

R.M.S.W.-I

The following are the subjects of semester Courses prescribed for the study of the M.S.W. full time two years Course.

SEMESTER-I

SR. NO	COURSE CODE	COURSE NAME	MARK		TOTAL MARKS	Credit	Duration of Examination
			EXTERNAL MARKS	INTERNAL MARKS			
1	MSW1C101	Philosophy , History and Ideologies Social Work	70	30	100	4	2:30 Hrs
2	MSW1C102	Methods of Social work - I	70	30	100	4	2:30 Hrs
3	MSW1C103	Methods of Social work - II	70	30	100	4	2:30 Hrs
4	MSW1C104	Work with Communities, Community Organization and Development	70	30	100	4	2:30 Hrs
5	MSW1C105	Management of Development and Welfare Services.	70	30	100	4	2:30 Hrs
6	MSW1C106	Field work- Agency visit (I) VIVA-VOCE = 50 MARKS (II) REPORT EVALUATION = 50 MARKS	-	-	100	4	-
					600		

(1) M.S.W. Part- I Semester – I :

- (i) Theory 500 Marks of five theory papers
- (ii) Field work 100 Marks to be obtained in the relevant components.

R.M.S.W.-7

NORMS FOR PASSING/STUDYTOUR /CAMP

- (1) It is compulsory to obtain a minimum 50% marks in each theory of courses & field work and dissertation separately.
- (2) Any student failing in field work shall have to repeat the field work and will have to reappear in all subject examinations. However, he/she entitled for a class.
- (3) However student failing in maximum of two theory papers of the relevant semester, will be allowed to seek admission by keeping fresh term to higher semester.
- (4) A candidate who has not cleared Semester-I in all respects shall not be admitted to semester-III and candidate who has not cleared semester-II in all respects will not be admitted to semester-IV.
- (5) The result of the 3rd semester will be declared after passing semester 1st – 2nd & the result of the semester- IV will be declared only after passing semester-III examination.
- (6) No class is will be awarded up to First-Three Semesters. Class is will be awarded after passing the final semester (i.e. Semester-IV). Marks of Semesters I to III will be carried forward to semester-IV. And a consolidated class shall be awarded accordingly to the respective rules.
- (7) A candidate failing in three/or more papers (Including field work) will have to Re-appear in the whole examination of the concerned semester.

M.S.W. SEMESTER-I

PAPER-1

PHILOSOPHY, HISTORY AND IDEOLOGES SOCIAL WORK

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 the History of Evolution of Social Work Profession, both in India and in the West.
- b. Develop insights into the origin and development of ideologies / approaches to social change.
- c. Understand rational, 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 one's own environment and explore one's assumptions, ideals and values to develop sensitivity to marginalization of vulnerable groups.

COURSE CONTENT :

Module No.	Module Title	Content
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

		<ul style="list-style-type: none"> • Interface between professional and voluntary social work.
2.	Indian History of Ideologies for Social Change	<ul style="list-style-type: none"> • Ancient period : Vedic, Vedantic and non-vedic ideologies Spirituality. • Medieval period : Zoroastrianism and Islam in India. Mysticism of Bhakti and Sufi movements, Sikhism • Modern period : Christianity in India. • Hindu reform movements. • Dalit movements, Gandhian ideology and Sarvodaya movement Nationalism. • Ideology of the Indian Constitution. • Ideology of Voluntary organizations and voluntary action.
3.	Western History of Ideologies for Social Changes	<ul style="list-style-type: none"> • Organised and Scientific Charity • Beginning of Social Work Education • Clinical Social Work. • Ecological Social Work. • Attributes of a profession. • Professionalisation of Social Work Education, knowledge and Professional Associations. • Goals, Values, Functions / roles and process of Social Work.
4.	Western History of Social Work Profession	<ul style="list-style-type: none"> • Medieval period : Judeo-Christian ideologies. Secular Humanism and Protestantism. • Modern period : Rationalism and Welfarism Liberalism and Democracy. Utilitarianism and Social Darwinism. Socialism and Human Rights. • Overview.

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 Prantice 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	Review of Social Work Education in India.
1980, 1990.	Retrospect and Prospect, new Delhi : UGC Curriculum Development Centers Report : New Delhi, University Grants Commission.
Woodrofe, K. 1962.	From Charity to Social Work, London : Rotledge and Kegan Paul.
Borgatta, E.F. (Ed.) 1992	Encyclopaedia of Socioloogy, New York : Macmillan.
The Culture Heritage	The Cultural Heritage of India (Vols. 1-6), Calcutta: The Ramkrishna 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 ad Political Weekly, Bulletin and Vikalp.	Humanscape, The Indian Journal of Social Work, Lokayan.

M.S.W. – SEMESTER – I
Paper-2

METHODS OF SOCIAL WORK- I

INTRODUCTION

This course aims to develop simple to complex skills of working with individuals and families in various situations like preventive, facilitative and developmental, crisis. 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 of is an outcome of an interactive process of teaching – learning for interventions : methods and strategic courses do not operate in isolation. Hence, the interlink ages between ideologies, skills and practice are drawn continuously.

OBJECTIVES

- a. Understand case work as a method of social work, and appreciate its place in social work practice.
- b. Understand the value 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 problems 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 work.

- g. Appreciate the importance of groups in the life of an individual
- h. Develop awareness about the specific characteristics of group work and its contributions as a method of social work intervention.
- i. Gain knowledge about group formation and the use of a variety of group approaches.
- j. 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.
- k. Begin to develop the skills of acceptance, sensitivity and a positive attitude towards different forms of behaviour manifested in group situations.
- l. Develop knowledge of the skills and techniques to be used by the social worker in groups.
- m. Develop a beginning awareness of the various programme media and skills of programme planning.
- n. Identify the various situations and settings where the method could be used, in the context of social realities of the country.
- o. Develop capacity for beginning self-awareness of one's own behaviour in the training group.
- p. Begin and develop commitment to the values of democratic processes in group life.

Module No.	Module Title	Content
A 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
2	Principles	<ul style="list-style-type: none"> • Principles of case work

3	Process in case work	• Case work process: Study, assessment, intervention, termination and evaluation.
4	Theories and approaches	• Understanding the client systems: theories and approaches
5	Tools for Help	Case work tools: Observation, listening, Interview, Home visit, communication skills, report building, recording.
5.1	Techniques	• Techniques of case work : supportive, resource enhancement and counseling.
6.	Self as a professional social worker	• Professional self :Conflicts and dilemmas in working with individuals and families

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 21 st Century, Washington : national Association of Social Workers.
Hollis, Florence, 1964	Case Work – A Psychological Theory, new York : Random House (Chapter V & VI).
Hollis, Florence,	Case Work – Psychosocial Therapy, New York : Random

1964	House
Joel Fisher, 1978	Effective Case Work Practice – An electric approach, New York : Mcgraw Hill.
Nursten, Jean, 1974	Process of Case Work, G.B.: Pitman Pushing.
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.
Sainbury, 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.

M.S.W. – SEMESTER – I
Paper-3
METHOD OF SOCIAL WORK-II
WORKING WITH GROUPS / GROUP WORK

Introduction

The 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.

The course outline is an outcome of an interactive process of teaching-learning for more than half a decade by about seven faculties. 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 and 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 skills of 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. Inculcating 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. Inculcating a beginning of 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
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.. • Purposes of Social Group Work. • Historical evolution of group work with special emphasis on the Indian Context.
1.1	Theories of Social Group Work	<ul style="list-style-type: none"> • Theories applicable to group work practice • Models in group work practice.
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
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 group 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

		<ul style="list-style-type: none"> • Group structures • Facilitation skills and role of worker in pre-groups initial phase.
5.	Group processes	<ul style="list-style-type: none"> • Importance of group processes • Typical patterns • Processes in different type of groups • Worker skills in identifying and understanding processes • Bond, sub-groups, role • Leadership • Isolation • Decision making • Contagion • Conflict • Communication • Relationships
6.	Middle Phase And Use of programme	<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 • Programme planning • Skills in programme planning
7.	Facilitation	<ul style="list-style-type: none"> • Knowledge of skills and techniques for effective work with groups / problem solving
8.	Recording in Group Work	<ul style="list-style-type: none"> • Importance of recording in social group work • Principles of recording • Recording structure • Types of recording
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

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 Intervention, 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 Processes, 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.

Note :

As this course is an initiation to work with groups for students of the first year M.S.W. Programme (who going with various backgrounds) the right balancing between theoretical content, understanding of group processes on the one hand and providing initial skills in group work on the other, has been a constant challenge for the teachers. It is suggested that the course is best conducted in a unit or modular form of approximately four hours each, where small exercises and class assignments are woven into each other. This allows the student to see group processes unfold as well as get a ' First hands ' experiences of handling groups.

Wilson, D. R. (1970)	Social Group Work Practice Boston: Heath Co.
Tracy, H. (1970)	Social Group Work: Principles and Practice New York: Association Press.
Tracy, H. (1974)	An Introduction to Group Work Practice New York: Macmillan Education Co.
Tracy, H. (1983)	Small Group Work: Through Small Groups New York: The Free Press.
Tracy, H. (1985)	Social Work with Groups New York: The Haworth Press.
Tracy, H. (1987)	The Non-Violent Method in Working with Groups.
Schwarz, R. (1988)	Education: Council on Social Work and Teaching's Methods Course in Social Work with Groups, Alexandria.
Tracy, H. (1988)	Social Group Work: A Helping Process Englewood Cliffs, NJ: Prentice Hall, Inc.
Klein, A. F. (1970)	Social Work Through Group Process School of Social Welfare, State University of New York.
Kelly, C. G. (1971)	Perspectives on the Group Process Boston: Heath Co.
Tracy, H. (1987)	Contemporary Group Work New York: Prentice Hall, Inc.

M.S.W - SEMESTER –I

PAPER-4

**WORK WITH COMMUNITIES, COMMUNITY
ORGANIZATION, DEVELOPMENT**

INTRODUCTION

Community organization / 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 marginalization, 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 begin 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 organization 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 organization practice.
- b. Enhance critical understanding of the models and strategies for community organization 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 in a civil society.

Course Content :

Module No.	Module Title	Content
1	Community Organisation Practice	<ul style="list-style-type: none"> • Social work within Community work • Understanding Human Rights in Community Organisation Practice.
2	Power	<ul style="list-style-type: none"> • Concept of Power • The range of perspectives • Dimensions of Power relevant to Community Organization.
3	Empowerment	<ul style="list-style-type: none"> • Concept of Empowerment • Barriers to Process and Cycle of Empowerment.
4	Gender and Empowerment	<ul style="list-style-type: none"> • Gender Sensitive Community Organization Practice • Feminist Principles
5	Models and strategies of Community Organization	<ul style="list-style-type: none"> • Locality Development Model • Social Planning Model • Social Action Model • Selection methods, Public interest Mobilization, Litigation, Protests and Demonstrations, Dealing with Authorities, Public Relations, Planning, Monitoring and Evaluation • Roles in different models attributes and attitude
5.1		<ul style="list-style-type: none"> • Saul Alinsky Model • Women-Centered Model
5.2		<ul style="list-style-type: none"> • Critique of Models and Reformulation of Models
5.3	Community Organisation 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 one's own attitudes.
5.4	Strategy and Roles	<ul style="list-style-type: none"> • Unionization as a Strategy

		<ul style="list-style-type: none"> • Advocacy in Community Organisation
6	Current Debates in Community Organisation Practice	<ul style="list-style-type: none"> • Emerging Issues • Impact of Macro Policies

Notes :

- The content for these methods are 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 begin 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 remain just a theoretical input.
- 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.

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 organization for Social Welfare, Chicago :University of Chicago Press.
Murphy, C.G. 1954	Community Organisation Practice, Boston : Houghton Mifflin Co.
National Conference on Welfare, 1961	Community Organisation, paper presented at the Social 88 th Annual Foorum of the national Conference on Social Welfare, new York :

	Columbia University Press
Patnaik, U. and M. 1985.	Chains of Servitude, Bondage and Slavery in Dingwaney, India. Madras : Sangam Books 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.
Sussaman, 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 : L 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, U.K. 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.

1977	Association for...
1977	Yeh: The Harcourt Press Co.
1976	Well, M. Ed. 1976
1965	Warner, R.L. 1965
1982	Voluck, H. et al. 1982
1982	Thompson, A. 1982
1979	Thompson, M.E. 1979
1997	Shapiro, H.V. 1997
1983	Fraser, M. 1983
1972	Community Organization: Theory, Principles and Practice, New York: Harper and Row
1972	Community Organization: Theory, Principles and Practice, Harper & Row
1979	Working with Communities: an introduction to community work, New Delhi: Lokayan Publications
1997	Working with Communities: an introduction to community work, New Delhi: Lokayan Publications
1987	Fraser, M. 1987
1982	Thompson, M.E. 1982
1982	Voluck, H. et al. 1982
1965	Warner, R.L. 1965
1976	Well, M. Ed. 1976
1977	Association for...

Community Development Journal: An International Forum, LK, Oxford
 Community Press Development and Change, Harrow Blackwell Publishers
 Social Action: A quarterly Review of Social Trends and Social Action Trust
 Delhi Seminar, New Delhi

M.S.W. – SEMESTER-I
PAPER-5
MANAGEMENT OF DEVELOPMENTAL AND WELFARE
SERVICES

INTRODUCTION

The course aims to develop management competencies to function in organizations, participate as a team member and understand the role of a social worker as a programmers' 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 the 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
1	Social Services	Development and Welfare Organization's response to societal needs; role of state, voluntary and corporate

		sector.
2	Management services	<ul style="list-style-type: none"> • Types of setting, organizational characteristics like origin, nature, size, structure, and design; organizational climate and impact socio-political environment, impact. • Management Process: <ul style="list-style-type: none"> Vision of planning, Organizing, directing staffing, cooperation, evaluation. • Establishment, 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
3	Programme Development	<ul style="list-style-type: none"> • Programme management : long term, short term, and documentation: • Project proposals based on needs the nature resources, evaluation and research • Qualitative and quantitative Impact analysis
4	Public Relation	<ul style="list-style-type: none"> • Public relations need and its promotion by all in the organisation. Representing the organization, networking, in public, corporate and voluntary

		sector. Resource building, accountability, transparency, social Avidity, use of Media for publicity.
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 Climate	<ul style="list-style-type: none"> • Understanding conflict, conflict resolution, creating positive climate

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.

REFERENCE

Choudhari, D. Paul 1983	Social Welfare Administrtion, Delhi : Atma Ram and Sons.
Garain, S. 1998.	Organizational Effectiveness of NGOs, Jasipur; University Book House.
Garain, S.	Towards a measure of perceived organizational effectiveness in non-government organization, Mumbai : Indian Journal of Social Work, 54(2), 251-279.
Goel, S.L. and Jain, R.K. 1988	Social Welfare Administrtive : 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	Director of Funding Organizations, Delhi : Information and New Network.
Lauffer, A. 1977	Getting the Resources you Need, New Delhi : Sage Publications.
Luaffer, A. 1997	Understanding your social Agency, London: Sage Publications.
Luthans, Fred. 1990. eighth edition	Organisational Bhaviour Boston, Irwin McGraw Hill.
PRIA, 1990 a	Manual 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 Publication.
Slavin, S. (ed.) 1978.	Social Administration, New York : The Haworth Press.
Weiner, M. 1982.	Human Service Management, Illinois : The Dorsey Press.

M.S.W. Semeste-1
Paper-6
Field Work-Agency Visit

Introduction

The dimension of field work is an essential factor in the realm of social work. Before, starting field work in the training has to know all the fundamentals of field work.

Therefore, the student taking admission in sem I, has to know the all details of field work. This also covers the problems and points of field work. Therefore it is essential that it must a part of the syllabus of social work. Hence, as that matters are included in the syllabus of social works. And accordingly a hire and when the agency visit is to be taken, the details of this is mentioned below.

(1) Government Organizations.

(A) Social Security Officer's Office.

(B) Special Home for Boys.

(C) Special Home for Girls.

(D) Special Home for Crippled.

(E) Home for mentally Retardation Children.

(F) Prevention Centre for Children Crime.

(G) Beggars Home.

(H) State Shelter Home.

(I) Visit the office of the Social Security officer to find out about the protective plans and schemes.

(J) To Visit Crèche.

(II) Visit the office of the Social Welfare and Knowing the functions of office.

(III) Visit the office of the District Health officer's office and find out the work and functions of office.

(IV) Visit the office of integrated child development project officer to know. The schemes of it.

(2) Semi Government Organisation

1. Women Development Centre

2. The Orphanage , If any

3. Visit to Social Security and Social Welfare Activities run by Government Grants.

4. To visit of the District Labor Commissioner's office and Knowing about their work plans.

5. To visit District Legal Services Autheting Board and Knowing about it work.
- 6.In the civil Hospital visit to counselor and psychiatrist and knowing about their work style.
7. Visit health Centre and know about Activities of child rearing

(3) Non Government organization

1. Orphan Age
- 2.Old Age Home
- 3.AIDS Projects
- 4.Organizations for working with Children.
- 5.Organization for working with Village development.
- 6.Organization for working with women development
- 7.Organizations working for the Under privillaged and disadvantaged people.

Above mentioned places are recommended for agency visit. and, a part from these if there are appropriate institution they may be included, and the training is to be provided accordingly.