

University of Mumbai



No.AAMS(UG/ 41 of 2021-22
Mumbai-400 032
4th September, 2021

To,
The Principal,
College of Social Work,
Nirmala Niketan,
38, New Marine Line,
Mumbai -400 020

Sir/Madam,

I am to invited your attention to this office circular No.UG/41 Of 2016-17 dated 5th August,2016 regarding syllabus relating to the Master of Social Work. In this connection, I am to informed you that the recommendation made by Ad-hoc Board of Studies in Social Work at its online meeting held on 17th December, 2020 vide item No.1 and subsequently passed by the Board of Deans at its meeting held on 27th January, 2021 vide item No. 8.1 have by the Academic Council at its meeting held on 23rd February, 2021 vide item No.8.1 (R) and that in accordance therewith, the revised syllabus as per the (CBCS) for the Master of Social Work (Sem. I & II) has been brought into force with effect from the academic year 2021 -22 accordingly. (The same is available on the University's website www.mu.ac.in).

Yours faithfully,

(Dr. B.N. Gaikwad)
I/c REGISTRAR

A.C/8.1 / 23/02/2021

No. AAMS(UG)/41 -A of 2021

MUMBAI-400 032

4th September, 2021

Copy forwarded with Compliments for information to:-

- 1) The Dean, Faculty of Humanities,
- 2) The Chairman, Ad-hoc Board of Studies in Social Work,
- 3) The Director, Board of Examinations and Evaluation.
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre.

(Dr. B. . Gaikwad)
I/c REGISTRAR.

Copy to :-

- 1. The Deputy Registrar, Academic Authorities Meetings and Services (AAMS),**
- 2. The Deputy Registrar, College Affiliations & Development Department (CAD),**
- 3. The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Department (AEM),**
- 4. The Deputy Registrar, Research Administration & Promotion Cell (RAPC),**
- 5. The Deputy Registrar, Executive Authorities Section (EA),**
- 6. The Deputy Registrar, PRO, Fort, (Publication Section),**
- 7. The Deputy Registrar, (Special Cell),**
- 8. The Deputy Registrar, Fort/ Vidyanagari Administration Department (FAD) (VAD), Record Section,**
- 9. The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari,**

They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that on separate Action Taken Report will be sent in this connection.

- 1. P.A to Hon'ble Vice-Chancellor,**
- 2. P.A Pro-Vice-Chancellor,**
- 3. P.A to Registrar,**
- 4. All Deans of all Faculties,**
- 5. P.A to Finance & Account Officers, (F.& A.O),**
- 6. P.A to Director, Board of Examinations and Evaluation,**
- 7. P.A to Director, Innovation, Incubation and Linkages,**
- 8. P.A to Director, Board of Lifelong Learning and Extension (BLLE),**
- 9. The Director, Dept. of Information and Communication Technology (DICT) (CCF & UCC), Vidyanagari,**
- 10. The Director of Board of Student Development,**
- 11. The Director, Department of Students Welfare (DSD),**
- 12. All Deputy Registrar, Examination House,**
- 13. The Deputy Registrars, Finance & Accounts Section,**
- 14. The Assistant Registrar, Administrative sub-Campus Thane,**
- 15. The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan,**
- 16. The Assistant Registrar, Ratnagiri sub-centre, Ratnagiri,**
- 17. The Assistant Registrar, Constituent Colleges Unit,**
- 18. BUCTU,**
- 19. The Receptionist,**
- 20. The Telephone Operator,**
- 21. The Secretary MUASA**

for information.

UNIVERSITY OF MUMBAI**Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	Master of Social Work (CBCS)
2	Eligibility for Admission	Any Graduate (Entrance Test)
3	Passing Marks	Minimum 40%
4	Ordinances / Regulations (if any)	University of Mumbai Ordinances applicable
5	No. of Years / Semesters	2 Years (Four Semesters)
6	Level	P.G.
7	Pattern	Semester
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year 2021-2022

Name & Signature of BOS Chairperson:

(Dr. Balaji Kendre)

Name & Signature of Dean:

UNIVERSITY OF MUMBAI



Revised Syllabus for Master of Social Work

(Semester I and II)

(As per Choice Based Credit System to be implemented with
effect from the academic year 2021–2022)

Master of Social Work

Introduction

The University of Mumbai, Mumbai announced Master of Social Work programme based on Choice Based Credit System from the academic year 2016-17 at Vidyangri Kalina Campus and Ratnagiri sub Centre. Master of Social Work (MSW) is a two year programme consisting of four semesters with several course options in the third and fourth semester. The Syllabus is devised into Core and Elective Courses with four and two credits respectively for each course. Core courses are compulsory for all the students in a given Semester and the Elective courses are optional as specified for each Semester.

ABOUT THE MSW PROGRAMME

The university provides a generic course of studies at the MSW level. The Choice Based Credit System (CBCS) is followed. The curriculum is carefully designed to ensure that the student has a broad base of the necessary knowledge, skills and attitudes to function in diverse field of Social Work settings. Despite being generic, the course also encourages the students to deepen their interest in certain specific areas through the type of fieldwork selected, research study undertaken, term paper topic chosen and optional subjects selected as electives. Full time and visiting faculties will teach courses (papers) according to their specialisations. The curriculum consists of relevant aspects of both theory and field work to help students enhance their practical understanding of social work practice. Theoretical perspectives provided in the programmes hope to achieve the following objectives:

Programme Educational Objectives (PEO)

- ❖ Acquire knowledge of the functioning of individuals and groups in social systems, the interrelationships between them and the manner in which they promote or impede a healthy social functioning
- ❖ Obtain knowledge from other disciplines which contribute to the understanding of persons in the bio-psycho-social matrix

- ❖ Develop professional capacity for identification of issues and problems violating the human rights of groups and communities and design effective responses for affecting a meaningful change in their situation
- ❖ Attain the capacity to select and order priorities, to plan, to make realistic goals, and select appropriate strategies to fulfill the goals,
- ❖ Develop skills in the utilization of social work intervention methods and adopt ethical practices using the principles of the profession while working with individuals and families, groups and communities.

Programme Outcomes (PO)

- ◆ To help students to develop understanding on various socio-economic issues and role of social work practice in different situations
- ◆ To help students develop knowledge, skills and attitude to the practice of social work profession
- ◆ To develop student understanding on professional social work practice and train them to practice it in the domain of social work.
- ◆ To enable students develop creative thinking and ability to apply theoretical knowledge in the practice of social work
- ◆ To facilitate interdisciplinary approach for better understanding social work practice
- ◆ To develop students understanding theoretically and practically on various methods of social work practice
- ◆ To develop students ability to practice integrated approach to practice social work methods in deferent situation
- ◆ To help students to develop their understating in evidence based practice to solve the various emerging challenges in the society

- ◆ To enable students to understand various governmental policies, schemes and programmes for the development of the society.
- ◆ To enable students to understand national-international social concerns and strategies applied by various social work practioner solve them across the countries

FIELD WORK

Field Work is an integral part of the programme of training in social work. It comprises learning professional social work practice under the guidance of trained field instructors in selected Government and Non- Government organizations. It enables the student to see the applicability of theoretical knowledge taught in the classroom to actual situations requiring social work intervention. It is both goal-oriented to solve a particular problem to which the student addresses his / her activities and learner-centred in relation to his / her particular interest areas and aptitudes. Field work has the dual purpose of promoting the student's own learning while contributing to the development of the people with whom he / she works, especially the disadvantaged sections of our society. Practical experience in fieldwork aims at the following objectives:

- ✦ Provide opportunity for the integration of classroom learning and field practice and vice-versa (feedback mechanism for both class and field),
- ✦ Develop skills through learning how to utilize the knowledge learnt in the classroom for analysis of problems affecting the target groups and selection of the appropriate means for problem-solving,
- ✦ Cultivate attitudes, values and commitments of the profession relevant to working with the most disadvantaged sections of society,
- ✦ Develop awareness of self and the way in which student's behaviour is affected by past experiences and cultural factors, and the way in which these affect the perceptions of their response to others.

Students will be required to maintain regular recordings of the fieldwork done during the course of their study. All students are required to dress appropriately, giving due respect to the socio-cultural practices of the people whom they work with while at fieldwork. For field work students will be placed at various Agencies in urban, rural and tribal areas. A few Tribal, Nomadic Tribal

and Urban Slums will be selected for field action project by the Programme where student have to regularly contribute for the development of the Communities.

The Revised Syllabus for Master of Social work Part-I semester 1 and 2 is given below

MSW Semester I Revised syllabus: Core Courses

Sr.No	Subject code	Course title	Units	No of credits
1	C-101	History, Philosophy and Practice of Social Work	04	04
2	C-102	Work with Individuals and Families	04	04
3	C-103	Community Organization	04	04
4	C-104	Social Welfare Administration	04	04
5	C-105	Introduction to Social Sciences -1 A) Introduction to Sociology B) Introduction to Human Behavior and Growth	2+2=4	04
6	C-106	Field work(Practical Component Related To Core Subjects)	180 Hours	04
	Total	06	=	24

MSW Semester II Revised syllabus: Core Courses

Sr. No	Subject code	Course title	Units	No of credits
1	C-201	Social Work with Group	04	04
2	C-202	Social Work Research	04	04
3	C-203	Social Action and Social Movements	04	04
4	C-204	Social Policy and Development Planning	04	04
5	C-205	Introduction to Social Sciences –II A-Politics and B-Economics	2+2=4	04
6	C-206	Field work(Practical Component Related To Core Subjects)	180Hours	04
	Total	06	=	24

Detail Summery of the Courses and pattern

Total Courses: 12 (Semester –I and II)

Core Courses: 12 (Semester –I and II)

Total Credits: 48 (12 X 04 = 48) Sem-I and Sem-II

Scheme of Examination: 60 Marks Semester End Exam (02 Hours)

40 Marks Internal Assessment (Continued)

University exam Pattern (60 Marks): 03 Broad questions of 15 marks with internal choice and one question (Short Notes) of 15 marks in which four short notes will be asked and two need to be answered (7.5 marks) for each.

There shall be 04 teaching hours in a week for each course of 100 marks paper and 15 weeks in one semester.

Internal 40 marks shall be divided into three criteria's such as 20 marks for written exam, 10 marks for assignment and 10 marks for class participation/conduct. The assessment for field work component shall be 60 marks for internal assessment and 40 marks for external assessment by conducting viva-voce at alternate semester i.e. semester 2 and semester 4. Date, time and Panel for viva shall be decided by the Head of the Department for each course. Viva Committee shall consist of Head-Chairperson, Class Teacher -convener and one teacher from the department. However, minimum two teachers can form the quorum of committee in which head or his nominee shall be mandatory.

*The instructions for Field work component are separately given under the course content

HISTORY, PHILOSOPHY AND PRACTICE OF SOCIAL WORK (4 CREDITS)

Subject Code: C-101

Course Rational:

This course introduces to the students basics of human life and its history, philosophy and practices of social work in different period and context. Students will be assessed on these critical grounds.

Course Objectives: Enable students to

- To understand the historical development of social work profession in India and other countries
- To understand values and ethics in the practice of the Social Work Profession, and recognize the importance of internalizing them.
- To develop the ability to intervene in ways that are in consonance with the Code of Ethics of social work practice
- To understand the challenges emerging at local and global levels, and the relevance of social work practice in different contexts

Course Outcomes

- Recognition of values and ethics of social work profession
- The students would be able to recognize areas of ethical dilemmas in the field and make ethical decisions in the area of social work practice
- The student will develop an understanding of the various philosophers, both Indian and others who have influenced the thinking and practice of social work

Unit No.	Title of the Unit	Sub-units
I	Introduction to Social Work as a Profession	a) Attributes of a profession and social work as a profession b) Concept, definition, goals and objectives of social work as a profession c) Meaning & significance of social work history and philosophy d) Philosophical values and principles of social work profession. e) History of social welfare and development of social work in UK, USA and India f) Methods of practice in social work g) Social Vision of Modern Social Reformers: Mahatma Phule & Savitribai Phule, Dr. B.R. Ambedkar, Swami Vivekanand, Mahatma Gandhi, Periyar Ramasami, Pandita Ramabai, Tarabai Shinde
II	Western Social Philosophies, Theories of Ethics and Ethical Issues in Social Work	a) Marxian Social Philosophy: Dialectic Materialism, Historical Materialism, Class Struggle and Establishment of Classless Society b) Secular Humanism, Post Modernism and Cultural relativism. c) Lawrence Kohlberg's Stages of Moral Development d) Ethical Egoism, Utilitarianism, Kantian Ethics and Virtue Ethic e) Importance and functions of code of ethics for social workers f) Best Ethical Practices with reference to responsibilities towards Self, Society, Co-workers, Profession, People in need, Employing Organizations and Social Research
III	Changing Context of Social Work Practice	a) Human rights perspective in social work b) The generalist and specialist approach to practice. c) Radical, feminist and post- modern perspectives of social work d) Similarities and differences between radical social work and critical social work e) Changing nature of social work profession
IV	International Social Work	a) Meaning, scope, definition and objectives of international social work b) Global issues challenge and social work response c) Integrated approach to social work practice and rights based social work practice d) Emerging perspectives and trends of social work practice e) Multiculturalism in social work practice

Reading List

- Banks, S. (2009) 'Professional Values and Accountabilities', in Adams, R., Dominelli, L., Payne, M. (eds) *Critical Practice in Social Work*, 2nd edn, pp. 32–42. London: Palgrave Macmillan.
- Banks, S. (2012) *Ethics and Values in Social Work*, 4th edn. London: Palgrave Macmillan.
- Bastiaan Wielenga (1984) *Introduction to Marxism*, Centre for Social Action, Bangalore.
- Cox, D.R., Pawar, M. (2013) *International Social Work: Issues, Strategies and Programmes*. London: SAGE.
- Cree, V. (2009) 'The Changing Nature of Social Work', in Adams, R., Dominelli, L., Payne, M. (eds) *Social Work: Themes, Issues and Critical Debates*, 3rd edn, pp. 20–9. London: Palgrave Macmillan.
- Horner, N. (2012) *What is Social Work?* 3rd edn. London: SAGE.
- Hugman, R. (2010) *Understanding International Social Work: A Critical Analysis*. London: Palgrave Macmillan.
- Joseph Josantony, Fernandes Gracy (2006) *An Enquiry into Ethical Dilemmas in Social*
- Parton, N. (2009) 'Postmodern and Constructionist Approaches to Social Work', in Adams, R., Dominelli, L., Payne, M. (eds) *Practicing Social Work in a Complex World*, 2nd edn, pp. 220–30. London: Palgrave Macmillan.
- Payne, M. (2005) *The Origins of Social Work*. London: Palgrave Macmillan.
- Payne, M. (eds) *Practicing Social Work in a Complex World*, 2nd edn, pp. 15–32. London: Palgrave Macmillan.
- Wadia, A. R. (Ed.) (1961) *History and Philosophy of Social Work in India*, Bombay: II Allied Publisher Private Ltd.

Suggested Readings

- Agarwal, M. M. (1998) *Ethics and Spirituality*, Shimla: Indian Institute of Advanced Study
- Charles, Guzzetta, Katz Arthur J. and English Richard A. (1984) *Education for Social Work Practice, Selected International Models*, New York: Council on Social Work Education
- Desai, Murali 2002 *Ideologies and Social Work: Historical and Contemporary Analyze*, Jaipur, Rawat Publications
- Gore, M. S. (1993) *The Social Context of Ideology, Ambedkar's Social and Political Thought*, New Delhi: Sage Publication
- Karen K. Kirst – Ashman (2003) *Introduction to Social Work and Social Welfare*, Thomson Learning INC CA – USA.
- Malcom Payne (1996) *What is Professional Social Work*, Venture Press, Birmingham.

- Miley, K.K., O'Melia, M., & DuBois, B.L.1998 Generalist Social Work Practice: An Empowering Approach.Boston: Allyn & Bacon.
- Terry Mizrahi, Larry E. Davis (2008) Encyclopedia of Social Work (20th Edition), Oxford University Press, New York.
- Upadhay Ashok K (1999 John Rawls – Concept of Justice, Rawat Publications, Jaipur.
- Woodrofe, K. (1962) From Charity to Social Work. London: Routledge and Kegan Paul.

WORKING WITH INDIVIDUALS AND FAMILIES (4 CREDITS)

Subject Code: C-102

Course Rational:

Course Objectives: Enable students to

- Acquire knowledge of work with individuals and families as a method in social work practice
- Acquire knowledge of different intervention models and develop skills to utilize them selectively
- Enable students to develop self-awareness in the process of acquiring professional competence while working with individuals and families

Course Outcome

- Students will have gained knowledge of the existing social work practices in casework method
- Students will have developed skills in assessment, diagnosis and treatment, using different modes of interventions and techniques in different social work settings
- Students would have raised levels of self-awareness required in the practice of work with individuals and families

Unit No.	Title of the Unit	Content
I	Historical development of Casework	a) Evolution of the casework method b) Definitions of casework, core values, principles and underlying assumptions of work with Individuals and families c) Components of casework: person, problem, place and process d) Understanding the family system in India: stages of the family
II	Process and Skills in Casework	a) Process: Intake, Assessment, diagnosis and treatment b) Tools: Types of interviews, home-visits c) Recording: Use of records, types: Process/Summary/ Block d) Use of relationships: empathy, transference, counter-transference e) Communication skills
III	Models of Intervention	a) Crisis Intervention Model b) Planned Short Term Model c) Task Centred Model d) Integrative Intervention Model e) Evidence Based Practice Model f) Strengths based Model
IV	Intervention Techniques in Different Social Work Settings	a) Techniques: Supportive techniques; reflective techniques; Logical discussion, Environmental modification b) Intervention with people with disability; people affected and infected by HIV, Chronically and terminally ill patients c) Women/ children facing abuse, violence in families, adoption settings d) Correctional centers, mental health and rehabilitation institutes e) Conflict situations, disaster rehabilitation centers

Reading List

- Coulshed, Veronica.(1988). Social work Practice. Basicstroke:Macmillan
- Hamilton, Gordon (1970) The New York School of Social Work : Theory and Practice of Social Case Work, New York and London : Columbia University Press
- Hepworth, Dean.H., Rooney, Ronald, H., & Larson, Jo Ann. (2002). Direct Social Work Practice.Theory and Skills. USA: Brooks/Cole Publishing House
- Hollis, Florence and Woods, Mary E. (1981) Casework – A Psychoisoical Therapy, New York : Fandom House
- Mathew Grace (1992) An Introduction to Social Case Work, Bombay : Tata Institute of Social Sciences
- Parad, H.J.(ed).(1965). Crisis Intervention: Selected Readings. New York: Family Service Association of America
- Payne, M.(1991). Modern Social Work Theory: A Critical Introduction. Chicago IL: Lyceum. Reid,W.,& Shyne, A.(1969). Brief and Extended Casework. New York: Columbia University Press.
- Shulman,L.(1992). The Skills of Helping Individuals , Families and Groups. Boston: BostonUniversity Press
- Skidmore, Rex, Thackeray, Milton, O. Wiliam, Farley (1983) Introduction to Social Work, New Jersey: PrenticeHall
- Upadhyay, R. K.(2003). Social Casework: A Therapeutic Approach. New Delhi, India: Rawat Publications

Suggested Readings

- Pearlman, H.H. 1957 Social Casework: A Problem Solving Process.Chicago: The University of Chicago Press.
- Pippins, J.A. 1980 Developing Casework Skills. California: Sage Publications.
- Reid, W.J. 1978 TheTask-Centered System. New York: Columbia University Press.
- Richmond, M. E. (2010). What Is Social Case Work? An Introductory Description (1922). New York, USA: Kessinger Publishing
- Robert, R.W. & Nee, R.H. (ed.) 1970 Theories of Social Casework. Chicago: The University of Chicago Press
- Timms, Noel: Recording in Social Work London, Routledge & Kegan Paul; 1972.
- Timms, Noel: Social Case Work: Principles and practices, London, Routledge & Kegan Paul; 1972

COMMUNITY ORGANISATION (4 CREDITS)
Subject Code: C-103

Course Rational and Course Objectives: Enable students to

- To understand Community organization as a method to attain collective goal of welfare
- Appreciate the significance of a participatory approach to community intervention
- Develop skills of critical analysis to understand problems of discrimination and oppression in communities

Learning Outcomes

- Student will learn to explore issues related to livelihood realities, mobilize and form core groups, build organizational capacity, and formulate strategy for reaching out to communities
- Students will be able to understand the Dynamics and Power Structure in the community
- Student will gain and understand the different Models that can be used while working in the Community.

Unit No.	Title of the Unit	Content
1	Understanding Community Organization Practice	a) Concepts, types of communities, meaning and definition of community organization b) The fundamentals of organizing communities – Its implementation and monitoring with changing social dynamics history of community organization in India c) Values and principles of Community Organization – priorities and approaches imbedded in Community Organization
2	Organizing Process in the Community	a) Identification and engagement of community members for development cause b) Concept of power and social dynamics in communities - How imbalance power dynamics influence CO and strengthening of communities through CO c) Building of conscience for collective goal – How community members get organized and strategies to organize them d) Cultivation of skilling in to community members suitable for organization – Mobilization, communication coalition building and leadership development e) The community problem solving process
3	Western Models of Organizing Communities	Models of Community Organizing a) Empirical evidence and theoretical arguments on community organization b) Characteristics of western model of Community organization and its relevance with Indian social system c) Interpretation on ideas of Community Organization by scholars
4	Models of Organizing Communities in Indian Context	Mahatma Gandhi-Approach towards freedom and Survoday Community Organization through subaltern lenses - Periyar, Mahatma Phule and Dr. Ambedkar a) Historical overview of organizations of communities in Indian context. b) Genesis of community organization over the years in India and its changing nature and discourse in changing societies. c) Historical analysis of dominant and subaltern community organizations in India – Which methods and whose ideologies are responsible for different community organizations in India.

Reading List

- Gangrade, K.D. 1971 Community Organization in India, Bombay: Popular Prakashan.
- Dr.V.V.Kulkarni, (2014), "Social Work and Community Organization", Published by Current Publications, Agra.
- Patil, Asha 2010 Community Organization and Development: An Indian Perspective. PH India Publication, Delhi.
- Sheeba Joseph, Bishnu Mohan Dash,2012, Community Organization in Social Work, Discovery Publication House, New Delhi
- Ross Murray, G. 1955 Community Organizations: 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
- Mayo. H. Jhones, 1974 Community Work, London: Routledge and Kegan Paul
- Poison and Sanderson.1979 Rural Community Organization, New York: John Wiley and Sons
- Weil, M. (Ed) 1996 Community Practice: Conceptual Models, New York: The Haworth Press. IncZaltman and Duncan R. 1977 Strategies for planned change, New York: Association Press
- Ramchandra Raj, G. 1974 Functions and Dysfunctions of Social Conflict, Bombay: Popular Prakashan

Suggested Readings

- Jodhka Surinde (Ed), 2002 Communities & Identities : Sage Publication
- Dunham Arthur (1962) Community Welfare Organization: Principles and Practice, New York : Thomas Crowell
- Dr. Banmala – Community Organisation, Indian Institute of Youth Welfare Nagpur.
- McMillen W. – Community Organisation for Social Welfare, University of Chicago Press.
- Murphy C.G. – Community Organisation Practice – Houghton Mifflin Co
- Peter Baldock – Community Work and Social Work.
- Kranti Rana, 2001, People's participation and voluntary action: Dimensions, roles, and strategies, Kanishka Publishers.
- Brager, G. and Specht, H.1969 Community Organization, New York: Colombia University Press.
- Dayal, R. 1960 Community Development program in India, Allahabad:Kitab Mahal Publishers.

SOCIAL WELFARE ADMINISTRATION (4 CREDITS)
Subject Code: C-104

Course Rational and Course Objectives: Enable Students to

- Develop a historical understanding of the concept of Social Welfare with specific reference to India
- Develop a critical understanding of the role played by the Government and the Voluntary sector in reaching out to vulnerable groups in the country and understanding the role of Public Private Partnerships
- Understand the agencies/institutions of the government and the voluntary sector responsible for the delivery of welfare services and in bringing development to the people

Course Outcomes

- Students will have understood the fundamentals of social policy formulation and program implementation at the community level
- The course will enable students to use the knowledge gained about the structural arrangements for Social Welfare in India, to help vulnerable/targeted groups to efficiently access Social Welfare schemes and programs
- Students will use their knowledge of the emerging issues in the field, to recommend and design appropriate policies and programs that will be relevant to the people
- Students would develop competencies in analyzing the components of current policies and designing programmatic alternatives

Unit No.	Title of the Unit	Subunits
I	Social Welfare Administration as a Concept	a) Social Welfare – Concept of Social welfare, Welfare State - Historical perspective on social welfare with special reference to India, Approaches to social welfare - Behavioral, Residual, and Institutional b) What is meant by Administration – Process, significance, structure & strategies Mechanism of Social Welfare Administration - Decision making process, forms & types c) Conceptual frameworks and Social Welfare Administration - Locating social problems - Individual, society & places
II	Social Welfare Model and Its Structural Orientation	a) Principles and changing context of Social Welfare Administration & Development Administration. b) Dimensions of administration in social welfare - Public & Private Sector Role c) Structural arrangements and lay out framework of Social Welfare Administration in India.
III	Role and Typology of Social Welfare Administration	a) Social welfare and development organizations - Nature, types and functions b) Administration of social welfare programme Government programmes – Design, intent and issues - Schemes for welfare with specific reference to Women and Children, OBCs, SC, STs, BCs, minorities and differently abled. c) Understanding of community based Social Welfare Administration and role of people's participation in Social Welfare Administration.
IV	Social Welfare Administration and Social Work Profession	a) Social Welfare Administration and Professional Social Work Practice - social welfare policies and transforming policies in to social work practice through welfare administration. b) Emerging social issues and resilient social welfare administration. c) Future of Social Welfare Administration and role of Social Work Profession.

Reading List

- Credibility Alliance: Norms for Enhancing Credibility in the Voluntary Sector. July 2006. Mumbai.
- Encyclopedia of Social Welfare (2008). Social Work Education: Social Welfare Policy
- Jain A. & Unni, S. Seth Development Administration. Publishers Pvt. Ltd. Mumbai 2000 Chp.
- Louise C. Johnson & Charles L. Shwartz. Social Welfare: A Response to Human Need.
- Nagendra, Shilaja. (2007). Voluntary organizations & Social Work., Oxford Book Co.
- Sachdeva, D.R. (2003) Social Welfare Administration in India. (4th Edition)
- Social Work Administration & Development. Bhattacharya, Sanjay. Rawat Publications, Mumbai.2000.
- The People's Movement. Vol. 1, No. 6 Nov. – Dec. 2004. News. Magazine of the National Alliance of People's Movements.

Suggested Readings

- Patti, Rino J. Social welfare administration: Managing social programs in a developmental context. Prentice Hall, 1983.
- Lalkima, C. Social welfare administration in a tribal state: A case study of Mizoram. 2013.
- Dubey, Sumati Narain. Administration of Social Welfare Programmes in India. No. 27. Bombay: Somaiya Publications, 1973.
- Chandra, Shradha. SOCIAL WELFARE ADMINISTRATION IN INDIA. Lulu Press, Inc. Morrisville, North Carolina, United States, 2017.
- Deshpande, Rajeshwari, K. K. Kailash, and Louise Tillin. "States as laboratories: The politics of social welfare policies in India." *India Review* 16.1 (2017): 85-105.
- Kruks-Wisner, Gabrielle. "The pursuit of social welfare: Citizen claim-making in rural India." *World Politics* 70.1 (2018): 122-163.
- Kulkarni, P. D. "Social Policy and Social Welfare Administration in India." *Social Work Education and Social Work Practice in India*. Madras: Association of Schools of Social Work in India (1981): 58-59.
- Robinson, Nicholas. "Complaining to the State: Grievance Redress and India's Social Welfare Programs." Philadelphia: Center for the Advanced Study of India (2013).
- Caplan, Pat. "Women's voluntary social welfare work in India: the cultural construction of gender and class." *Bulletin of Concerned Asian Scholars* 17.1 (1985): 20-31.
- Inamdar, N. R., and Nalini Paranjpe. "Administration of Social Welfare Programmes for the Physically Handicapped in India." *Indian Journal of Public Administration* 27.3 (1981): 567-577.
- Jagannadham, V. "SN Dubey, Administration of Social Welfare Programmes in India, Somaiya Publications, Bombay, 1973, Tata Institute of Social Sciences Series No. 27. xi+ 214 pp. Rs35." *Journal of Social Policy* 4.2 (1975): 197-198.
- Segal, Elizabeth A. Social welfare policy and social programs: A values perspective. Belmont, CA: Thomson Brooks/Cole, 2010.

INTRODUCTION TO SOCIAL SCIENCE - I (2 CREDITS)

Subject Code: C-105

A - Introduction to Sociology

Course Rational and Course Objectives: Enable students to

- Understand basic sociological concepts and its importance to social work profession
- Understand the processes of social change in India through relevant theories and processes

Course Outcomes

- After this course study students will understand the basic concepts in sociology
- Students will understand the various perspectives in sociology
- Students will understand the various processes and theories of social change

Unit No.	Title of the Unit	Content
I	Sociology as a Social Science	a) Definition, b) Scope and significance c) Relevance to social work profession
	Sociological Concepts	a) Society b) Culture c) Socialisation d) Social Mobility e) Social Control f) Social Construction g) Social Institutions h) Social Exclusion-Inclusion
II	Sociological Perspectives	a) Structural Functional Perspective b) Conflict Perspective c) Symbolic Interaction Perspective d) Positivism
	Social Change India	a) Theories of social change; Evolutionary, Cyclical and Conflict theory b) Theories of social change in India: Sanskritization, Westernization, Modernization, Secularization and Globalization

Readings List:

- Haralambos, M. & Holborn, M. (2013). Sociology: Themes and Perspectives. Collins Educational.
- Giddens, Anthony and P. W. Sutton (2017), Essential Concepts in Sociology, 2nd Edition, New Delhi: Wiley India
- Giddens, Anthony and P. W. Sutton (2017), Sociology, 8th Edition, New Delhi: Atlantic Publishers and Distributors Pvt Ltd.
- Macionis, John J. and Ken Plummer (2013). Sociology: A Global Introduction, New Delhi: Pearson Education India
- Horton, P.S & Hunt, C. L. (2005), Sociology. New Delhi: Tata McGraw Hill
- Beteille, Andre (2002), Sociology. New Delhi: Oxford.
- Ritzer, George (2011), Sociological Theory, McGraw Hill, New Delhi
- Rao, Shankar, C.N. (2005), Sociology. New Delhi: S. Chand and Company Ltd.
- Sharan, Raka (1991), A Handbook of Sociology. New Delhi: Anmol Publications.
- Srinivas, M. N. (1991), Indian Social Structure. New Delhi: Hindustan Publishing House.

INTRODUCTION TO SOCIAL SCIENCE – II (2 CREDITS)

B - Introduction to Human Behavior and Growth

Course Rational and Course Objectives: Student enables to

- Develop an overall understanding of the nature of Human Behavior and factors that Influence Human Behavior
- Acquire knowledge and holistic understanding of the various theories of personality
- Understand the development of growth and behavior at various stages in the life span

Course Outcomes

- After this course study students will understand nature of human behavior and its influencing factors
- Students will understand the theoretical perspectives of personality development
- Students will understand the human growth and development in the various stages of life-span

Unit No.	Title of the Unit	Content
I	Introduction to Psychology and Basic Concepts in Psychology	a) Definition, goals and sub fields of psychology b) Role of Heredity and Environment c) Relevance of psychology to Social Work practice
	Basic Concepts in Psychology	a) Emotion b) Perception c) Motivation d) Cognition e) Prejudice, f) Stereotypes g) Frustration h) Stress i) Altruism
II	Concept of Human Behaviour and Growth	a) The Concept of Self - psychological processes in behavior: b) Personality; Definition, types and factors influencing Personality c) Theories of Personality - Psychoanalytical theory, Behaviorist theory and Humanistic theory

	Human Growth and Development	a) Life Span approach of Human Growth and Development; b) Pre-natal Stage c) Childhood d) Adolescence e) Adulthood and Aging
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Reading List

- Bee Helen L., Mitchell Sandra K. (1984), The Developing Person: A Lifespan Approach, New York: Harper and Row Publishers Publishing Co. Ltd.
- Clifford, Morgen and King, Richard. (1975), Introduction to Psychology, New York: McGraw Hill Inc.
- Crawford, Karen and Janet Walker. (3rd edition 2010), Social Work and Human Development, UK: Learning Matters Pvt Ltd.
- Hurlock, Elizabeth. (1976). Personality Development, New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Ingleby Ewan. (2006). Applied Psychology for Social Work, UK: Learning Matters Ltd.
- Mangal, S. K. (2007). General Psychology, New Delhi: Sterling Publisher Pvt. Ltd.
- Paula Nicolson, Rowan Bayne and Jenny Owen (2006), Applied Psychology for Social Workers, UK: Palgrave Macmillan Ltd.
- Kakkar, Sudhir (1979), Indian Childhood, Cultural Ideals and Social Reality, Oxford University Press, Delhi
- Clifford, Morgan, King, Weinz & Schopler, Seventh Edition (1986), Introduction to Psychology, New Delhi Tata McGraw Hill Publishing Co Ltd. New Delhi.
- Robert S Feldman, (2004), Understanding Psychology, Tata McGraw Hill Publishing Co Ltd

CORE COURSE PRACTICALS (FIELD WORK) (4 CREDITS)

Subject Code: C-106

Hours: 180 hours in each semester

Field Work is an essential component of the Social Work curriculum. It serves as a laboratory where the students learn to integrate their classroom learning with field experiences/reality.

The overall objectives for Field Work are as follows...

- Develop analytical ability to understand various dimensions of problems/issues and approaches to problem solving.
- Develop an integrated approach to social work practice.
- Develop specific skills for intervention at the micro level (individual, family, group and community) and at the macro level (social systems and institutions)
- Develop professional attitudes utilizing principles and values of social work.

Expectations from students in field work are worked out for Semester II and Semester IV. Students are expected to work towards these expectations (outcome goals) in Semester I and Semester III.

Each Semester is allotted 100 marks for field work. Students are expected to put in 15 hours of field work per week (180 hours in the semester).

Given below are the Outcome Goals for Semesters I& II

Outcome Goals

I. ANALYTICAL ABILITY - (30 Marks)

Outcome Goal

The student acquires knowledge about the agency, its philosophy, goals, administrative structure and services, as well as the dynamics therein. The student is able to understand his/her role vis-à-vis the agency goals and plan tasks within this context. The student also develops an understanding of the client system and the problem situation and is able to relate it to the theory taught in class. The student acquires the ability to reflect in her/his recordings the link between theory and practice.

Indicators

- With the help of the instructor, understands the agency. Its goals, objectives and strategies of work. Able to collect information from different sources and write a report on these at the end of the first semester.
- Is able to identify causes and effect of the problem situation as well as record the same in different reports. Identify and profile the client system through home visits and surveys.
- With the help of the instructor, is able to plan and implement group tasks.

- By the end of the semester is able to independently identify future areas of work and indicate a relevant action plan.
- Understands the roles of the agency personnel and his/her own tasks.
- Is able to write basic reports and articles in relation to work done.

II. PROBLEM SOLVING SKILLS - (30 Marks)

Outcome Goal

The student acquires direct intervention skills, communication skills and administrative and recording skills for problem solving.

Indicators

- Understands and identifies simple intervention strategies in relation to the problem situation.
- Understands and responds to problems of individuals, families and groups.
- Able to develop working relationship with the agency, client system, staff, colleagues and others in the field.
- By the end of the semester, is able to develop expertise in a specific area & mobilize/ resources required in the problem solving process.
- Writes recordings which are process oriented and reflective, with analysis in relation to the dynamics of the problems situation / and indicates ability to relate Theory to Practice.
- Able to suggest appropriate strategies / plan for intervention.
- Plans and implements programmes / and sessions for specific target groups.
- Understands and utilizes effective and appropriate IEC material while communicating with different groups.
- Understands and participates in liaisoning with other organizations and networking on common issues.
- Able to identify areas for research, conduct simple surveys, document and present reports.

III. PROFESSIONAL DEVELOPMENT - (25 Marks)

Outcome Goal

The student shows responsibility and maturity in relation to his / her role within and outside the agency. Is able to understand and adhere to the ethics of social work by his / her commitment to social work values.

Indicators

- Develops self-awareness with the ability to understand and accept one's own strengths and limitations as a professional.
- Is aware of social dynamics of a problem-situation and the need for sensitivity in dealing with them.
- Is consistent in taking up and completing tasks.
- Shares responsibility in a team recognizes the need for co-operation and teamwork and shows leadership when required.

- Able to understand the ethics of the profession and abide by social work values in practice.
- Shows a willingness to learn through introspection and learning from others.

PARTICIPATION IN ORIENTATION / EXPOSURE VISITS / CAMPS - (5 MARKS)

Outcome Goal

The student is able to appreciate the importance of orientation / exposure visit and a camp organized by the College and actively participates in them. The student is able to appreciate and learn from the work of other organizations in the field of social work and is able to understand the importance of community living.

Indicators

- Attends and actively participates in the orientation / exposure visits and camps.
- Involves oneself in the planning and execution of tasks in the organization of the camp.
- Sensitive to people's problems and culture.
- Adheres to camp discipline and values of teamwork and group living.
- Critically evaluates the camp programme and makes constructive suggestions.
- Is actively involved in the process of report writing and presentation.

IV. USE OF FIELD INSTRUCTION - (10 MARKS)

Outcome Goal

The student understands and recognizes the role of the faculty advisor, field instructor and field contact, and learns to take responsibility for learning.

Indicators

- Attends conferences regularly
- Submits recordings regularly
- Appreciates instructors' guidance through comments in recordings and uses these to prepare for conferences.
- Appreciates the need to read material that is relevant to field work.
- Follows up on tasks / suggestions discussed with the field instructor / faculty advisor.

MSW Semester II Revised Syllabus: Core Courses

Sr.No	Subject code	Course title	Units	No of credits
1	C-201	Social Work with Groups	04	04
2	C-202	Social Work Research	04	04
3	C-203	Social Action and Social Movements	04	04
4	C-204	Social Policy and Development Planning	04	04
5	C-205	Introduction to Social Sciences -II A-Politics and B-Economics	2+2=4	04
6	C-206	Field work(Practical Component Related To Core Subjects)	180Hours	04
	Total	06	=	24

Social Work with Groups

Subject code: C-201

Course Rational and Course Objectives: Enable students to

- Understand the main features and concerns of various models of social group work.
- Acquire knowledge of development of group work in institutional and community settings.
- Develop self-awareness and sensitivity as a group worker.

Course Outcome

- Students will be able to understand the purpose and process of working with different groups.
- Students will have gained the different skills required to facilitate the group work process.
- Students will have developed self-awareness required to professionally facilitate the process of group work.

Unit	Sub Units
I	Introduction to Social Group Work a) Evolution of the Group work process b) Definition and characteristics of social group work. c) Values, principles and assumptions underlying the group work process d) Group dynamics and sociometry (Role and Positions in a group, Scapegoat, Isolates, New comer, Group bond, sub groups, conflicts, handling of group dynamics by the group worker) e) Types of group
II	Group Processes and skills a) Steps in the formation of groups b) Phases and Stages of group development. c) Leadership and its development in group work process. d) Use of Communication: Self and interpersonal communications. e) Importance and types of recording
III	Program Media in Group Work. a) Rationale, Importance and characteristics of program media b) Types of program media c) Role of the Social Worker - Task Functions, Maintenance Functions, d) Use of Relationships: Johari Window model for group development

IV	Models of Intervention Life Cycle Model: Social Goals Model, Remedial Model, Reciprocal Model Tuckman's Model and TEAM's Model Groupwork settings Working with children, youth, women, elderly Working with people in different settings such as correctional centres, rehabilitation institutes, government homes, etc
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Reading List

- Balagopal, P. (1980). Social Group Wk, from there into the 1980s, 1980 there it is and where it is going. Indian Journal of Social Work (IJSW), 40 (4), 361-368.
- Bhattacharya, S. (2003). Social Work: An Integrated Approach. New Delhi: Deep and Deep Publications.
- Corey, M., & Corey, G. (1987). Groups: Process and Practice (3rd ed.). California Brooks/Cole.
- Coyle, G. L. (1947). Group Experience and Democratic Values. New York: The Women's Press.
- Encyclopedia of Social Work (20th ed.). (2008). New York: Oxford.
- Hartford, M., & Coyle, G. L. (1958). Social Process in the Community and the Group. New York: Council of Social Work Education.
- Heap, K. (1977). Group Theory for Social Workers: An Introduction. Oxford: Pergamon Press.
- Northen, H & Kurlannd, R (2001). Social Work with Groups. New York: Columbia University Press.
- Konopka, G. (1972). Social Group Work: A Helping Process. (2nd ed).New Jersey: Prentice Hall Inc.
- Lindsay, A. W. (1952). Group Work Recording: Principles and Practices. New York: Women Press.

Suggested Readings

- Glassman, U., & Kates L. (1990). *Group Work: A Humanistic Approach*. New Delhi: Sage Publications.
- Gibson, A., & Clarke, G. (1995). *Project-Based Group Work Facilitator's Manual: Young People, Youth Workers and Projects*. London: Jessica Kingsley Publishers
- Joseph, H. (1997). Social Work with Groups: A Literature Review. *Indian Journal of Social Work (IJSW)*. 58 (2), 195-211.
- Kirst-Ashma, K.K. (2003). *Introduction to Social Work and Social Welfare: Critical Thinking Perspectives*. USA-CA: Brooks/Cole-Thomson Learning.
- Netting, E., Kettner, P., & McMurtry, S. (1993). *Social Work Macro Practice*. New York: Longman.
- Pallassana, R. B. & Vassil, T.V. (1983). *Groups in Social Work: An Ecological Perspective*. New York: Macmillan Publishing Co Inc.
- Pereira, M. (1994). *Development Communication Handbook: Ideas, Skills, Illustrations*. Indore: Satprakashan Kendra.
- Pragasam, M., & Yadav, A. (2002). *Street Plays on Community Health*. Secunderabad: The Catholic Association of India.
- Pragasam, M., & Yadav, A. (2003). *Group Media: Trainers' Manual*. Secunderabad: The Catholic Association of India.
- Ribes, P. (1989). *Helps and Hints to Build Up Your Group: Sundry Exercises for Chaplains, Directors, Moderators, Teachers*. Bombay. St Paul Publications.

SOCIAL WORK RESEARCH (4 CREDITS)

Subject Code: C-202

Course Rational and Course Objectives: Students enables to

- To demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination
- To understand the role and characteristics of different Research Designs, Methods and Statistical tools and techniques
- To understand the nature, scope and significance of research in social work practice
- Identify quantitative and qualitative techniques in social work research and demonstrate competence in doing research

Course Outcomes

- Understanding the nature, role and scope of research in social work practice
- Develop the requisite skills and competencies to analyze, interpret and present both quantitative and qualitative research methods.
- Undertake research to practice the social work profession

Unit	Subunits
I	Meaning and Scope of Research in Social Work a) Philosophy of Science and Scientific Methods b) Basics of Social Science Research: c) Difference between Natural Science, Social Sciences and Social Work d) Importance of Research in Social Work Practice e) Meaning, Scope and Nature of Social Work Research f) Ethics and Ethical Considerations in Social Research
II	Research Designs and Methods a) Meaning and importance and types of research design; b) Exploratory, descriptive, experimental, evaluative, case study, participatory research and action research. c) Meaning, scope and nature of qualitative and quantitative Research d) Difference between qualitative and quantitative Research e) Use of mixed methods in social work research f) Steps in designing a research proposal
III	Sampling and Data collection a) Meaning and importance of sampling, types of sampling, probability and non-probability sampling b) Types of data, primary and secondary c) Methods, tools and techniques of data collection in qualitative research d) Methods, tools and techniques of data collection in quantitative research e) Hypothesis and assumptions in research; meaning and formulation
IV	Report Writing Data Processing and Basic Statistical concepts a) Writing research reports: Presentation and styles of referencing, bibliography, citing, Foot-note, preparation of abstract and publication. b) Statistics: Definition, functions, levels of measurements, role and importance

	of statistics in research. c) Descriptive statistics: Measures of central tendency (mean, median, mode), d) Use of SPSS and ATLAS.ti for data processing and analysis.
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Reading List

- Ackoff, R. L. 1962 Scientific Method: Optimizing Applied Research Designs, New York: John Wiley and Sons.
- 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. Methodology in Social Research; New York
- Champion, D. J., 1981, Basic Statistics for Social Research, Macmillan Publishing Co., New York.10)
- Chandrasekhar, A.R., Deshpande, V.D., 1984 Descriptive Statistics,S. Chand Co., New Delhi.
- Desai, V. (ed), 2006, Potter, R.B.Doing Development Research,Sage Publications, New Delhi.
- Festinge, L.Katz, D. (ed), 1953, Research Methods in the Behavioural Sciences.
- Hammersley, M. (2013). *What is Qualitative Research?* New York: Bloomsbury.
- Kidder, L.H.Judd, G.M., 1986, Research Methods in Social Relations, CBC College Publishing, New York.
- Mitchell, M. L., & Jolley, J. M. (2013). *Research Design Explained, 8th ed.* New Delhi:
- Wadsworth, Cengage Learning

SOCIAL ACTION AND SOCIAL MOVEMENTS (4 CREDITS)

Subject Code: C-203

Course Rational and Course Objectives: Students enables to

- Understand contemporary national and international protest movements.
- Develop ability to situate micro interventions in the context of macro perspectives.
- Appreciate the contribution of social and political movements to social change

Course Outcomes

- To apply theory and knowledge of social movements as important to changing social realities.
- To analyze social movements in terms of their organizational structure, decision-making processes, goals, underlying ideology, strategy and tactics.
- To gain skills in issue analysis, advocacy, lobbying, direct action and coalition building and apply them in bringing social change.

Unit	Content
I	Social Action & Social Movements a) Concept, meaning, definition, objectives, characteristics, principles, Process of Social Action b) Social action as a method of social Work c) Typology of social movements. (Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement) d) Social movements their characteristic features and contribution to social change
II	Social Movements theories & their contribution to social change : a) Meaning and perspectives. b) Theories of Social Movements (Structural –functional, Marxist, Resource Mobilization Theory, New Social Movement) c) Overview of significant social movements (Peasant movements, Dalit Movement, Women’s movement, Tribal movement, Trade Union movement, LGBT movement, Environmental movement.
III	Current situation of rural and urban poor : a) The agrarian crisis and rural – urban migration. b) Issues of food security, health and employment affecting the poor, as reflected by Human Development Indicators. c) Increasing privatization and impact on the poor.
IV	Significant International and National Movements : a) Protests against global warming and climate change, World Social Forum, Anti-nuclear Campaigns. b) National Alliance for People’s Movements, Citizens’ movements against corruption and other issues.

Readings List

Rao M.S.A.1978, Social Movements in India, Vol.I and II, Manohar, Delhi,
Shah Ghanshyam, 2002, Social Movements and the State, Sage, New Delhi
Paul Almeida 2019, Social Movements: The Structure of Collective Mobilization, University of California Press.
James DeFronzo and Jungyun Gill 2015 Social Problems and Social Movements Rowman & Littlefield Publisher
Biswajit Ghosh, 2020, Social Movements Concepts, Experiences and Concerns, Sage Publication, New Delhi
Guru Gopal 2004; Dalit Cultural movement and Dalit politics in Maharashtra Vikas Adhyayan Kendra, Mumbai.
Singh Rajendra, 2001, Social Movements, Old and New, Sage Publications, New Delhi.
Shah Ghanshyam, 1990, Social Movements in India, A Review of Literature, Sage Publication, New Delhi.
Mullaly, B. (2006). The new structural social work: Ideology, theory, practice (3rd Edition). Oxford University Press
Donatella della Porta & Mario Diani., 2006, Social Movements: An Introduction, Blackwell Publication.

Suggested Readings

T.K.Oommen, 2004, Nation, Civil Society and Social Movements, Sage Publication, New Delhi.
Porta, D. D., & Diani, M. (Eds.) (2015). The Oxford handbook of social movements. Oxford University Press.
Mayo Marjorie 2005; Global Citizens: Social movements and the challenge of globalization, Canadian Scholars Press.
Payne, Malcolm 2005; Modern Social Work Theory: Palgrave Macmillan Publishers
James Petras, Henry Vettmeyer, 2005, Social Movements and State Power, Pluto Press, London.
Kohli Atul, 1987, State and Poverty in India, Cambridge University Press.
Buechler, S. 1997, Social Movements: Perspectives and Issues. Mountain View: Mayfield Publishing Company.
Wilson J, 1973, Introduction to Social Movements, Basic Books, INC. Publishers, New York.
P.G.Jogdand, 2020, Dalit Movement in India, Rawat Publication, I Edition
Katzenstein Ray, 2005, Social Movements in India, OUP.

SOCIAL POLICY AND DEVELOPMENT PLANNING (4 CREDITS)

Subject Code: C-204

Course Rational and Course Objectives: Students enables to

- To understand the concept of social welfare and nature of social policy
- To acquire a critical understanding of the approaches to welfare and policy formulation process
- To understand the process of planning and the role of planning in development

Course Outcomes

- Develop understanding about social policy within the socio-economic and political contexts
- Understand the role of state and non-state actors in policy formulation and implementation
- Develops an understanding on the developmental planning process

Unit	Content
I	Evolution of Social Policy a) Concept, definition, models and history of social of welfare b) Concept, definitions and aims of social policy c) Principles of Equity and Social Justice, Inclusion and exclusion. d) The concept of welfare state and models of power: liberal Pluralism, Marxism, Postmodernism e) Social Policy and Role of Professional Social Work
II	Understanding Social Policy a) The policy cycle b) Agencies involved in policy formulation, design, implementation and review c) Tools of policy analysis- census surveys, social and economic indicators, the Constitution, legislations, Government Resolutions and ordinances, the State Budget d) Welfare and Development Policies in India (with reference to Children, Women, Youth, LGBTQ, Vendors, SC, ST, Farmers) e) Sustainable development goals and social policy
III	The Indian state and Development Planning a) Mixed economy and the State after Independence b) Development Planning-its genesis and philosophy c) Planning institutions at the national, state and local levels d) The planning process- an overview and critique e) Concept of good governance and its components f) Overview of five year plans
IV	Social Advocacy in Influencing Policy a) Advocacy as a tool for social change b) Elements and principles of advocacy c) Campaigns and building Networks and Coalitions d) Legal activism in advocacy- using RTI, PIL, office of Lokayukta, etc. e) Techniques of deepening democracy- social audit, jan sunvai, e-governance , etc.

Reading List

- Arunachalam M (1982). Administration Politics and development in India, New Delhi
- Clrff. Alcock & Payne (ed) (2000) : Introducing Social Policy , Prentice Hall, London
- Dean, Hartley. (2006). Social Policy, UK: Polity 5. Drake, R.F. (2001). The Principles of Social Policy. New York: Palgrave
- Eyden Joan (1969) Social Policy in India, Broadway House, London
- Ganapathy R.S. and others (1985), Public Policy and Policy Analysis in India
- GoI, Five-Year Plan – 1 st to 10th, Planning Commission of India, New Delhi
- Hudson, J & Lowe, S. (2007). Understand the Policy Process. New Delhi: Rawat Publication
- Kabra Kamal Nayan (2004) Development Planning In India: Exploring an Alternative Approach Indian Institute of Public Administration, New Delhi
- Kennett, P. (2011). Comparative Social Policy, London: Open University Press
- Kulkarni P.D. (1979) Social Policy and Social Development in India. Lalvani Publishing House, Mumbai
- Livingstone, Arthur (2011). Social Policy in Developing countries, UK: Routledge
- Midgley, J& Michelle Livermore (Eds.). (2009). The handbook of Social Policy, USA: Sage
- Pathak, S.H. (2013). Social Policy, Social Welfare and Social Development, Bangalore: Niruta
- Weimer. D.L. & Vining, A.R. (1994). Policy Analysis: Concepts and Practice. New Jersey: Prentice Hall Denny David. (1998). Social Policy and Social Work. Oxford: Clarendon Press

Suggested Readings

- Anderson, James E (1994) Public Policymaking: An introduction; 2nd Edition, Boston; Houghton Mifflin Co.
- Baldock, John et.al (1999), Social Policy, Oxford University Press (Chapter 1,2 and 3).
- Chakraborty, Bidyut and Prakash Chand (2016). Public Policy: Concept, Theory and Practice
- Chatterjee, Upamanyu (2000). The mammaries of the welfare state,
- Fernandez, B. (2012). Transformative Policy for poor women. London. Routledge
- Hall, A and J Midgley (2004), Social Policy for Development, Sage Publication.
- Heywood, Andrew (2000), Key concepts in politics, MacMillian Press Ltd, London.
- Hill, M (1997), Understanding Social Policy, 5th Edition, Blackwell Publishing Ltd (Chapter 1, 3 & 4)
- Hill, Michael (2006). Social Policy in modern world, UK: Blackwell Publishing
- Kennett, Patricia, (ed.). 2013. A Handbook of comparative social policy. Cheltenham. Edward Elgar Publishing Ltd , pp. 205-224. ISBN 9781849803663
- Lavalette, M. & Alan Pratt (Eds.). (2006). Social Policy: Theories, concepts and issues, 3rd Edition, New Delhi: Sage

INTRODUCTION TO SOCIAL SCIENCES II (2CREDITS)

Subject Code- C-205

A Politics

Course Rational and Course Objectives:

Students enables to

- Understand Politics as a Social Science and the basic concepts in politics
- Critically understand the democratic and dictatorial forms of government and process
- Critically understand and study the major political problems that affect the contemporary politics

Course Outcomes

- This course study will provide understanding of basic concepts in politics
- Course will provide critical understanding of the various forms of government and its processes
- Students will understand the contemporary major political problems

Unit	Content
I	Introduction to politics and its basic concepts: a) Nature and Scope of Politics. b) Relevance of Politics to Social Work Profession Classification of Government: a) State; Role and functions b) Democracy; Concept, Characteristics; c) Direct and indirect democracy d) Parliamentary and presidential democracy e) Dictatorship; concept and characteristics f) International Democratic Body; United Nations Organisation (UNO)
II	Democratic Processes a) Voting Behaviour and its determinants. b) Election and Representation c) Role of Election Commission and independent, impartial elections d) Pressure Group e) Public Opinion f) Social Media Political Problems a) Political alienation b) Corruption c) Political violence d) Communal violence

Reading List

- Appadurai, A. 1975 (11th ed), The Substance of Politics. Oxford University Press, Oxford
- Asirvatham, E & Misra, K.K. (2001), Political Theory. S. Chand, Co. New Delhi.
- Bastian, S. (ed). Luckham, R. (2003), Can Democracy be designed, Zed Books. London
Cambridge University Press, Cambridge.
- Chatterjee, P (ed) 1997. State and Politics in India. Oxford University Press. Oxford.
- Deol, D. (1990). Comparative Government and Politics. Sterling Publishers, New Delhi.
- Eisenstadt, S.N. (1989), Political Sociology – A reader. Rawat Publishers, Jaipur.
- Grover, V (ed), (1990), Trends and Challenges to Indian Political System. Deep and Deep Publications, New Delhi.
- Guhan, S (ed) Samuel Paul. Corruption in India-
Agenda for Action. Vision Books. New Delhi.
- Haque, R (3rd ed) Harrop, M. Breslin, S. (1993), Comparative Government and Politics–
An Introduction. Macmillan Press Ltd., London. Johari, J.C.
(1989). Principles of Modern Political Science. Sterling Publisher Pvt. Ltd., New Delhi.
- Kohli, A (ed), (1991), The Success of India's Democracy. Cambridge University Press. Cambridge
- Mehra, A.K. & Khanna, D.D (ed) Kueck, G.W (2003), Political Parties and Party System,
New Delhi.
- Nohlem, D (2nd ed) (1996), Elections and Electoral System. Macmillan India Ltd. New
Delhi. Rawat Publications. Jaipur. Sage Publications. New Delhi.
- Sharma B.M. Bareth; R (ed) 2004. Good Governance, Globalisation and Civil Society, Wilkinson, S. (2004). Votes and Violence. Electoral competition and communal riots in India

B. Development Economics

Course Rational and Course Objectives:

Students enables to

- To develop ability to analyze and understand the contemporary socioeconomic realities through the use of relevant economic concepts.
- To develop perspectives of various theories to economic development.
- To develop an understanding of the international socio-economic order and its influence on developing countries.

Course Outcomes:

- This course will provide understanding of contemporary socio-economic realities
- The course will guide to develop theoretical orientation of economic development
- The Students will understand the international socio-economic order and its impact on developing nations

Unit	Content
I	Defining Economics of development and understanding theories of development a) Nature and meaning of development and economics of development b) Core values and objectives of development c) The Linear stage theory d) The International Dependence Theory e) The neoclassical f) The new growth theory Structures , Characteristics and problems of developing countries a) The structural Diversity of developing countries b) Inequality and Poverty c) Entitlement approach to Poverty (Amartya Sen)
II	Globalization and Contemporary Development Problems a) The meaning of economic liberalization and globalization b) Social, Economic and Cultural impact of globalization c) Concept of Human development Index (HDI) d) Global Hunger Index (GHI)

Readings List:

- Bow J. (Edited) (2004, 2nd Edition) - The Globalization Reader Blackwell Publishing, Oxford.
- Parsuraman P. Unnikrishnan, P.V. (2003) – Listening to People in Poverty Books for Change, Bangalore.
- Somayaji, Sakarama Somayaji, Ganesh (2006) – Sociology of Globalization perspective from India, Rawat Publication, India.
- Second Commonwealth NGO Forum - (Report 1996).
- Todaro, Michael (2000) – Economic Development, Addison-Wesley Publishers, New York. World Development Reports
- Thirlwall, A.P. Growth and Development 8e. New York: Palgrave MacMillan, 2005.
- Meier, Gerald M. and James E. Rauch. (2006), Leading Issues in Economic Development, 8e. New Delhi: Oxford Univ. Press.
- Basu, Kaushik, (1998), Analytical Development Economics, Oxford University Press, New Delhi.
- Ray, D., (2004), Development Economics, OUP, New Delhi, 2004

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- Appadurai, A. 1975 (11th ed), The Substance of Politics. Oxford University Press, Oxford .
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CORE COURSE PRACTICALS (FIELD WORK) (4 CREDITS)

Subject Code: C-206

Hours: 180 hours in each semester

Field Work is an essential component of the Social Work curriculum. It serves as a laboratory where the students learn to integrate their classroom learning with field experiences/reality.

The overall objectives for Field Work are as follows...

- Develop analytical ability to understand various dimensions of problems/issues and approaches to problem solving.
- Develop an integrated approach to social work practice.
- Develop specific skills for intervention at the micro level (individual, family, group and community) and at the macro level (social systems and institutions)
- Develop professional attitudes utilizing principles and values of social work.

Expectations from students in field work are worked out for Semester II and Semester IV. Students are expected to work towards these expectations (outcome goals) in Semester I and Semester III.

Each Semester is allotted 100 marks for field work. Students are expected to put in 15 hours of field work per week (180 hours in the semester).

Given below are the Outcome Goals for Semesters II

Outcome Goals

I. ANALYTICAL ABILITY - (30 Marks)

Outcome Goal

The student acquires knowledge about the agency, its philosophy, goals, administrative structure and services, as well as the dynamics therein. The student is able to understand his/her role vis-à-vis the agency goals and plan tasks within this context. The student also develops an understanding of the client system and the problem situation and is able to relate it to the theory taught in class. The student acquires the ability to reflect in her/his recordings the link between theory and practice.

Indicators

- With the help of the instructor, understands the agency. Its goals, objectives and strategies of work. Able to collect information from different sources and write a report on these at the end of the first semester.
- Is able to identify causes and effect of the problem situation as well as record the same in different reports. Identify and profile the client system through home visits and surveys .
- With the help of the instructor, is able to plan and implement group tasks.
- By the end of the semester is able to independently identify future areas of work and indicate a relevant action plan.
- Understands the roles of the agency personnel and his/her own tasks.
- Is able to write basic reports and articles in relation to work done.

II. PROBLEM SOLVING SKILLS - (30 Marks)

Outcome Goal

The student acquires direct intervention skills, communication skills and administrative and recording skills for problem solving.

Indicators

- Understands and identifies simple intervention strategies in relation to the problem situation.
- Understands and responds to problems of individuals, families and groups.
- Able to develop working relationship with the agency, client system, staff, colleagues and others in the field.
- By the end of the semester, is able to develop expertise in a specific area & mobilize/ resources required in the problem solving process.
- Writes recordings which are process oriented and reflective, with analysis in relation to the dynamics of the problems situation / and indicates ability to relate Theory to Practice.
- Able to suggest appropriate strategies / plan for intervention.
- Plans and implements programmes / and sessions for specific target groups.
- Understands and utilizes effective and appropriate IEC material while communicating with different groups.
- Understands and participates in liaisoning with other organizations and networking on common issues.
- Able to identify areas for research, conduct simple surveys, document and present reports.

III. PROFESSIONAL DEVELOPMENT - (25 Marks)

Outcome Goal

The student shows responsibility and maturity in relation to his / her role within and outside the agency. Is able to understand and adhere to the ethics of social work by his / her commitment to social work values.

Indicators

- Develops self-awareness with the ability to understand and accept one's own strengths and limitations as a professional.
- Is aware of social dynamics of a problem-situation and the need for sensitivity in dealing with them.
- Is consistent in taking up and completing tasks.
- Shares responsibility in a team recognizes the need for co-operation and teamwork and shows leadership when required.
- Able to understand the ethics of the profession and abide by social work values in practice.
- Shows a willingness to learn through introspection and learning from others.

PARTICIPATION IN ORIENTATION / EXPOSURE VISITS / CAMPS - (5 MARKS)

Outcome Goal

The student is able to appreciate the importance of orientation / exposure visit and a camp organized by the College and actively participates in them. The student is able to appreciate and learn from the work of other organizations in the field of social work and is able to understand the importance of community living.

Indicators

- Attends and actively participates in the orientation / exposure visits and camps.
- Involves oneself in the planning and execution of tasks in the organization of the camp.
- Sensitive to people's problems and culture.
- Adheres to camp discipline and values of teamwork and group living.
- Critically evaluates the camp programme and makes constructive suggestions.
- Is actively involved in the process of report writing and presentation.

IV. USE OF FIELD INSTRUCTION - (10 MARKS)

Outcome Goal

The student understands and recognizes the role of the faculty advisor, field instructor and field contact, and learns to take responsibility for learning.

Indicators

- Attends conferences regularly
- Submits recordings regularly
- Appreciates instructors' guidance through comments in recordings and uses these to prepare for conferences.
- Appreciates the need to read material that is relevant to field work.
- Follows up on tasks / suggestions discussed with the field instructor / faculty advisor.

The End

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