RANI CHANNAMMA UNIVERSITY, BELAGAVI

DEPARTMENT OF STUDIES IN SOCIAL WORK
UNDER THE SCHOOL OF SOCIAL SCIENCES

MASTER OF SOCIAL WORK (M.S.W)
CHOICE BASED CREDIT SYSTEM

COURSE STRUCTURE AND SYLLABUS

w.e.f

Academic Year 2016-17 and onwards

COURSE STRUCTURE

Semester-I

Paper No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./ week	Credits
		I.A.	Sem. Exam			
1.1	Social Work Profession – History, Philosophy and Ideologies	20	80	100	4	4
1.2	Social Science Perspectives for Social Work Practice	20	80	100	4	4
1.3	Human Growth and Development	20	80	100	4	4
1.4	Social Work Practice with Individuals and Families	20	80	100	4	4
1.5	Social Work Practice with Groups	20	80	100	4	4
1.6	Social Work Practicum-I (Orientation Visits and Concurrent Field Work)	20	80	100	16*	4
					Total	24

* In concurrent fieldwork programme, four hours of fieldwork is equated to one hour of theory class as it is conducted in the community setting and not in the University premises.

SEMESTER - I

Paper code: SW-1.1
Paper Title: **SOCIAL WORK PROFESSION – HISTORY, PHILOSOPHY, AND IDEOLOGIES**

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

Objectives:
1. Understand the history of evolution of social work profession, both in India and the West.
2. Develop insights into the origin and development of ideologies, approaches to social change.
3. Understand rationale, goals, ideals and ethics for social change.
4. Understand the perceptions of people and social problems, the status of benefactors and their motives.
5. Develop skills to understand contemporary reality in its historical context.
6. Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization of vulnerable groups.

Course Content:
UNIT I
Social Work: Meaning, Definition, Scope and Principles - Goals, values, functions/roles and process of social work - Interface between professional and voluntary social work.
Origin and Development of Social Work: Origin and Development of Organized / Scientific Charity in the U.K. - Origin and Development of Social Work in the U.S.A. - Efforts towards gaining a Professional status.
History of Social Work Profession in India: Beginning of social work education - Welfare versus developmental orientation in social work - Nature and levels of Social Work Education in India - Domains in Social Work Education (core domain, supportive domain, elective and interdisciplinary domain) - Social Work Practicum and importance of supervision in practicum.

UNIT II
History of Indian Ideologies for Social Change:
Ancient Period: Dravidian, Vedic, Charvaka, Buddhist, and Jain Ideologies - Medieval Period: Vedantic Ideology, Sikhism, Zoroastrianism and Islam in India; Mysticism of Bhakti and Sufi movements – Modern Period: Christianity in India - Hindu reform movements - Phule, Ambedkar and Periyar's Thoughts - Gandhian ideology and Sarvodaya movement - Ideology of Nationalism and excesses of nationalist movement - Ideology of the Indian Constitution - Ideology of voluntary organisations and voluntary action.

UNIT III
History of Western Ideologies for Social Change: Ancient Period: Greek Philosophy and Judeo-Christian ideologies; Medieval Period – Protestantism and Secular Humanism; - Modem Period: Rationalism and Welfarism - Liberalism and democracy - Utilitarianism and Social Darwinism - Socialism and human rights.

UNIT IV

Contemporary Ideologies for Social Change: Globalisation and Neoliberalism – Post-modernism - Multiculturalism - Ideology of action groups and social movements - Ideology of non-governmental organisations.

Role of state in providing social welfare services.

UNIT-V

Social Work Ethics: Concept and Philosophy of Ethics - Social work values - Ethical Responsibilities in social work - Ethical Decision Making and Dilemmas in Micro and Macro Social Work Practice - Spirituality and Social Work.

Models of Social Work - Overview of different methods of Social Work – Role of and status of Professional Associations - Interface between voluntary and professional social work - Emerging approaches to Social Work Practice (Critical Social Work, Feminist Social Work, Rights-based Social Work, Evidence-based Social Work, Strengths-based Social Work) - Career prospects and challenges for Trained Social Workers.

References:

1. Agarwal, M. M. 1998 — Ethics and Spirituality, Shimla: Indian Institute of Advanced Study

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

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

4. Brieland, Donald; Costin Lela B.; Atherton, Charles R. and Contributors 1975 — Contemporary Social Work - An Introduction to Social Work and Social Welfare, New York, McGraw-Hill Book Company.

5. Chatterjee, P. 1996 — Approaches to the Welfare State, Washington, D.C.: National Association of Social Workers.

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

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

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

9. Desai, M. 2002 — Ideologies and Social Work (Historical and Contemporary Analysis),Jaipur : Rawat Publication.

10. Diwakar, V. D. (Ed.) 1991 — Social Reform Movements in India: A Historical Perspective, Bombay: Popular Prakashan.

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

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

13. Friedlander, Walter A — Introduction to Social Welfare, New Delhi,

and. Apte, Robert Z. 1982	Prentice–Hall
14. Ganguli, B. N. 1973	Gandhi's Social Philosophy, Delhi: Vikas Publishing House.
15. Gore, M. S. 1993	The Social Context of Ideology: Ambedkar's Social and Political Thought, New Delhi: Sage.
16. Gore, M. S. 1965	Social Work and Social Work Education, Bombay, Asia Publishing House.
17. Jacob, K. K. (Ed.) 1994	Social Work Education in India -- Retrospect and Prospect Udaipur, Himansu Publications.
18. Joseph, Sherry (Ed.) 2000	Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.
19. Kappen,S.1994	Tradition Modernity Counterculture: An Asian Perspective, Bangalore: Visthar
20. Kothari, S. and Sethi, H. (Eds) 1991	Rethinking Human Rights, New Delhi: Lokayan.
21. Moorthy, M. V. 1974	Social Work - Philosophy, Methods and Fields, Dharwar, Karnatak University.
22. Panikkar, K. N. 1995	Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India, New Delhi: Tulika.
23. Stroup, H. H. 1960	Social Work - An Introduction to the Field, New Delhi, Eurasia Publishing House.
24. Tata Institute of Social Sciences Social Work Educators Forum (TISSSWEF) 1997	Declaration of Ethics for Professional Social Workers ,The Indian Journal of Social Work, 58(2), 335-341
25. University Grants Commission1980,1990	Review of Social Work Education in India: Retrospect and Prospect, New Delhi: UGC. Curriculum Development Centre's Report: New Delhi, University Grants Commission.
26. Wadia, A.R. 1968	History and Philosophy of Social Work in India, Bombay, Allied Publishers.

Journals/ Magazines:
1. The Indian Journal of Social Work, Bi-annual, TISS, Mumbai (Maharshra)
2. Perspectives in Social Work, College of Social Work, Nirmal Niketan, Mumbai (Maharshra)
3. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

Paper code: SW-1.2
Paper Title: SOCIAL SCIENCE PERSPECTIVES FOR SOCIAL WORK PRACTICE

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

Objectives:
1. Understand the concepts of social science and examine social phenomenon.
2. Develop skills to analyse Indian society and change.
3. Understand change and conflict.
4. Understand the system for economic order.
5. Develop skills for social analysis.
6. Understand the development and its impact.

Course Content
UINIT I
Sociology and its relationship to other disciplines: Meaning, scope and significance - Its relationship with other social sciences such as History, Economics, Politics, Psychology, Anthropology and Social work.
Society and Culture: Society as a system of relationship - Social Structure: Meaning, status and roles - Culture: Meaning and contents - Tradition, customs, values, norms, folklore and mores.
Indian Society: Composition of Indian Society: the concept of unity amidst diversity - Social classification in India: Tribal, rural and urban divisions - Social stratification in India: Meaning, caste, class divisions.
Socialisation: Meaning, process of socialisation - The development of self - Agencies of socialisation.

UINIT II
Social Groups, Social Institutions and Social Control - Meaning and types: Primary and Secondary groups, in-groups and out-groups, reference groups - Types of social institutions: Marriage, Family, Religion, State and Law.
Meaning and Functions of Social Control: Social Control exercised through the social institutions
Theories of Society: Significance of a theoretical understanding of society – Evolutionary, cyclical, conflict and systems theories.

UINIT III
Development - A Human Right Perspective: Social Ideals of Indian Constitution - Fundamental Rights - Human Rights.
Socio-economic order and comparative economic system: Capitalism, Socialism and Mixed economy, their features, merits and demerits - Marxian political economy.
Social Analysis: Significance of social analysis: A brief analysis of socio-economic, political and cultural systems - Inter-linkages in the Indian context.

UINIT IV
Under-development and its causes and Contemporary Development Dynamics: A historical overview with reference to developing countries of Asia, Africa and Latin America - North-south relations, world trades, Multinational corporations and their influences on Third World economics

- Trends and counter trends (Paradoxes) in the global, political, economic, military, ecological and socio-cultural spheres.

Theories of Economic Development, Globalisation and its impact on Developing Countries: Stages of growth theory - Structural internationalist theory.

Privatization, liberalization and structural adjustment programmes - Role of international financial institutions.

UNIT V

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

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

References:

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

2. Agrawal, A. N. and Lal Kundan 1989 — Economics and Development and Planning, Delhi, New Vikas Publishing House Private Limited

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

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

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

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

7. Deshpande, Srinivasan Narain. 1978 — Society Economy of Polity in India, Mumbai: University of Mumbai.

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

9. Jain, P. C. 1991 — Social Movements among Tribals, New Delhi, Rawat Publication.

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

11. Kingsley, David. 1969 — Human Society, New York.

12. Nagardra, S. P. 1994 — Development and Change, New Delhi: Concert Publishing Company.

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

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

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

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

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

18. Reddy, D. V. 1994	Development and New International Economic Order, New Delhi: Deep and Deep Publications.
19. Ross, Aileen D. 1961	The Hindu Family in its Urban Setting, Delhi: Oxford University Press.
20. Sharma, S. L. (Ed.) 1986	Development: Socio-Cultural Dimensions, Jaipur: Rawat Publications.
21. Srinivas, M. N. 1996	Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.

Journals/ Magazines:
1. Sociological Bulletin (Journal of the Indian Sociological Society).
2. Contribution to Indian Sociology.
3. Social change, Issues and Perspectives (Journal of the Council for Social Development).
4. Economic and Political Weekly, EPW Research Foundations, Mumbai.

Paper code: SW-1.3
Paper Title: HUMAN GROWTH AND DEVELOPMENT

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

Objectives:
1. Develop an overall understanding of the principles of growth; their relevance and application to behaviour at various phases in the life span.
2. Understand the twin roles of individual's heritage and environmental influences in growth and development.
3. 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.
4. Develop sensitivity towards needs, developmental tasks and health status along with need for developmental programmes for the same.
5. Apply the information of growth, development and health in social work practice in general and individuals, groups and communities in particular.

Course Content
UNIT I
Concept of Growth and Development: Meaning, Definition
Principles of growth and development - Methods of studying human behaviour, Role of heredity and environment - Social customs traditions, values in parenting and child rearing practices, deprivation and development during stages of life span. Understanding of the Indian concept of life span stages.
Life Span: Beginning of life - Human reproductive system; Fertilization and Foetal development - Delivery and pre-natal and post-natal care and their importance in development.

UNIT II
Developmental Stages and Milestones: Infancy, babyhood, childhood, puberty, adolescence -. Growth, hazards, lifestyle effects
Adulthood - Growth, personal and social adjustment, health, sexuality, vocational and marital adjustment.
Aging - Characteristics, hobbies, adjustment, physical and mental health, death, dying and bereavement.
Special focus is on psychosocial development, moral development, and personality development vis-a-vis the influence of the contexts of development., (The contexts here refers to gender, family, significant others, neighbourhood: peers, school, community, work place and other larger contexts like the society and culture. Emphasis is placed on the Indian context of development, variations from the normal patterns of development and views on the stages).

UNIT III
Theories of Human Development: A critical look at the theories of human development - Freud's psychosexual theory, Erikson's psychosocial theory, learning theories.

UNIT IV

Basic human needs: Physical, psychological and intellectual needs, stress - Coping and social support, Defense Mechanisms.

Motivation, frustration and conflicts - Emotions and emotional behaviour.

Personality: Definition, nature, types and assessment of personality.

Intelligence: Concept, levels of intelligence, influence of heredity and environment, assessment of intelligence.

UNIT V

Relevance of Psychology to social work practice across the stages of development, period specific needs, tasks and problems.

References:

1. Anastasi, Anne 1988	Psychological Testing, New York, Macmillan Publishing Company.
2. Baltes, P. B. (Ed.) (1978)	Life span Development and Behaviour. New York: Academic Press, Inc.
3. Bronfenbrenner, U. 1979	The Ecology of Human Development, Cambridge: Harvard University Press.
4. Chowdary, D. P. 1992	Aging and the Aged, New Delhi: Inter-India Publications.
5. Feldman Robert S 1997	Understanding Psychology, 4th Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
6. Gore, M. S. 1978	Changes in the Family and the Process of Socialisation In India, In Anthony, E. J. & Colette, C. (Eds.). The Child in his Family, Wiley, 365-374.
7. Gore, M. S. 1992	Aging and the Future of the Human Being, The Indian Journal of Social Work, 53 (2), 210-219.
8. Hurlock, Elizabeth B. 1978	Child Growth and Development, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
9. Hurlock, Elizabeth B. 1975	Developmental Psychology, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
10. Kail, R. V. and Cavanangh, J. C. 1996	Human Development, Pacific Grove, CA: Brooks/ Core Publishing Company.
11. Kakar, S. 1979	Indian Childhood, Cultural Ideals and Social Reality, Delhi: Oxford University Press.
12. Kakar, S. 1982	Identity and Adulthood, Delhi: Oxford University Press.
13. Kakar, S. 1970	Conflict and Choice - Indian Youth in a Changing Society, Bombay: Somaiya Publications.
14. Kakar, S. 1978	Images of the Life Cycle and Adulthood in India, In Anthony, E. J. and Colette, C. (Eds.) The Child in his Family, Wiley. 319-332.
15. Kaplan, P. S. 1988	The Human Odyssey: Life-Span Development, St.Paul, West Publishing Company.
16. Le francois, G. R. 1990	The Life Span, Third Edition, University of Alberta.
17. 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.
18. Maier, H. W. 1965	Three Theories of Child Development, N.Y.: Harper and Row Publishers.
19. Misra, G. (Ed.) 1990	Social Psychology in India, New Delhi: Sage Publications.
20. Rapoport, Rhona and Rapoport, Robert 1980	Growing through Life, Lifecycle Book, New York: Harper & Row Publishers.
21. Sharma, N. 1999	Adolescent Girl Child in India, News Bulletin of the Indian Council of Child Welfare.
22. Sheehy, G. 1976	Passages: Predictable Crisis of Adult Life, New York: Bantam Books.
23. Sige1man, C. K. and Shaffer, D. R. 1995	Life-Span Human Development, 2nd Edition, Pacific Grove, CA: Brooks Cole Pub1ishing Company.
24. Smolack, L. 1993	Adult Development, New Jersey: Prentice-Hall.
25. Sternberg, R. J. and Wagner, R. K. 1986	Practical Intelligence: Nature and Origin of Competence in Everyday World, London: Cambridge University Press.

Paper code: SW-1.4
Paper Title: SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

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

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

Course Content
UNIT I
Social case work: Meaning, Definitions, Objectives, scope, historical development.
Types of problems faced by Individuals and families; individual differences and needs.
Introduction of casework as a method of social work - Philosophical assumptions and values of casework.
Principles of case work: Individualization, acceptance, non-judgmental attitude, participation, relationship, effective communication of feeling, client self-determination, and confidentiality.

UNIT II
Components of social casework: The person, the problem, the place and the process.
Process in casework: Initial Contact, Study, Assessment, Intervention, Evaluation, Termination, and Follow-up.

UNIT III
Tools in Social Case Work: Interview, Home Visit, Observation, Listening, Communication and Rapport Building.
Techniques of Social Case Work: Supportive, Resource Enhancement and Counselling.
Records: Nature, purpose and principles of recording.

UNIT IV
Theories and approaches: Psycho-social approach, Functional approach, Problem-solving approach, Behavioural modification, Crisis Intervention, Family Intervention, Transactional analysis and Holistic approach.

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

Recent trends in Social Case Work; Presentation and discussion regarding certain case studies in Social Case Work.

References:

1. 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.

2. Banerjee, G. R. 1971   "Some Thoughts on Professional Self in Social Work", Indian Journal of Social Work, Mumbai:Tata Institute of Social Sciences.

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

4. Barba, J. G. 1991   Beyond Casework; London: Macmillan.

5. Bergh, M. V. 1995   Feminist Practice in the 21st Century, Washington: National Association of Social Workers.

6. Biestek, F. P. 1957   The Case Work Relationship, London, George Allen and Unwin.

7. Hamilton, G. 1946   Principles of Social Case Recording, New York, Columbia University Press.

8. Hamilton, G. 1950   Theory and Practice in Social Case Work, New York, Columbia University Press

9. Hartman, A. and Laird, J. 1983   Family Centered Social Work Practice, New York: The Free Press.

10. Hollis, Florence. 1964   Case Work - A Psychological Therapy, New York: Random House.

11. Joel Fisher. 1978   Effective Case Work Practice - An Eclectic Approach, New York: McGraw Hill.

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

13. Nursten, Jean. 1974   Process of Case Work, G.B: Pitman Publications.

14. Perlman, H. H. 1957   Social Case Work: A Problem Solving Process, Chicago. The University of Chicago Press.

15. Pippins, J. A. 1980   Developing Case Work Skills, California: Sage Publications.

16. Richmond, M. E. 1922   What is Social Case Work? An Introductory Description, New York: Sage Foundation.

17. Richmond, M. E. 1917   Social Diagnosis, New York, Free Press.

18. Sainsbury,Eric, 1970   Social Diagnosis in Case Work, London: Routledge and Kegan Paul.

19. Sena F. Fine and Paul H. Glass. 1996   The First Helping Interview Engaging the Client and building Trust, Sage Publication. '

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

Journals:

1. Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharshtra)
2. Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra)
3. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

Paper code: SW-1.5
Paper Title: SOCIAL WORK PRACTICE WITH GROUPS

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

Objectives:
1. Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention.
2. Gain knowledge about group formation and the use of a variety of group approaches.
3. 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.
4. Identify the various situations and settings where the method could be used, in the context of social realities of the country.

Course Content

UNIT I
Introduction and history of Group Work: Understanding of groups - Characteristics and significance of group - Definition of Social Group Work - Characteristics of Social Group Work - Purpose of Social Group Work; Historical evolution of group work with special emphasis on the Indian Context.
Type of Groups: Types and approaches based on objectives and purpose - Type of membership - Time duration - Social group work in different settings and analysis of group processes.

UNIT II
Theories of Social Group Work: Theories applicable to group work practice - Models in group work practice.
Values and Principles in group work and Characteristics of Group formation: Values in social group work- Principles in group work - Assumptions underlying social group work - Factors of group formation - Formulation of goals - Identification of problems for work.
Pre-group and Initial Phase: Planning model - Characteristics of pre group phase - Group structures - Facilitation skills and role of worker in pre-group and initial phase.

UNIT III
Group Processes and Group Dynamics: Importance of group processes - Typical patterns –
Processes in different type of groups - Worker's skills in identifying and understanding processes - Bond, sub-groups, role. Leadership - Isolation - Decision making - Conflict – Communication - Relationships.
Middle Phase and Use of Program: Characteristics of middle phase - Group structures - Group dynamics - Facilitation skills - Role of group workers - Comparison across phases - Concept and principles - Program planning - Skills in program planning

UNIT IV
Facilitation: Knowledge of skills and techniques for effective work with groups/problem solving.
Recordings in Group work: Importance of recording in social group work - Principles of recording - Recording structure - Types of recording.

UNIT V

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

Application of Group Work: Application in health settings, school settings, family welfare settings, industrial settings, women and child welfare settings.

References:

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

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

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

4. Davies, Bernard 1975 — The Use of Groups in Social Work Practice, London, Routledge and Kegan Paul.

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

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

7. Kemp, C. G. 1970 — Perspectives on the Group Process, Boston: Houghton Miffiin C.

8. Klein, A. F. 1970 — Social Work through Group Process: School of Social Welfare, Albany: State University of New York.

9. Konopka, G. 1963 — Social Group Work: A Helping Process, Englewood Cliff. N J: Prentice- Hall Inc.

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

11. Northen, H. 1969 — Social Work with Groups. New York: Columbia University Press.

12. Pepell, C.P. and Rothman, B. — Social Work with Groups, New York: The Haworth Press.

13. Siddiqui H.Y 2008 — Group Work Theories and Practice, Rawat Publications, Jaipur.

14. Sundel, M., Glasser, Sarri, R., and Vinter, R. 1985 — Individual Change through Small Groups, New York: The Free Press.

15. Tom, Douglas 1978 — Basic Group Work, London, Tavistock Publications Ltd.

16. Toselane, R. W. and Rivas, R. F. 1984 — An Introduction to Group Work Practice, New York: Macmillan Publishing Co.

17. Trecker, Harleigh B. 1970 — Social Group Work: Principles and Practice, New Work:Association Press.

18. Wilson, G. and Ryland, G. 1949 — Social Group Work Practice, Boston: Houghton Mifflin Co.

Code: SW-1.6
Title: SOCIAL WORK PRACTICUM – I
      (Orientation Visits and Concurrent Field Work)

Orientation Visits – There shall be a minimum of six orientation visits to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs. (Agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabi1itation etc.).
Soon after the completion of orientation visits, "Orientation to fields of social work", a student workshop, shall be conducted to share the orientation visit experiences and learning.

Structured Experience Laboratory - is a classroom activity, which provides opportunities through the games/activities, to 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 skil1s. These sessions have a specific objective of experiencing self, and applying /using self in practice. (Relationship skills, Communication skills etc., will be focused).

Concurrent Fieldwork - is a practice learning of two-days a week that provides ongoing learning opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent (16 hours), each week of the semester. The learners may be placed in agencies/community to initiate and participate in direct service delivery. Each student has to undertake two case studies. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. There shall be a minimum of eighteen concurrent filed visits in the first semester, beginning soon after the completion of the Orientation Visits and Orientation Classes.

References:
Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response.* Delhi: Kanishka.
Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.