *Postmodern Welfare: Reconstructing an Emancipatory Project*, London: Sage.
- Meadows, D. H. 1972 *The Limits to Growth*, New York: University Broks.
- Phillips, D.R. and Verhasselt Yola (Eds). 1994 *Health and Development*, London: Routledge and Kagan Paul.
- Rao, D.B. (Ed.) 1998 *World Summit for Social Development*.
- Roychaudhury T. 1982 *The Cambridge Economic History of India, Vol. I & II*, New Delhi: Cambridge University.
- Sachs, W. 1997 *Development Dictionary*.
- Singh, R.R. (Ed) 1995 *Whither Social Development?* New Delhi: ASSWI.
- Singh, Y. 1972 *Modernization of Indian Tradition*, Delhi: Thomas Press.
- The Probe Team. 1999 *Public Report on Basic Education in India*, New Delhi: Oxford University Press.
- Association with centre for Development Economics
- UNDP. *Human Development Reports*, Oxford University Press.
- World Bank *World Development Reports (Annual)*. Oxford University Press.
- Encyclopedia of Social Sciences
- Encyclopedia of Social Work

Recommended Journals/Periodicals

Alternatives; Development and Change; Economic and Political Weekly.

Course Title **GANDHIAN APPROACH TO WELFARE AND DEVELOPMENT (Optional)**

Course No. **2.2.3**

Level **PG 1 / 2**

Introduction

The course aims at sensitizing the learner to the Gandhian approach and to utilize some of the skills in practice.

Objectives

- a. Develop an understanding of Gandhi's concept of society and his approach to social transformation.
- b. Develop knowledge of the specific programmes formulated by Gandhi for rural reconstruction and the development of the weaker sections of society, with the focus on strategies and skills.
- c. Develop the ability to identify similarities and differences between the Gandhian and professional social work approaches to social change, welfare and development.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Gandhian thought	<ul style="list-style-type: none"> ● Salient features of Gandhian thought ● Gandhian values ● Concepts and methods Concept of a good society, Sarvodaya 	<ul style="list-style-type: none"> ● Lecture and discussion ● Music for values ● Self study 	4
2	Approach	<ul style="list-style-type: none"> ● Economic and its organisation: Ownership of property, concept of trusteeship, distribution and economic equality ● System of production, problems of mechanisation, decentralisation of production, rural-urban relationship 	<ul style="list-style-type: none"> ● Lecture and discussion ● Self study of various aspects of the approach 	8
3	Social organisation	<ul style="list-style-type: none"> ● Marriage and family, position of women, social stratification, caste and untouchability, education and its role. Basic education 	<ul style="list-style-type: none"> ● Lecture and discussion ● Class room presentation 	6
4	Constructive programmes	<ul style="list-style-type: none"> ● Contents Training of constructive workers ● Skills involved, nature of programmes ● Bhoodan Gramdan ● Gandhian and Vinobha's movements with special reference to Bhoodan and Gramdan 	<ul style="list-style-type: none"> ● Small group study and presentation 	4 4
5	Gandhian and Professional Social Work Approach	<ul style="list-style-type: none"> ● Similarities and differences between Gandhian and professional approach to social development and welfare 	<ul style="list-style-type: none"> ● Mini lecture and discussion 	4

Methods of Assessment

Group assignment	50%
Individual assignment	50%

REFERENCES

- Dasgupta, S. (ed.) 1967 *Towards Philosophy of Social Work in India*, New Delhi: Popular Book Service.
- Gandhi, M.K. 1976 *Social Service, Work and Reform 3 Volumes*, Ahmedabad: Navijivan Press.
- Ganguli, B.N. 1972 *Gandhi's Vision of Ideal Society*, Hyderabad: Andhra Mahila Sabha.
- Iyer, R. 1986 *Moral and Political Writings of Gandhi*, Vol. 3. Delhi: Oxford University Press.
- Kumarappa, J.C. 1951 *Gandhian Economic Thought*, Bombay: Vora and Co.
- Mishra, R.M. 1972 *Bhoodan Movement in India*, Delhi: S. Chand.
- Nanda, B.R. 1985 *Gandhi and His Critics*, Delhi: Oxford University Press.
- Narayan, J. 1965 *From Socialism to Sarvodaya*, Varanasi: Sarva Seva Sangh.
- Palkhiwala, N. 1986 *Relevance of Gandhi*, New Delhi: Gandhi Peace Foundation.
- Bandhopadhyaya, J. 1969 *Social and Political Thought of Gandhi*, Bombay: Allied Publishers.
- Unitahna, T.K.N. 1979 *Gandhi and Social Change*, Jaipur: Rawat Publications.

Domain 3 SOCIAL WORK PROFESSION : INTERDISCIPLINARY CONTENT

Social work education has an interdisciplinary content and several courses may be drafted to support the teaching-learning depending on the thrust of the institution and local needs. An illustration a few courses are given in details.

- 3.1.1. Sociology for Social Work in India
- 3.1.2. Political Economy and Planning in India
- 3.1.3. Political Economy of Development
- 3.1.4. Tribal Anthropology and Social Work

Note

Content drawn should show application linkages, provide relevant theories, concepts, and perspective to support the core domain of the professional. Ideally such content should provide opportunities and experience of application to social reality.

Other courses to be drafted could be from humanities, behavioural sciences, management sciences, earth, genetics, demography, environment and ecology.

Course Title **SOCIOLOGY FOR SOCIAL WORK IN INDIA**

Course No. **3.1.1**

Level **PG 1 / UG 2**

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.

Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Sociology and its relationship to 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
2	Society and Culture	<ul style="list-style-type: none"> ● Society as 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
3	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
4	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
5	Meaning and functions	<ul style="list-style-type: none"> ● Social control exercised through the social institutions 	<ul style="list-style-type: none"> ● Meaning Lecture and discussion 	2
6	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

7	Social Change	<ul style="list-style-type: none"> ● Meaning, characteristics and factors inducing change with reference to India 		
8	Social Movements in India: Meaning, factors essential for a movement	<ul style="list-style-type: none"> ● Dominant social movements in India ● Social reform movement and contributions of social reformers ● Peasant movement ● Trade union movement ● Social movements and social change in India 	<ul style="list-style-type: none"> ● Mini lecture ● Class room group presentation 	8

Methods of Assessment

Examination	100%
Class room Assignment	40%
Examination	60%

REFERENCES

- Bert N. Adams. 1975 *A Sociological Interpretation*, Chicago: Rand McNally College.
- Bharadwaj, A.N. 1979 *Problems of SC/ST in India*, New Delhi: Light and Life Publication.
- Broom, Leonard,
Charles M. Bonjean,
Dorothy, H. Broom. 1990 *Sociology*, Wadsworth Publication Co. Belmont.
- Deshpande,
Srinivasan Narain. 1978 *Society Economy of Polity in India*, Mumbai: University of Mumbai.
- Ely Chinoy. 1967 *Society - an Introduction to Sociology*, New York: Randon House.
- Haralambos, Michael. 1980 *Sociology*, Delhi: Oxford University Press.
- Jain, P.C. 1991 *Social Movements among Tribals*, New Delhi: Rawat Publication.
- Kapadia, K.M. 1966 *Marriage and Family in India*, London: Oxford University Press.
- Kingsley, David. 1969 *Human Society*, New York.
- Kolenda, Pauline. 1987 *Regional differences in Family Structure in India*, Jaipur: Rawat Publication.
- Kuppuswamy, B. *Social Change in India*.
- Maudelbaum, David M. 1970 *Society in India*, Vol. 1 and II, University of California Press.
- Narang, B.S., Dhawan,
R.C. 1983 *Introduction to Social Sciences*, Delhi: C.B.S. Publication.
- Panday Rajendra. 1986 *The Caste System in India - Myth and Reality*, New Delhi: Criterion Publication.

- Pandey, A.K. 1997 *Tribal Society in India*, New Delhi: Manak Publishing Ltd.
- Ross, Aileen D. 1961 *The Hindu Family in its urban setting*, Delhi: Oxford University Press.
- Sharma S. 1985 *Social Movements of Social Schange*, B.R. Delhi: Publishing House.
- Sharma, K.L. (ed.) 1999 *Caste and Race in India*, Mumbai: Popular Prakashan.
- Sharma, R.K. 1997 *Indian Society - Institution and Change*, New Delhi Atlantic Publishers.
- Singh, K.S. 1985 *Tribal Society in India*, New Delhi: Manohar Publishing House.
- Srinivas, M.N. 1996 *Village, Caste, Gender and Method (Essay in Indian Social Anthropoligy)*, Delhi: Oxford University Press.
- Stein Peter, Judith Richman
Natalic Hannan. 1977 *The Family, Functions*, New York: Conflicts and Symbols.
- Steveus Smart M.,
Laura S. Smart. 1976 *Families Developing Relationships*, New York: Macmillan Publishing Co.
- Verghese, K. 1992 *General Sociology*, Delhi: Macmillan Co.

Sociological Bulletin (Journal of the Indian Sociological Society)

Contribution to Indian Sociology

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

Course Title **POLITICAL ECONOMY AND PLANNING IN INDIA**

Course No. **3.1.2**

Level **UG 2 -Part I / UG 3 Part II**

Introduction

These courses provide the learner with the understanding of political economy, planning processes and their impact on planned growth in different sectors.

Objectives

- a. Understand political and economic system and processes.
- b. Examine concept of democracy and constitution foundations of Indian state.
- c. Understand planning and its impact on various areas.

Course Content Part I : UG 2

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Political Economy	<ul style="list-style-type: none"> ● Relevance of understanding political and economic systems and processes 	<ul style="list-style-type: none"> ● Lecture 	2
2	Economics, politics and Power	<ul style="list-style-type: none"> ● Basic economic and political concepts: State, power, government, authority, socialization, political culture, legitimacy, needs, demand, supply, resources, production, distribution, consumption 	<ul style="list-style-type: none"> ● Lecture and discussion 	2
3	Democracy as a Concept	<ul style="list-style-type: none"> ● Concept of Democracy: Meaning, types, features, merits and demerits. Role and functions of political parties, pressure groups and opinion 	<ul style="list-style-type: none"> ● Lecture and discussion 	4
4	Contemporary economic systems: Meaning, types functions	<ul style="list-style-type: none"> ● Capital-market economy, Meaning, features, merits and demerits ● Mixed-market economy, Meaning, features, merits and demerits ● Socialist economy 	<ul style="list-style-type: none"> ● Lecture and discussion 	2
5	Constitutional foundations of Indian state:	<ul style="list-style-type: none"> ● Salient features of Indian constitution unitary and federal features ● Composition, powers and functions of Indian Govt. Legislative, Executive, Judiciary 	<ul style="list-style-type: none"> ● Small group study and presentation 	10
6	Economic Development and Planning in India	<ul style="list-style-type: none"> ● Concept of economic development: Meaning, determinants of economic development in India ● Economic Planning: Meaning, objectives of Indian planning, Five Year Plans, Planning under the new economic policy ● The new economic, trends in India: The context of reforms liberalization, privatisation, globalization 	<ul style="list-style-type: none"> ● Lecture and discussion 	10

Part II for UG 3.2.1.2

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Political Socialization	<ul style="list-style-type: none"> ● Political Socialization and Culture in India: ● Basic features, rural urban differences, influence of family, lineage, caste, class, religion, language region and ideologies in politics. 	<ul style="list-style-type: none"> ● Lecture and discussion 	10
2	Areas of economic development in India	<ul style="list-style-type: none"> ● Agriculture: features of rural economy, Land-ownership and reforms ● Labour and Wages, Technology and production, agricultural cooperatives, problems and governmental responses, impact of new economic reforms and need for human resources development ● Industrial development: features, infra-structure, investment, capital and technology, labour supply management and human resources development, large small and cottage industries, public and private sectors. Role of international and MNC. Impact of economic reforms, the emerging problems and governmental responses ● Service Sector: Features, governmental and non-governmental Investments, human resources, development in services, technology and labour, contributions to the national economy, the change under the new economic reforms, problems and governmental responses 	<ul style="list-style-type: none"> ● Lecture, discussion and presentation 	2 6 4

3	Cooperatives and Voluntary Sector in Development	<ul style="list-style-type: none"> ● Meaning, functions, types, types, strategies of cooperatives ● The achievements the problems in cooperative sector ● Meaning and Philosophy of voluntary action ● Types of voluntary interventions in developmental fields, the achievement and challenges 	<ul style="list-style-type: none"> ● Lecture ● Small group presentation 	8
---	--	---	---	---

Methods of Assessment

Examination	80%
Assignment	20%

REFERENCES

- Ackerman Frank (ed.) 1997 *Human well being and economic gains*, Washington: DC. Island Press.
- Aggarwal, Ashish. 1994 *GATT and the developing countries*, New Delhi: Mohit Publication.
- Art James. 1983 *Political Economics*, London: Whats Sheaf Books.
- Augustine John (ed.) 1989 *Strategies for third world development*, New Delhi: Sage Publishers.
- Ball, A.R. 1993 *Modern Politics and Government*, London: Macmillan.
- Batra G,S.,
Narinder Kaur. 1994 *GATT Implication of Dunkel proposal*, New Delhi: Anmol Publication.
- Borough Ian Rox. 1979 *Themes of underdevelopment*, London: The Macmillan Press.
- Carse Robert, Vijay Joshi (ed.) 1995 *The future of economic reform*, Delhi: Oxford University Press.
- Chakraborty, Bimal. 1996 *The U.N. and the Third World shifting paradigm*, New Delhi: Tata McGraw Hill Publishing Corporation.
- Chatterjee, Partha. 1997 *State and Politics in India*, Delhi: Oxford University Press.
- Ghosh, B.N. 1993 *Poverty and underdevelopment*, New Delhi: Deep and Deep Publication.
- Guhan, S. (ed.) 1997 *Corruption in India*, New Delhi: Vision Book House.
- Gupta, D.C. 1972 *Indian Government and Politics*, 7th ed., New Delhi: Vikas Publication Home.
- Haggolt Richard. 1983 *Political Development Theory*, London: Brookings Institution.
- Hastley Keith. 1982 *Problems of Economic Policy*, London: George Allen and Unwin.

- Iqbal, Narain P.C. and Mathew. 1994 *Politics in Changing India*, Jaipur: Rawat Publication.
- Johari J.C. 1982 *Comparative Politics*, New Delhi: Sterling Publishers Ltd.
- Rajan N. 1998 *Secularism, Democracy Justice*, New Delhi: Sage Publishers.
- Rodee C.C. Greene. 1983 *Introduction to political science*, New York: McGraw Hill.
- Rugman Alan. 2000 *The End of Globalisation*, London: Random House.
- Siwach J.R. 1990 *Dynamics of Indian Government and Politics*, New Delhi: Sterling Publication Ltd.
- Vakil, F.D., K.H. Shivaji Rao. 1990 *Indian Government and Politics*, New Delhi: Sterling Publication.
- Weiner Myron (ed.)1989 *The Indian Paradox*, New Delhi: Sage Publications.

Course Title **POLITICAL ECONOMY OF DEVELOPMENT**

Course No. **3.2.3**

Level **PG 1**

Introduction

The course content helps the learner understand political economy, develop skills for social analysis, and understand developmental processes.

Objectives

- a. Understand political economy and systems for economic order.
- b. Develop skills for social analysis.
- c. Understand development and its impact.

Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Introduction to political economy	<ul style="list-style-type: none"> ● Meaning of political economy ● Significance of the study of political economy ● Meaning and characteristics of development and under development ● Universal values and objectives of development 	<ul style="list-style-type: none"> ● Lecture and Discussion 	2
2	Development- A Human Right perspective	<ul style="list-style-type: none"> ● Social ideals of Indian Constitution ● Fundamental Rights ● Human Rights 		4
3	Socio-economic order and comparative economic system:	<ul style="list-style-type: none"> ● Capitalism, Socialism and Mixed economy, their features, merits and demerits ● Marxian political economy 	<ul style="list-style-type: none"> ● Lecture and Discussion 	4
4	Social Analysis	<ul style="list-style-type: none"> ● Significance method of social analysis: A brief analysis of socio-economic political and cultural systems ● Their interlinkages in the Indian context 	<ul style="list-style-type: none"> ● Lecture and Discussion ● Class exercises 	4
5	Under-development and its causes and Contemporary Development Dynamics:	<ul style="list-style-type: none"> ● A historical overview with reference to developing countries of Asia, Africa and Latin America ● North-south relations, world trades, Multinational corporation and their influences on Third World economics ● Trends and counter trends (Paradoxes) in the global political, economic, military, ecological and socio cultural spheres 	<ul style="list-style-type: none"> ● Discussion ● Case studies 	6

6	Theories of Economic Development Globalisation and its impact on developing countries	<ul style="list-style-type: none"> ● Stages of growth theory ● Structural internationalist theory ● Privatisation, liberalization and structural adjustment programmes ● Role of international financial institutions 	● Lecture and Discussion	4
7	Poverty in India- A structural problem	<ul style="list-style-type: none"> ● Causes, effects and implications ● Entitlement approach to understanding poverty 	● Lecture and Discussion	2
8	Planning for development in India:	<ul style="list-style-type: none"> ● World Hunger-myths magnitude, causes and remedies ● Development aid (assistance) to developing countries a critique 	● Lecture and Discussion	2
9	Approaches to development	Modernization, capitalist, socialist and Gandhian approaches to development	● Lecture and Discussion	2

Method of Assessment

Examination 100%

REFERENCES

- Agrawal A.N. Lal Kundan. 1989 *Economics and Development and Planning*, New Delhi: Vikas Publishing House private limited.
- Augushine, John S. (ed.) 1989 *Strategies for Third World Development*, New Delhi: Sage Publications.
- Chakraborty, Bimal. 1996 *The United Nations and the Third World*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- Descrochers, John. 1977 *Methods of social Analysis*, Bangalore: Centre for Social Action.
- Elsenhans, Hartmut. 1991 *Development and Under development; The History Economics and Politics of North South Relations*, New Delhi: Sage publication.
- Nagardra, S.P. 1994 *Development and Change*, New Delhi: Concept Publishing Company.
- Nana Poku Lloyd Pettiford (ed.) 1998 *Rebuilds up the Third world*, London: Macmillan Press Limited.
- Rao, D. Bhaskar. 1998 *World Summit for Social Development*, New Delhi: Discovery Publications.
- Rao, V. Lakshmana. 1994 *Essays on Indian Economy*, New Delhi: Ashish Publishing House 8/81 Punjabi Bagh.
- Reddy, D.V. 1994 *Development and New International Economic Order*, New Delhi: Deep and Deep Publications.
- Rugman Alan. 2000 *The end of Globalization*, London: Random House.
- Seltz, John L. 1990 *The Political of Development*, Bombay: Popular Prakashan.
- Sharma S.L (ed.) 1986 *Development: Socio Cultural Dimensions*, Jaipur: Rawat Publication.

- Sing C. Chew, Robert
A. Denmark (ed.) 1996
The under development of Development, New Delhi:
Sage Publications.
- Tandon, B.B., K.K. Tandon.
1997
Indian Economy, New Delhi: Tata Mcgraw Hill Publishing
Company Limited.

Journals

Monthly commentary Indian Institute of public opinion, New Delhi.

Economic and Political weekly. EPW Research Foundations, Mumbai.

Journal of Indian School of Political Economy: Indian school of political economic Pune.

214

*UGC Model Curriculum***Course Title** **TRIBAL ANTHROPOLOGY AND SOCIAL WORK****Course No.** **3.1.4****Level** **UG 2 / 3, PG 1****Introduction**

This course aims at helping students to develop skills of analysis for tribal societies, understand their socio-economic status and programmes available.

Objectives

- a. Be equipped with a theoretical framework to analyse tribal societies
- b. Gain information on overall understanding about the socio-economic situation of tribal groups in various regions of the country.
- c. Review briefly the developmental programmes and their impact on the life of the tribal population.

Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Tribal Society	<ul style="list-style-type: none"> ● Anthropology as a field in the understanding; Introduction to the framework of the course 	<ul style="list-style-type: none"> ● Lecture and discussion 	2
		<ul style="list-style-type: none"> ● Tribal Society; Towards a systematic view, kinship, descent and social structure; Marriage, family and community; Production and distribution at the household and societal level 	<ul style="list-style-type: none"> ● Discussion based on study of case histories 	6
2	Process of Change	<ul style="list-style-type: none"> ● Cultural, social and economic changes; Process, direction and causes of change 	<ul style="list-style-type: none"> ● Lecture and discussion 	2
3	Illustrative Reforms	Situation (social, economic and political) of the tribal groups in: <ul style="list-style-type: none"> ● North-Eastern Region ● Central Region ● Middle India ● Southern Region 	<ul style="list-style-type: none"> ● Discussion based on case studies and reforms 	10
4	Programmes	<ul style="list-style-type: none"> ● Social and economic development programmes (health, education, economic development, etc) and their use to tribal groups: ● Programmes, methods of implementation, benefits, future outlook ● Development programmes and their impact on tribal population ● Dislocation and resettlement, future directions of work in this area 	<ul style="list-style-type: none"> ● Discussion ● Mini-lecture ● Small group presentation 	8
5	Social Work Intervention	<ul style="list-style-type: none"> ● Tribal population and development; Scope for social work intervention and the role of social workers 	<ul style="list-style-type: none"> ● Discussion 	2

Methods of Assessment

Examination 100%

OR

Assignment 100%

Study of one tribe-process change and development

OR

Examination 50%

Assignment 50%

REFERENCES

- Bharatiya Bhashsa
Mudranalaya. 1984
Man In India. A Quarterly Journal of Anthropology,
Vol. 64. Nos. 1-4, 1984, Varanasai, New Delhi: Ashih
Publication.
- Chandhuri, B. (ed.)
Channa, V.C.
Tribal Development in India, Delhi: B.R. Publishing.
Caste, Identity and Continuity.
- Damle, Y.B. 1982
Caste, Religion and Politics in India, Bombay: Oxford.
- Desai I.P. and Others. 1985
Caste, class conflict and reservation, Delhi: Ajanta Publication.
- Furer-Haimendorf, C.V. 1982
Tribes of India: The Struggle for Survival, Delhi: Oxford
University Press.
- Ghurya G.S.
Caste, and Race in India, Mumbai: Popular Prakashan.
- Hutton J.H. 1946
Caste in India : Its Nature Functions and Origin, Cambridge:
University Press.
- Jain P.O.
*Tribal Agrarian Movement : Case Study of the Shil Movement
of Rajasthan*.
- Keesing, R.M. 1975
Cultural Anthropology: A Contemporary Perspective,
New York: Holt, Rinehart and Winston.
- Maharashtra. 1979
Monographic Survey of the Katkaris of Maharashtra State,
Pune: Tribal Research and Training Institute.
- Meillassoux, C. (Ed.) 1979
Maidens, Meal and Money, New York: Cambridge:
University Press.
- Patel, R.
Politics in India.
- Sachchidananda. 1979
The Changing Munda, New Delhi: Concept Publishing
Company.
- Shah, V.P and Patel, T. 1985
Social Contexts of Tribal Education, New Delhi: Concept
Publishing Company.
- Sharma, K.L.
Caste, Class and Social Movements.
- Sharma, R.N. 1979
Indian Rural Sociology, Delhi: Munshiram Mohanlal.
- Singh, Ajit. 1984
Tribal Development in India, Delhi: Amar Park Ashan.
- Singh, K.S. (ed.)
Tribal Movements in India, Vol. I and II.
- Singh, J.P. Vyas M.N.
Tribal Development : Past efforts and new challenges.
- Srinivas, M.M. 1969
Caste in Modern India and Other Essays, Bombay: Asia
Publishing House.

SOCIAL WORK PROFESSION ELECTIVE CONTENT 4.1.0.

- Elective courses are offered based on availability of expertise, interest and local/national needs, and/or thrust of the educational institution. Elective courses may provide the optional content to make up the total credits/marks required for a programme.
- Elective courses at the post graduate level may be offered to provide 'a concentration area / stream' or as 'specialization'.

Four courses are given as illustration for optional content. They are in alphabetic order and not listed in priority. Institutions offering rural focus need to offer course more suitable to work in these areas. Other titles suggested follow:

4. 1. 1. Counselling: Theory and Practice
4. 1. 2. Disaster Management
4. 1. 3. Gerontological Work in India
4. 1. 4. Legal System in India.

Other suggested titles are:

4. 1. 5. Women and Development
4. 1. 6. Children in difficult situation.
4. 1. 7. Youth and Development.
4. 1. 8. Unorganized labour and Social Work.
4. 1. 9. Working with labour in industry and small scale industry
4. 1. 10. HIV / AIDS and Social Work.
4. 1. 11. Substance abuse and Social Work.
4. 1. 12. Life Skills Programs for various ages; marriage and enrich programme; family life education/ family enrichment programme; life style skills for adolescents, youth, young adults.

Some suggested titles for concentration or specializations are:

Social Work with different Age Groups, Special Groups, and Social Systems

- Social Work with Children and Youth
- Social Work with Differentially Abled
- Social Work with Women's Issues and Development
- Social Work with Families

Social Work with Communities Urban/Rural/Both

- Social Work with Slums-urban
- Social Work with Rural Communities
- Social Work with Tribal, Migrant, Displaced Communities

Social Work in the Field of Health and Mental Health

- Social Work and Community health.
- Social Work in Health Care Systems.
- Social Work and institutional care.
- Developmental work for special groups.

Social Work in Field of Education

- Continuing Education, Adult education.
- Social Work in schools, colleges, balvadies, special schools.

Social Work with People at Grassroots Levels

- Awareness building, empowerment, leadership, cooperative movement, people initiatives and movement.

Social Work with - Management of Development and Welfare Services**Social Work with Labour**

- Social work with unorganized labour
- Social work with organized labour (organized labour in industries, small sector, cottage, home-based covering adults, women and children).

Social Work in Custodial Settings

- Social work with those in custodial care-police stations, prisons, short stay homes, along with after care services.

Social Work in the Field of Policy

- Formulation gaps, new policy, awareness, advocacy, action, litigation.

Social Work in Rural Areas : Some suggestions for content

Nature and Scope in India, Problems of Rural Communities, Rural Sociology, Social Change Dynamics and Challenges, Agricultural Management and Mechanization, Animal husbandry: Management and Mechanization, Cooperative Movements and Agriculture, Agriculture Economics and Cooperation, Community Development and Extension Projects in Rural India, skills for livelihood, leadership and local institutions.

* All elective course must cover the details given below.

Course Title **COUNSELLING: THEORY AND PRACTICE**

Course No. **4.1.1**

Level **PG 2**

Introduction

Counselling help is called upon in developmental, preventive, facilitative and crisis situations throughout the life span during different phases/stages and for various life events. The courses aim to equip learners with skills of counselling and understand various approaches.

Objectives

- a. Develop a holistic understanding of counselling as a tool for help.
- b. Acquire knowledge of various approaches: their theoretical under-pinnings for goals, values, processes and techniques.
- c. Develop an understanding of the approaches of help and self-help available in own culture.
- d. Develop skills of application to real life situations.
- e. Develop ability to recognize and synthesize attitudes and values that enhance investment of self in the counsellor's role.

Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Counselling situations and goals	<ul style="list-style-type: none"> ● Counselling situations: Developmental, preventive, facilitative, crisis ● General factors and their influences on counselling processes ● Goals of counselling ● Range-short, long ● Principles and practices 	<ul style="list-style-type: none"> ● Lecture, discussion 	2
2	Client/Client	<ul style="list-style-type: none"> ● Client as a person, (client system as a unit) voluntary and non-voluntary, expectations, behaviour, communication-verbal and non-verbal 	<ul style="list-style-type: none"> ● Lecturer and discussion ● Observation 	2
3	Approaches to counselling affective: Cognitive and Behavioural	<ul style="list-style-type: none"> ● Approaches: theoretical base, thrust, goals, key concepts, techniques ● Approaches like Person Centered, Rational Emotive, Transactional Analysis, Behavioural Approaches, Gestalt, Existential Approach, Egans three stage model, Eclectic model 	<ul style="list-style-type: none"> ● Workshops and presentation 	10
	Indigenous approach	<ul style="list-style-type: none"> ● Indigenous approaches of help and self-help like yoga, reflection. Act of <i>prayashchit</i> 	<ul style="list-style-type: none"> ● Class room exercise ● Practice learning ● Experiential work 	4
4	Couple and Family counselling Group counselling	<ul style="list-style-type: none"> ● Issues in such counselling, its process and stages ● Counselling for groups: process, advantages and disadvantages of group counselling 	<ul style="list-style-type: none"> ● Experiential work practice at field Review of Group Practice 	4
5	Techniques	<ul style="list-style-type: none"> ● Counselling techniques like initiating contact, intake, rapport, establishing structure, interaction, attending behaviour, observation, responding, rating and its interpretation 	<ul style="list-style-type: none"> ● Class room practice experiential exercises and role play A.V.s 	4

6	Counsellor person-(may be shifted to be the second module if so desired)	<ul style="list-style-type: none"> ● Counsellor as a professional: personality, coping, expertise, gender, values ● Awareness, behaviour, burnout self-renewal, prevention of burn-out professional issues and trends 	<ul style="list-style-type: none"> ● Lecture, discussion reflection sharing 	4
---	--	---	--	---

Note

Skills should be practised in class mainly through experimental methods like role play and other structured experiences and projective technique

Practice should be encouraged at practice learning setting. Learners may be expected to keep a brief noting diary of their class-room practice and field practice, of skills and the use of theoretical approaches.

Method of Assessment

Three methods are suggested, any may be used

An assignment using the case study method. Two clients' cases for the helping process Or four helping situations should be studied through the case method approach.

An assignment illustrating a specific approach and its application to a group and also of an eclectic model for an individual client may be given.

An examination with questions encouraging application and emphasizing illustrations from field practice may be designed.

Assignment	60%
Examination	40%

Suggestion

* For learners desiring to take up counselling as a concentration area, the following courses may be offered.

- Family life education/Family Enrichment Programmes for all ages.
- Pre-marital, marital, marriage enrichment and family counselling.
- School counselling and child guidance
- Crisis counselling including Bereavement effecting communities, families, individual.

REFERENCES

- Association of Psychological and Education Counsellors of Asia (APECA). 1982
- Bengalee, Mehroo, D. 1972
- Bessell, R. 1971
- Brown, D. and Srebalu, D.J. 1988
- Butler, C. and Joyce, V. 1998
- Carkhuff R.R. and Bereason. 1977
- Carkhuff, R. R. Pierce, R. and Cannon. 1978
- Currie, Fr. 3. 1976
- Dave, Indu. 1983
- Department of Mental Health Education and Welfare. 1968
- Dorris, R.T. and Lindley. 1968
- Fullmer, D.W. and Bernard, H.W. 1972
- Fuster, J.M.
- Counselling in Asia: Perspectives and Practice*, Fourth Biennial conference workshop. Philippines.
- Guidance if you Please*, Bombay: Macmillan.
- Interviewing and Counselling*, London: B.T. Botsford.
- In Introduction to Counselling Profession*, Englewood Cliff: Prentice Hall.
- Counselling Couples in Relationships, An Introduction to the Relate Approach*, New York: John Wiley & Sons.
- Beyond Counselling and Therapy*, London: Reinhart and Winston.
- The art of helping, Better yourself Books*, Bombay: Carkhuff institute of Human Technology.
- Barefoot, Counsellor - A Primer in building relationships*, Bangalore: Asian Trading Corporation.
- The Basic Essentials of Counselling*, New Delhi; sterling publishers private limited.
- Mental Health Programme*, Reports No. 1, No. 11. U.S.
- Counselling on Alcoholism and Related Disorders*, California: Glencoe Press.
- Counselling: Content and Process*, New Delhi: Thomson Press India.
- Helping in Personal Growth - a new approach to counselling*, Bombay: Society of St. Paul.

- Goldstein, Howard. 1984 *A Creative Change, Cognitive Humanistic approach to social work practice*. New York; London: Tavistock Publication.
- Harms, E. and Schreiber, P. 1963 *Handbook of Counselling Techniques*, Oxford: Pergamon Press.
- Kennedy, E. 1977 *On Becoming and Counsellor - A basic guide for non professional counselors*, Delhi: Gill and Macmillan
- Krumboltz, J.D. and Thoresen, C.E. 1942 *Counselling and Psychotherapy*, New York: Houghton Mifflin, Co.
- Lendrum, S. and Syme, G. 1993 *Gift of Tears : A Practical Approach to Loss and Breavement Counselling*, London: Routledge.
- Nelson, Jones, R. 1982 *The Theory and Practice of Counselling Psychology*, London: Cassell Education Ltd.
- Noonan, E. and Spring, L. (eds.) 1992 *The Making of a Counsellor*, London: Routledge.
- Ontario Secondary Education Commission. 1972 *Counselling Services - A resource booklet*, The Ontario Secondary School Teachers' Federation.
- Peitrofesa, J.J. et. al. 1984 *Counselling an Introduction*, Chicago: Rand McNally College of Commerce.
- Pepinsky, H.B. and Pepinsky, P.N. 1954 *Counselling Theory and Practice*, New York: Ronald Press.
- Ragg, N.M. 1977 *People not cases: a philosophical approach to social work*, London: Routledge and Kegan Paul.
- Rama, Ballentiam and Ajaya. 1976 *Yoga and Psychotherapy*, Glenview Illinois: Himalayan Institute.
- Thangavelu, V. 1978 *The Samsar Model of Social Work Practice*, Mangalore: Preeti Publication.
- Counselling in Action - Series. London, Sage Publication (for different approaches).

226

UGC Model Curriculum

Course Title **DISASTER MANAGEMENT (Optional)**

Course No. **4.1.2**

Level **UG 3 / PG 2**

Objectives

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

Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Disaster and Development	<ul style="list-style-type: none"> ● Content and Definition ● Disaster and level of development ● Vulnerability and disaster preparedness, education and awareness 	<ul style="list-style-type: none"> ● Lecture and discussion video viewing 	4
2	Classification/ Types	<ul style="list-style-type: none"> ● Disaster, risk, hazard ● Natural-famine, drought, floods/Storms, cyclones, earthquakes ● Manmade-Riots, biological warfare. Industrial, militancy insurgency, eviction 	<ul style="list-style-type: none"> ● Small group study and presentations 	
3	Issues involved	<ul style="list-style-type: none"> ● Policy Issues, Politics of Aid Gender 	<ul style="list-style-type: none"> ● Discussion 	6
4	Impact of Disaster	<ul style="list-style-type: none"> ● Physical, economical, spatial psycho-social 	<ul style="list-style-type: none"> ● Lecture, case studies, video presentation and discussion 	10
5	Disaster management	<ul style="list-style-type: none"> ● Predisaster Prevention, preparation, education, preparedness ● Actual disaster, short term plan, long term plan, stress and trauma, search, relief, recovery, restoration, resource mobilization ● Post Disaster, Rehabilitation, mitigation of negative effects 	<ul style="list-style-type: none"> ● Discussion case illustration 	4
6	Intervening Parties	Government organisation, voluntary organisation, local groups, community participation, volunteers, social workers	<ul style="list-style-type: none"> ● Discussion skill development workshop, study of a record of rehabilitation 	4

Note—This content may be offered as need based workshops.

Methods of Assessment

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

management 50%

Examination 50%

REFERENCES

- Birnabaum, F., Coplon, J., and Scharff, T. 1973 "Crisis Intervention after a Natural Disaster", *Social Case Work*, Vol. 54, No. 9, 545-551.
- Blaufard, H. and Levine, J. 1972 "Crisis Intervention in an Earthquake". *Social Work*, Vol.17, No.4, 16-19.
- Brahme, S. and Gole, P. 1967 *Deluge in Poona*, Poona: Asia Publishing House.
- Chen, L. 1973 *Disaster in Bangladesh: Health Crisis in a Developing Nation*, New York: Oxford University Press.
- Fritz, C.E. 1968 "Disaster", Sills, D. (ed.) *International Encyclopaedia of Social Science*. Vol. 4. U.S.A.: The MacMillan Company and the Free Press. 202-208.
- Gangrade, K.D. and Dhadde, S. 1973 *Challenge and Response*, Delhi: Rachna Publications.
- Grossman, L. 1973 "Train Crash : Social Work and Disaster Services", *Social Work*. Vol. 18, No.5, 38-44.
- Hoff, A. 1978 "People in Crisis", *Understanding and Helping*, California: Addison Wesley Publishing Company.
- Joint Assistant Centre. 1980 *Natural Disaster*, New Delhi: Adhyatma Sadhana Kendra.
- Lindomann, E. 1944 "Symptomology and Management of Acute Grief", *American Journal of Psychiatry*, Vol. 101. 141-148.
- Shader, I. And Schwartz, A. 1966 "Management of reaction to Disaster", *Social Work*, Vol. 11, No.2, 99-1-4.
- Siporin, M. 1966 "The Experience of Aiding the Victims of Hurricane 'Betsy'". *Social Service Review*, Vol. 10.
- Wolfenstein, M. 1977 *Disaster : A Psychological Essay*, New York: Arno Press.

230

UGC Model Curriculum

Course Title GERONTOLOGICAL SOCIAL WORK (Optional)**Course No.** 4.1.3**Level** PG 2**Introduction**

The course aims at providing knowledge of theories, concepts and perspectives in gerontology, information of changing demography of older persons, vulnerability for abuse in old age and guiding principles of work with other persons. It also provides understanding of psychodynamic, ecological and advocacy approaches in gerontological social work.

Objectives

- a. Understand the theories, concepts and perspectives in gerontology and gerontological social work.
- b. Examine the historical norms of roles, power and status of older persons and emerging trends and issues in the context of liberalised political economy and changing demography.
- c. Study the physical, mental, sexual, emotional, economic, social and spiritual aspects of ageing and emerging needs.
- d. Understand and analyse the policies, laws and programmes affecting older persons,
- e. Examine own attitude to ageing and a positive perception of older persons and intergenerational values may be developed as follows:
 - i. Perceive that older persons have a right to meet their basic needs and to participate in the management of their lives.
 - ii. Accept family and community as the natural support systems of older persons
 - iii. Develop sensitivity to the factors that make the older persons vulnerable.
- f. Develop skills in psychodynamic, ecological and advocacy approaches in gerontological social work.

- g. Acquire skills in developmental programmes for the aging, their family members and the community in general.
- h. Develop skills in working with other professionals for health, livelihood and family related interventions with older persons.
- i. Obtain skills in programme planning, implementing and practice based research with older persons.

Course Content

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Roles, Power and Status of Older Persons	<ul style="list-style-type: none"> ● Historical norms in different cultural, urban/rural, tribal, economic, age and gender contexts ● Emerging trends and issues in the context of the liberalised political economy ● Historical norms of practices related to death and bereavement and emerging trends 	<p>Combination of methods may be used:</p> <ul style="list-style-type: none"> ● Lectures and discussions ● Lectures by other professionals, lawyers, nutritionists, insurance agents, yoga experts, practitioners, researchers, or older persons 	4
2	Health of Older Persons	<ul style="list-style-type: none"> ● Longevity and physical health ● Mental and emotional health ● Ill health, disabilities and care giving ● Sexuality in old age ● Spirituality in old age ● Review of health policies and policies for the disabled and their implementation with references to older persons ● Health intervention: periodical check up, information and awareness about prevention of problems, recreation and creative art programmes, spiritual discourses, counselling, physical aids and access to geriatric treatment 	<ul style="list-style-type: none"> ● Field visits to institutional and non-institutional services ● Presentations of case studies ● Library study, writing assignment and class presentation ● Observation and visualisation ● Simulation games and role plays ● Resources file-newspaper cuttings and research articles 	4
3	Older Persons and Livelihood	<ul style="list-style-type: none"> ● Work participation of older persons in the organised and unorganised sectors ● Economic situation of older persons 		4

		<ul style="list-style-type: none"> ● Age related policies and laws for education, employment, retirement, social security and pensions ● Intervention needs: Retirement planning, promoting savings, investments and making a will, training and opportunities for income generation, employment exchange and sponsorship programmes 		
4	Older Persons and Family	<ul style="list-style-type: none"> ● Intervention of older persons with parents, spouse, children, children-in-laws, grandchildren and others ● Care giving roles between older persons and the family ● Issues of division of property, housing and social security ● Issues of neglect, abuse, violence and abandonment ● Review of laws for inheritance and protection from abuse ● Intervention needs: Raising family awareness and family and bereavement counselling 		4
5	Policy, Legislation and Schemes for Older Persons	<p>National Policy for Older Persons, 1999</p> <p>Scheme for the Welfare of the Aged, Institutional care, day care and mobile medicare units</p> <p>Laws affecting older persons</p> <p>Policy and plans for older persons</p>		4
6	Intervention	<p>Developmental programmes for ageing: Development programmes for preparations for old age, retirement planning, programmes for preparation for understanding death and bereavement, and raising family and community awareness about ageing and death.</p>		8

		<p>Non-institutional services/ Community services: Continuing educations, mutual/ self help groups, second career, training of older persons as volunteers, counselling and legal aid to older persons, multiservices/ day care centres, home/family- based services, telephone helplines, information and referral services, and death with dignity.</p> <p>Minimising the need for and humanising the existing institutional services</p> <p>Training of paraprofessionals and volunteers for care of the elderly.</p>		
--	--	--	--	--

Methods of Assessment

A variety of methods are suggested depending on the combination of methods selected, marks/ grades may be given. It is suggested that theory and practice percentages may be so 50% each or 60%, 40%.

Classroom tests and examinations

Writing assignments

Case analysis

Carrying out a developmental programme with older persons/their families/community

Critical appraisal of researches and other policy documents.

REFERENCES

- Dandekar, K. 1996 *The Elderly in India*, New Delhi: Sage publications.
- Desai, M and Siva Raju. 2000 *Gerontological Social Work in India: Some Issues and Perspectives*, Delhi: B.R. Publishers.
- Irudaya Rajan, S., Mishra, U.S. and Sarma, P.S. 1997 *Indian Elderly: Asset or Liability*. New Delhi: Sage Publications.
- Khan, M.Z. 1997 *Elderly in Metropolis*, New Delhi: Inter India Publishers.
- Krishnan, P and Mahadevan, K. (eds.) 1992 *The Elderly Population in the Developed World: Policies, Problems and Perspectives*, Delhi: B.R. Publishing.
- Vardhana Collective. 1999 *Vardhana The Woman of Age: A Consultation on the Status of Women and Ageing in India*, Mumbai; Vacha, A Women's Resource Centre.
- World Assembly on Aging. 1982 *International Plan of Action on Aging*, Vienna.

Journals

Research and Development Journal
 Ageing and Society
 Indian Journal of Gerontology
 Journal of Elder Abuse and Neglect
 Journal of Gerontological Social Work.

Course Title **LEGAL SYSTEM IN INDIA (Optional)**

Course No. **4.1.4**

Level **UG 3 / PG 1 / 2**

Introduction

The course is to help learners understand the legal systems and procedures in India. It supports understanding processes in public interest litigation and develops skills for the same.

Objectives

- a. Acquire information on the legal rights of people.
- b. Develop an understanding of the legal system and get acquainted with the process of the legal systems with emphasis on functioning in India. Understand the role of the police, prosecution, judiciary and correction.
- c. Gain insight into the problems faced by the people belonging to different strata of society, in interacting with this system.
- d. Develop an understanding of the processes and problems of public interest litigation and legal aid to marginalized.

Course Content

Module No.	Module Title	Sub topics	Suggested Teaching-Learning Methodology	Suggested Number of Class Hours
1	Rights	<ul style="list-style-type: none"> ● Concept of rights: legal rights civil rights and under criminal procedure code, equality before law, rights of children, women and Scheduled Castes and Scheduled tribes 	<ul style="list-style-type: none"> ● Lecture and discussion 	2
2	Law in India	Division of Law: <ul style="list-style-type: none"> ● Substantive Law: that creates, discovers and defines the rights and duties of each individual, for example, criminal code (Penal Codes) ● Procedure Law: When a crime is committed, the procedure law is activated (Cr. Pc. Evidence Act. Etc) ● Civil Law: (Private Wrongs) like those for inheritance, divorce · Juvenile Justice Laws ● Lecture and small group work 	<ul style="list-style-type: none"> ● Lecture and small group work 	4
3	Criminal Justice System	<ul style="list-style-type: none"> ● Criminal Justice System in the country: police, prosecution, judiciary and correction, district courts session courts, high courts and the supreme court 	<ul style="list-style-type: none"> ● Discussion 	6
4	The components	<ul style="list-style-type: none"> ● Police: Structure, reporting, registration, investigation, arrest; How and what can be done, powers of the police bail and critique ● Prosecution: Structure, screening, decision to prosecute, deciding the charges, public prosecutor and critique 	<ul style="list-style-type: none"> ● Discussion, visit 	6

		<ul style="list-style-type: none"> ● Courts - district court, high court, supreme court. Structure (Civil, Criminal and Juveniles), Functions, trial-participation, sentencing-institutional and non-institutional juvenile proceedings and critique. ● Correction - Structure, function, treatment, rehabilitation and critique. 		
5	Legal Aid	<ul style="list-style-type: none"> ● History of Legal Aid: Concept of Legal Aid, need for legal aid, who needs Legal Aid, Legal Aid schemes, problems 	<ul style="list-style-type: none"> ● Lecture and discussion 	4
6	Public interest litigation	<ul style="list-style-type: none"> ● History of public interest litigation with special references to India. What is public interest litigation: concept, processes and problems 	<ul style="list-style-type: none"> ● Lecture and case study 	
7	Role of Social Worker	<ul style="list-style-type: none"> ● Social work intervention, needs, methods, problems 	<ul style="list-style-type: none"> ● Discussion and case study 	4

Method of Assessment

Examination	100%
Examination:	50%
Visit	20%
Assignment	30%

REFERENCES

- Aranha, T. *Social Advocacy - perspective of Social Work*, Bombay: College of Social work.
- Buxi. U. 1982 *Alternatives in Development: Law, the crisis of the Indian Legal System*, New Delhi: Vikas Publishing House.
- Bayley, D.M. 1969 *The Police and Political Development in India*, New Jersey: Princeton.
- Curry, J.C. 1977 *The Indian Police*, New Delhi: Manu Publications.
- Desai, A..E. (ed.) 1986 *Violation of democratic Rights in India. Vol. I.*
- Fleming, M. 1978 *Of Crimes and Rights*, New York: W.W. Norton and Company.
- Iyer, V.R.K. 1980 *Some Half hidden aspects of Indian Social Justice*, Lucknow: Eastern Book Company.
- Iyer, V.R.K. 1984 *Justice in Words and Justice in Deed for Depressed classes*, New Delhi: Indian Social Institute.
- Iyer, V.R.K. 1981 *Law Versus justice: Problems and Solutions*, New Delhi: Deep and Deep.
- Iyer, V.R.K. 1980 *Justice and Beyond*, New Delhi: Deep and Deep.
- Khanna, H.R. 1980 *The Judicial System*, New Delhi: II P A.
- Mathew, P.D. *Legal Aid Series*, Delhi; Indian Social Institute.
- McDonald, W.F. (ed.) 1979 *The Presentator*, California: Berkeley Hill.
- Newman, G. 1999 *Global Report on Crime and Justice*, New York: Oxford University Press.
- Nirmal Anjali. 1992 *Role and Functioning of Central Police Organizations*, New Delhi: Uppal.

- Peak, K.J. 1998 *Justice Administration - Police Courts and Correction*, New Jersey: Prentice Hall.
- Singh, L. M. (Ed.) 1973 *Law and Poverty: Cases and Materials*, Bombay: Tripathi.
- Western, P.B. 1976 *The Criminal Justice System: An Introduction and Guide lines*, California: Good year Publishers.
- Government of Gujarat. 1971 Report of the Legal Aid Committee.
- Government of India. 1973 Report of the Legal Aid Committee.

APPENDICES A -F**APPENDIX A****UGC SOCIAL WORK EDUCATION PANEL MEMBERS**

Prof. R. R. Singh.

Prof. H. Y. Siddique.

Prof. Sukla Deb Kanango.

Prof. B. Vijaya Laxmi.

Prof. Ratna Verma.

Dr. Arun Kumar.

Ms. Farida Lambay.

Dr. Cecilia Thangarajan.

Dr. Sandya Joshi.

Prof. Sheela Mukherjee.

Prof N.A. Gokarn, Convener.

Zonal Meeting Co-ordinators

Prof. H. Y. Siddique [North]

Prof. B. Vijaya Laxmi [East]

Ms. Farida Lambay [Center]

Dr. Cecilia Thangarajan [South]

APPENDIX B**MEMBERS OF THE FIRST CORE GROUP AND OTHERS INVITED TO THE FIRST MEETING****FIRST CORE GROUP**

Prof. R. R. Singh.

Prof. Sukla Deb Kanango. (unable to attend)

Dr. Arun Kumar.

Prof. N. A. Gokarn, Convener.

NAMES OF OTHERS INVITED

Prof. (Fr) Varghese V. Varghese.

Prof. K. K Mukhopadhyay.

Prof. R. Jani.

Dr. Vasanthi Vijay.

MEMBERS OF THE CORE GROUP AND OTHERS AT THE SECOND MEETING

(Agenda-Discussion of management and administration content and others sciences content)

Members of the core group

Prof. Sukla Deb Kanango.

Prof., N.A. Gokarn, Convener.

NAMES OF OTHERS INVITED

Prof. Satish Kalra.

Mr. Jerry Pinto.

Dr. Mary Alphonse.

Mr. John Menecharry.

Prof. A. Navela (unable to attend).

Dr. Devi Prasad (unable to attend).

MEMBERS OF CORE GROUP TO REVIEW COURSES DRAFTED

(Criteria-zonal representation and experience of both levels of programmes)

Prof. R. R. Singh (North).

Dr. Mary Alphonse (Central and both levels).

Dr. Philomena D'Souza (South and both levels).

Prof. N.A. Gokarn, Convener.

APPENDIX C**LIST OF NAMES OF TEAM LEADERS AND MEMBERS AND INDIVIDUALS WHO CONTRIBUTED AND UPDATED COURSES.**

➔ Team leader/ leaders

* Member

◆ Course contributors

1.1.0. Social Work Profession and the Professional.

1.1.1. Social Work - History and Ideologies.

➔ Prof. Murli Desai

* Prof. K. K. Mukhopadhyay

* Dr. Gracy Fernandez

* Dr. Arun Kumar

◆ Prof. Sukla Deb Kanago

1.1.2. Contemporary Ideologies for Social work.

➔ Prof. Murli Desai

* Prof. K. K. Mukhopadhyay

* Dr. Gracy Fernandez

* Dr. Arun Kumar

1.1.3. Personal and Professional Growth.

➔ Prof. N. A. Gokarn

➔ Ms. Kalindi Muzumdar

* Prof. Satish Kalra

* Dr. Philomena D'Souza

1.2.0. Social Work Theories : Methods and Strategies.

1.2.1. Integrated Social Work Practice.

- ➔ Prof. N. A. Gokarn
- * Ms. Farida Lambay
- * Ms. Lata Narayan

1.2.2. Work with Communities/ Community organisation

- ➔ Dr. Maveen S. Pareira & Dr. Janki Andharia
- ➔ Amita Bhide
- ➔ Ms. Anjali Kanitkar
- ➔ Mouleshri Rao
- * Nagamani Rao
- * Rekha Mammen
- * Sandra Stephen

1.2.3. Work with Groups.

- ➔ Dr. Surinder K P Jaswal
- ➔ Dr. Srilatha Juvva
- ➔ Ms. Tejaswini Adhikari
- ➔ Mr. Sabiha Vasi
- ➔ Dr. Bipin Jojo
- ➔ Ms. Lata Narayan
- ➔ Ms. Jeroo Billimoria

1.2.4. Work with Individuals/families.

- ➔ Dr. K. Y. Gandevia
And Team
- * Dr. Vasanthi Vijay
- ◆ Dr. Sukla Deb Kanango

1.2.5. Social Work Research.

- ➔ Dr. Arun kumar
And Team

1.2.6. Management of Developmental and Welfare Services.

- ➔ Prof. N. A. Gokarn
- ➔ Prof. Satish Kalra
- ➔ Dr. Ravidran
- ➔ Mr. Jerry Pinto
- ➔ Mr. John Menechary
- ➔ Dr. Swapan Garain

1.2.7. Communication : An Introduction to Audio - Visual Media.

- ➔ Dr. Anjali Monteiro & Dr. K. P. Jayasankar

1.2.8. Social Work Personnel: Training and Developing.

- ➔ Dr. N. Rustomfram
And Team

1.3.0. Social Work Practicum.

- * Prof. N. A. Gokarn and Dr. Philomena D'Souza
- ➔ Ms. Kalindi Muzumdar

2.1.1. Human Growth and Development.

- ➔ Ms. Rosamma Veedon
- * Dr. Nasreen Rustomfram
- * Prof. N. A. Gokarn

2.1.2. Family Social work.

- ➔ Dr. Murali Desai
- ➔ Ms. T S Adhikari
- * Dr. B. Devi Prasad
- * Dr. Ratna Verma

2.2.1. Social Policy and Planning.

- * Dr. Nasreen Rustomfram
- ➔ Prof. R. R. Singh

2.2.2. Social Development

- ➔ Rekha Memmen
- * Nancy Gaikwad
- * Dr. Vikash Pandey
- ◆ Dr. S. Acharya
- ◆ Ms. Vinalini Mathrani
- ◆ Prof. Misafir Singh
- ◆ Mr. AsutoshPradhan

2.2.3. Gandhian Approach to Development (Optional)

3.1.0. Interdisciplinary Bases

3.1.1. Sociology for Social Workers.

- ◆ Dr. Sharat Kumar
- * Dr. P. A. Abraham
- * Dr. Mery Alphonsa
- * Dr. A Kanitkar

3.1.3&4. Political Economy & Political Economy and Development.

- ➔ Dr. P. A. Abraham and
- ➔ Dr. Sharat Kumar
- * Dr. A. Kanitkar
- * Dr. Mery Alphonsa

4.0.0. Elective Content Optional Courses.

4.1. Counselling: Theory and Practice.

➔ Ms. Trupti Panchal

* Prof. L. Kashyap

* Dr. N. A. Gokarn

4.2. Disaster Management

➔ Dr. Maveen S. Pareira

➔ Dr. Janki Andharia

4.3. Gerontological work.

➔ Prof. Murali Desai

➔ Prof. Siva Raju

➔ Ms. Rosamma Veedon

➔ Dr. Gita shah

APPENDIX D**LIST OF INSTITUTIONS :****RESOURCE CENTRES FOR UPDATED CURRICULUM**

Tata Institute of Social Sciences, Mumbai

College of Social Work (Nirmala Niketan) , Mumbai

Department of Social Work, Sri Niketan

Department of Social Work, Delhi

Department of Social Work, Kalamssary

Department of Social Work, Vadodara

Department of Social Work, Tirupattur

APPENDIX E

LIST OF NAMES OF INDIVIDUALS :

FOCUS DISCUSSION

Prof. P. D. Kulkarni

Ms. Medha Patkar

Mr. Pradeep Prabhu

Prof. Saldanha

APPENDIX F**INFORMATION SENT TO ALL INSTITUTIONS OF SOCIAL WORK FOR FEEDBACK FROM HEADS AND FACULTY JOINTLY OR SEPARATELY.**

F1 Functions of Social Work

F2 Curriculum framework

F3 Course format

F4 Same as Fig.1, Table 1 & 2.

APPENDIX F1**Functions of Social Work Profession**

- Enhance peoples capacity to function in harmony with nature, fellow human beings and self to realize integration.
- Initiate and support action for social responsibility, redistribution of resources, facilitation of problem solving and conflict resolution, with a focus on sustainable development, social justice, gender justice and equity.
- Initiate and support work in crisis situations.
- Contribute to creation of knowledge and dissemination of information from practice base and to construct theory.
- ➔ Social work profession addresses all its functions through a participatory and an interdisciplinary approach.

APPENDIX F2**SOCIAL WORK PROFESSION - EDUCATIONAL PROGRAMMES**

Curricula Framework

All educational programmes are to meet the educational goals. To meet these goals, a framework may be employed to draw/build a curriculum. The curriculum framework for discussion here is to be viewed in three 'DOMAINS', and courses to form the elective content. The word domain here means, 'sphere of knowledge - be this cognitive, affective, behavioural and that for attitudinal change and value clarification. Three major domains are : The Core Domain: The Supportive Domain: The Interdisciplinary Domain: and the Elective Content. Each domain is to include knowledge and information, skills, attitudes and values.

The Core Domain: Social Work Profession Core is that which characterizes the Profession for its philosophy, ideology, practice, values and ethics. This domain may include:

Social Work Profession: Philosophy, ideology, ethics along with issues, and its concerns Social Work Intervention: strategies and Methods: The Practicum, Integrated Social Work Practice, Management of Human Service Programmes, Social Work Research, Awareness for Professional and Personal Growth.

The Supportive Domain: This is the one that is to aid, and provides a backup to or assists the core domain. It includes:

Human Growth and Behaviour, Society, structure and contemporary problems/concerns or issues: Social Policy and Planning, Legislation, Programmes- international, national, local: content, gaps. Organizations - government and voluntary: Development and different approaches to development: Education and training of social work personnel at various level. Field Instructions for social work education (optional).

The Interdisciplinary Domain: The Interdisciplinary Domain is the one that is to provide knowledge, information and skills that support the core domain. Herein, relevant theories, concepts and practices from other sciences may be included to name a few sciences: social, behavioural, humanities, management, environment, earth, genetics, demography, health and mental health .

The Electives Content: Elective content forms a cluster/stream of courses to enhance knowledge, skills and strengthen attitudes, to build on the core, based on the learner's interest or choice. These may add up to form specialisation or be across those offered as electives to suit the needs of local region. A few illustrations are listed here.

- Work with human life span and/or events, to acquire specific practice skills or work with special groups like children, youth, adults, elderly, families and women for developmental situation, prevention and/or therapeutic purposes..
- Work in the field of education like non-formal education for all age groups, continuing education, adult education, developing skills for livelihood.
- Special and normal educational institutions like schools and colleges.
- Work in special settings like custodial care settings.
- Work with special groups like unorganized labour, organized labour-children, women and adults.
- Work with differentially abled persons.
- Work with specific geographical location communities like: slums, urban, rural, tribal migrant and displaced, and those in disaster situation.
- Work with people for change through grass root organization/community.
- Work for policy, awareness, advocacy, new policy, policy-change, mechanism for implementation, work with management of service.

For all Elective Content details to include:

- Demographic details, Knowledge and Information of problem/concerns or issue or the life stage/event
- Nature of situation, arrangements for core needs satisfaction and enhancing life situations to meet life goals.

- Policy and gaps therein, nature of supportive work towards policy change, and plans, their programmes and gap.
- Plans, their programmes and gap
- Intervention methods, strategies - skills and techniques, situation, analysis, rapid appraisal, participatory programme management and new programme development and implementation. Nature of programme-immediate, short and long term-developmental, preventive and therapeutic work or work crisis situation, evaluation.
- Practice based research.

APPENDIX F3**FORMAT FOR COURSE CONTENT**

Course Outline :

Course Title :

Objectives (learners outcome) :

Course content modular or units (6 unit) :

With time/hours required

Mode of Assessment Examination, :

Class exercise, Projects, Paper.

Essential References :

Teaching Technology and Tools - Brief
note on their use and content used for

- Teaching faculty to check :

Objectives for knowledge, skills, values
and attitudes are clearly stated.

In methods courses an effort to separate
person skills and intervention methods -
strategies, and techniques is made.

Linkage with the other content is
to be stated briefly.