

PET Social Work Syllabus 2020-21

MSW Sem- I

Semester – I	Credits
History and Philosophy of social work	2
Social work practice with individuals and families	4
Community Organisation	4
Research methodology	4
Introduction to Sociology	2
Psychology for Social Work Practice	2

MSW- Sem- II

Course No.	Core Course with credits	Credits
DSC-1	Social welfare administration	2
DSC-1	Social work practice with groups	4
DSC-1	Research	2
DSC-2	Contemporary social movements	2
DSC-2	Social policy and planning	4
DSC-	Social science foundation for social work- Economic development	2
	Social science foundation for social work- Politics	2

Subject	History and Philosophy of Social Work
Semester	Semester I
Credits	Two credits
Year	2019-2020

Rationale of the Course

The social work profession is purely human centric and is directly concerned with human nature. Basic understanding about human beings and the changing socio-economic and political trends gives insights on emerging social issues. The journey of approaches of professional social work from philanthropic work to rights-based approach and people centric movements indicate that the knowledge of social work is rooted in the philosophical ideologies of human values that was conducive to promote human right approach. Thus, to make the knowledge contextual for its appropriate application, a critical understanding on religious values, theories and models related to human nature is essential in the first year of the post graduate program.

Course Objectives

To enable learners:

- To acquire knowledge of the historical development of social work in the West and in India.
- To understand the major philosophies that influence social lives of people.
- To recognize the importance of internalizing values and ethics in the practice of the profession.
- To develop an appreciation of fundamental values that is common among the major religions.

Course outcomes:

- The learners will get an orientation to philosophical values, and principles, and social work as a profession.
- The learners will have an understanding of the contributions of Indian social reformers and of western philosophies.
- The learners will demonstrate and practice social work values and principles in their social work practice
- The learners will be able to understand ethics and ethical issues related to the field of social work.

Unit No	Content	Reference Readings
Unit 1. Introduction: Social Work a profession. Its philosophical value and principles	<ul style="list-style-type: none"> - Concept of Human Nature - Purposive existence of human beings - Meaning of Philosophy - Ideology: Concept and Characteristics - Attributes of a Profession and Social Work as a Profession - Definitions of Social Work - Philosophical value framework and principles of social work profession. <p>Social work Approaches: Philanthropic to right based</p>	<p>Armando T. Morales, Bradford W. Sheafor (1995) Social Work: A Profession of many faces; Allyn and Becon, Massachusetts.</p> <p>Butrym Zofia T. (1976) The Nature of Social Work; The Macmillan Press Ltd., London.</p> <p>Dominelli Lena (2004) Social Work; Polite Press, Cambridge, U.K.</p>
Unit 2. History of Social Welfare and Development of Social Work; Social Vision of Modern Social Reformers and Western social philosophers:	<ul style="list-style-type: none"> - History of Western Social Welfare and Development of Social Work - Social Work Profession in India Bhakti and Sufi Movement - Social Vision and Contributions of Modern Social Reformers in India: Mahatma Phule Dr. B.R. Ambedkar Periyar Mahatma Gandhi - Social Philosophies: <ul style="list-style-type: none"> Individualistic Liberalism and its Social Doctrine, its socio-economic manifestation i.e. capitalism and the emerging Social Question. Marxian Social Philosophy: Dialectic Materialism, Historical Materialism, Class Struggle and Establishment of Classless Society. Secular Humanism. Human Development :Mehboob ul haqq, Amartya Sen,UNDP Post Modernism and Cultural relativism. 	<p>Bastiaan Wielenga (1984) Introduction to Marxism, Centre for Social Action, Banglore.</p> <p>Butrym Zofia T. (1976) The Nature of Social Work; The Macmillan Press Ltd., London.</p> <p>Desai, M (2002) Ideologies and Social Work: Historical and Contemporary, Analyses, Rawat Publications, Rawat Publicatiomn</p> <p>Dubois Brenda, Miley Karla (1999) Social Work – An empowering Profession; Allyn and Bacon, London.</p> <p>Karen K. Kirst – Ashman (2003) Introduction to Social Work and Social Welfare, Thomson</p>
Unit 3. Common Values found in World Religions and Social Work Profession:	<ul style="list-style-type: none"> - Values, Standards and Fundamental moral attitudes found among world religions that can form the basis of Global Ethic, - Basic tenets of different religions 	<p>Bastiaan Wielenga (1984) Introduction to Marxism, Centre for Social Action, Banglore.</p> <p>Butrym Zofia T. (1976) The Nature of Social Work; The Macmillan Press Ltd., London.</p> <p>Desai, M (2002) Ideologies and Social Work: Historical and Contemporary,</p>

		<p>Analyses, Rawat Publications, Rawat Publicationmn</p> <p>Dubois Brenda, Miley Karla (1999) Social Work – An empowering Profession; Allyan and Bacon, London.</p> <p>Karen K. Kirst – Ashman (2003) Introduction to Social Work and Social Welfare, Thomson</p>
<p>Unit 4 Theories of Ethics, Ethical Issues in Social Work, Code of Ethics for Social Workers and Best Ethical Practices:</p>	<p>Lawrence Kohlberg’s: Stages & levels of Moral Development.</p> <p>William Lowhead’s Levels: Ethical Objectivism and Nature of Morality, Ethical Egoism</p> <p>Kantian Ethics: Utilitarianism, Virtue Ethic.</p> <p>Code of Ethics: Code of ethics for social workers (NASW, IASSW, BATSW), Significance & functions in Social Worker practices, Best Ethical Practices & responsibilities towards Self, Society, Co-workers & Profession, Standard operative practices (SOP)</p>	<p>Knitter, Paul F (2010) Social Work and Religious Diversity: Problems and Possibilities</p> <p>Karen Lyons, Terry Hokenstad, Manohar Pawar(2012) Handbook of International Social Work, Sage publications</p> <p>Micheal L. Shier & John R. Graham (2012) Social Work, Religion, Culture and Spirituality, The SAGE Handbook of International Social Work</p> <p>Joseph Josantony, Fernandes Gracy (2006) An Enquiry into Ethical Dilemmas in Social Work; College of Social Work, Nirmala Niketan, Mumbai – 400 020.</p> <p>Papalia Diane, E. Olds Wendkos Sally, Feldman Duskin Ruth (2007) Human Development, Tata McGraw Hill Publishing Company, New Delhi.</p> <p>Richard M. Lerner (1997) Concepts and Theories of Human Development, Associates. Mahwah, NJ. Publication</p>

Subject	Social Work Practice with Individuals and families
Semester	Semester I
Credits	Four credits
Year	2019-2020

Course Description

Social work with individuals and families is designed to prepare students for generalist social work practice with individuals and families. Emphasized are the values, knowledge and skills necessary for effective assessment and intervention on micro level. Using systems approach, emphasis is placed on social, cultural, familial and environmental influences on the functioning of individuals and families. This course builds a base from social science theories of ecological/systems theory; social role theory; and stress, trauma and coping theory which inform the practice concepts and skills taught in this course. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students also learn how self-awareness and the conscious use of self, affect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, critical and creative thinking in practice

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 (development of self-awareness that is, enabling the trainees to understand, develop and modify their own values, attitudes, abilities and talents)
- Develop of sensitivity to human problems, Enhancement of skills in communication to facilitate effective intervention

Learner Outcome: Upon completion of this course, students should be able to conduct culturally sensitive and culturally competent interpersonal practice by:

- Engaging diverse client systems
- Employing assessment protocols of PIE (Person-interaction-environment framework), ecomap, genogram, network maps, HUDSON family assessment scale
- Articulating treatment goals, developing measurable treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
- Recognizing basic termination issues that pertain to interpersonal practice
- Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice.
- Demonstrate basic interpersonal practice skills including active listening, empathic responding, and critical/creative thinking, case recording, and contracting.

Unit	Contents	Methodology	References
1.	<p>Direct Practice (Inter-personal work)</p> <ul style="list-style-type: none"> • Concepts and Definitions of work with individuals and families, social functioning • Self-Awareness- Values and Principles (NASW Code of ethics) • Assumptions and Understanding Human Behaviour • Historical Development • Components in Case work 	<p>Self-Awareness (Skills lab)- Perception, Empathy and Sensitivity</p> <p>Values integration through skills lab and role play</p>	<p>Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi</p> <p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen)</p> <p>Direct Practice, Encyclopaedia of Social Work, Vol. II 20th Edition (D-I)</p> <p>An Introduction to Social Casework by Grace Mathew , TISS, 1992</p>
2.	<p>Problem-solving Process- (Skills lab)</p> <ul style="list-style-type: none"> • Use of Professional Relationship-transference; countertransference; <p>Problems solving Process-</p> <ul style="list-style-type: none"> • Exploration, Engagement, Assessment and Planning • Implementation and Goal Attainment • Termination phase 	<p>Genogram, Eco map and Time line as tools in aid of assessment</p> <p>Use of assessment framework (PIE)</p> <p>Role plays-that help students learn the process of collection of information, arriving at an assessment and then formulating treatment goals and plans.</p>	<p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen</p> <p>Social Work Practice: Assessment, Planning, intervention and Review. Jonathan Parker and Greta Bradley , 2004</p> <p>Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi</p>

3	<p>Understanding families in the Indian context</p> <ul style="list-style-type: none"> • Stages of development with reference to Indian families • Understanding family as a social system • Family Assessment and Intervention in different settings • Family stress- ABC X model of family stress and coping 	<p>Family Assessment and Intervention framework</p> <p>Calgary Family Assessment Model (CFAM), Calgary Family Intervention Model (CFIM),</p>	<p>Family and Intervention: A course Compendium, TISS -Murli Desai</p>
4	<p>Supportive Techniques in Case work and tools in case work (Skills lab)</p> <ul style="list-style-type: none"> • Intake; interviewing; observation, Listening skills home-visits • Recording Skills • Difference between counselling and casework 	<p>Workshops in Communication</p>	<p>An Introduction to Social Casework by Grace Mathew , TISS, 1992</p> <p>Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi</p> <p>Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen</p>
5	<p>Models of Intervention</p> <ul style="list-style-type: none"> • Crisis intervention; • Planned Short term model • Task centered model • Integrative Intervention model • Evidence based practice model • Strengths based model 		<p>Direct Social Work Practice: Theoretical Perspectives by Joseph Walsh, 2010</p>
6	<p>Intervention in different settings</p>		

Subject	Community Organization
Semester	Semester I
Credits	Four credits
Year	2019-2020

Rationale and Brief Perspective Note on Course

Community organization has a very prominent place in social work education as it is a method that has the potential to bring about positive changes at the micro level and with a large population. It is an effective method in building an inclusive and empowered community, but it is equally challenging. The course of community organization, therefore, encompasses all the three components – knowledge, attitude and skills – of teaching and learning process.

A country like India has a rich heritage adorned with diverse cultures but is also plagued for decades by poverty, marginalization and discrimination on the basis of caste, gender, class, race and ethnicity. This course purports to equip learners with skills required for direct community work, organizing and mobilizing as also to build their perspective to be able to assess, identify and advocate on various social and community issues.

Each component of this course incorporates discussion and interactive deliberation on multiple aspects of community organization to enable learners to reflect and connect it with their fieldwork.

Course Objectives

To enable learners to:

- Understand the concept of community
- Develop skills of community problem analysis and problem solving
- Appreciate the significance of a participatory approach to community intervention.
- Understand approaches and ideologies of community organisation in the context of relevant philosophies.
- Develop skills of critical analysis to understand problems of discrimination and oppression in communities.
- Appreciate the significance of a rights- based approach to community work.

Course Outcomes

At the end of the course, the learners will:

- Demonstrate skills to identify communities, assess their needs and plan appropriate community interventions.

- Demonstrate skills in community mapping, recognizing complexities and identify groups to work with.
- Show ability to reflect and contextualize various types of community interventions.
- Develop an insight into different perspectives in relation to community organization and use them in their work

Learner Objectives:

- Develop an understanding of basic concepts related to community organization and its history as a social work method.
- Develop skills for working with communities with a rights based perspective.
- Acquire knowledge about different models of community organization
- Obtain an understanding about processes involved in community organization
- Get an exposure to different perspectives influencing community organization
- Develop an understanding of strategies involved in mass action used by prominent social reformers

Unit	Content	Reading list
1	<p>Understanding the concepts related to community organization</p> <p>Defining communities-</p> <ul style="list-style-type: none"> ○ Geographical – Village, Urban Slum and Tribal Hamlets and others ○ Functional – Construction workers, Migrant communities and other vulnerable communities • Urban habitation of poor and marginalised. <ul style="list-style-type: none"> ○ Evolution of urban slums ○ Types of urban slum communities – Established slums, Industrial slums, Residential slums, Pavement dwellers and Floating slums, Homeless and footloose ○ Composition of urban slum communities ○ Characteristics of urban slum communities – Physical, Political, Socio-cultural, Economic • Village communities <ul style="list-style-type: none"> ○ Socio cultural composition ○ Caste composition • Tribal communities <ul style="list-style-type: none"> ○ Composition ○ Culture and norms 	<p>Jodhka Surinder (ed.) Communities & Identities; Sage Publication; 2002</p> <p>Munshi Indira Adivasi life Stories-Contexts, constraints, choices. Rawat publications</p>
2	<p>Understanding the concept of community organization</p> <ul style="list-style-type: none"> • Evolution of community practice in the western countries 	<p>Community organization: Theory and</p>

	<ul style="list-style-type: none"> ○ Neighbourhood community ○ Community Development ○ Community Organization ○ Social Action for social change ● Evolution of community practice in the Indian context <ul style="list-style-type: none"> ○ Rural Community Development Programmes – Pre and Post-Independence ○ Neighbourhood Community ○ Urban and Rural Development Programmes ○ People centred Community Organizations ● Values and principles of community organization 	<p>principles,1995, Murray G. Ross</p>
4	<p>Process and skills involved in community organization</p> <ul style="list-style-type: none"> ● Phases in the community organization/social work practice with communities <ul style="list-style-type: none"> ○ First Phase – Need assessment, Identification of areas of concern, Rapport Building, Identifying Key Stake Holders and Informants ○ Second Phase / Community Engagement Phase – Identifying and forming community based groups, Leadership, Identifying and dealing with power dynamics, conflicts, Implementing concrete programmes and interventions. ○ Third Phase – Exiting community and Ensuring Sustainability of Intervention Models – Feedback and evaluation of the work done, Capacity building and hand over for the sustainability of intervention models and positive outcomes achieved. ● Community mapping techniques <ul style="list-style-type: none"> ○ Resource Mapping ○ Geographical Mapping ○ Socio-cultural Mapping ○ PRA tools ○ Practical and strategic gender needs ● Identifying and working with <ul style="list-style-type: none"> - class, caste, gender vulnerabilities in the communities - conflicts and power dynamics in the communities 	<p>Community Practices in India: Lessons from the Grassroots (2018) edited by Purnima George, Geeta Balakrishnan, Vaijayanta Anand, Ferzana Chaze</p> <p>Strategies of community intervention : Jack Rothman, 7th edition ,2008</p>
	<p>Understanding various models of community organization</p> <ul style="list-style-type: none"> ● Community organization models -A review ● Community organization models given by Rothman 	

	<ul style="list-style-type: none"> ○ Locality Development ○ Social Planning ○ Social Action ● People centred approach in community organization 	
5	<p>Different perspectives on Organizing communities for change</p> <ul style="list-style-type: none"> ● Ambedkar – Mahad Talao Satyagrah, Kalaram Temple Satyagrah ● Gandhi – Champaran, Dandi March, Naukhali, Swadeshi Movement, Quit India movement ,Rural Development Model ● Phule – Work with child widows, work on farmers’ issues, Starting schools for girls in the community. ● Periyar – Work with Aadi Dravid communities 	<p>Champaran To Quit India Movement Hardcover – 2002 by R. Kumar Non-Violent Resistance (Satyagraha), 2001, by M. K. Gandhi</p> <p>Dr Babasaheb Ambedkar writings and speeches, Volume-17, part- I, Collected works of Periyar E.V.R , 2007,</p> <p>Collected Works of Mahatma Jotirao Phule, Volume 1, Education Department, Government of Maharashtra for Mahatma Jotirao Phule Death Centenary Committee, 1991</p>
6	<p>Different perspectives on Organizing communities for change</p> <ul style="list-style-type: none"> ● Paulo Freire – Conscientization ● Saul Alinsky -Organized mass action and community leadership ● Eleanor Ostrom – theory of commons : ● Ivan Illich : Deschooling Society 	<p>Alinsky Saul. Rules for Radicals ,Vintage Books Edition,1972 . Freire Paulo The Pedogogy of the oppressed :Penguin Books ,Uk,1996. Rules, Games, and Common-Pool Resources (1994) Elinor Ostrom, Roy Gardner, and James Walker With Arun Agrawal, William Bloomquist, Edella Schlager, and Shui Yan Tang</p>

Subject	Research Methodology I
Semester	Semester I
Credits	Four credits
Year	2019-2020

Rationale and Brief Perspective Note on Course:

From the view point of social work professionals, research is needed from the first step of social work process – needs assessment – to the last stage of evaluation and planning the next step. Evidence-based practice, which is getting more support in the field of social work over time, refers to a philosophy and process designed to forward effective use of professional judgment in integrating information regarding each client’s unique characteristics, circumstances, preferences, and actions and external research findings (Gambrill, 2006).

Lincoln and Guba (1985) suggested that values influence all research in several ways, including choice of the research problem, choice of paradigm to guide the problem, choice of data gathering and data analysis methods and choice of ways of presenting the findings. Research methodology as a subject of social work education then should be governed by social work values of social justice, human rights and non-discrimination and teach students to be scientific, un-biased and relevant in their research.

This course is designed to provide an introduction to research methods and to produce an appreciation of the research process. This course will cover components of undertaking a research and carrying out a research process in social work practice in different settings and environments, program evaluation and policy development. More specifically, Research Methodology I helps the students appreciate the relevance of research in social work profession, understand research ethics and scope of research in social work, learn the process of research and comprehend the ways in which it can be used in the field.

Course Objectives

To enable learners to:

- Develop skills in the application of scientific methodology in study of Social work related issues.
- Learn the application of the statistical procedures in order to interpret the research findings.
- Develop skills in writing a research dissertation in an organised, systematic and logical manner.
- Encourage the process of independent study and orderly presentation that can contribute to social work education and training.

Course outcomes

At the end of this course, the learners should be able to:

- Understand basic concepts of research and its methodologies
- Identify appropriate research topics.
- Select and define an appropriate research problem and its parameters.
- Prepare a project proposal (to undertake a project).
- Organize and conduct research (advanced project) in a more appropriate manner.

Learner Objectives:

- Understand the concept of social work research and related research concepts.
- Appreciate the relevance, scope and utility of social work research.
- Obtain information about what constitutes an ethical social work research.
- Gain the knowledge of steps of social work research including literature review, objectives and hypothesis formulation, research design, sampling, data collection and data analysis.

Course Outline

Unit No.	Title and Contents of the Unit	Teaching Methodology	References
Unit 1	Introduction to Social Science Research <ul style="list-style-type: none">• Definition of Social Science Research• Epistemology of Research• Characteristics of Research• Relevance of Research in Social Work	Lecture & Discussion	<ul style="list-style-type: none">• Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 1• Alston, M. and Bowles, W. (2003) <i>Research for Social</i>

	<ul style="list-style-type: none"> • Ethics in Social Work Research 		<p><i>Workers: An Introduction to Methods.</i> (2nd ed.) New Delhi: Rawat Publications. – Cha. 1</p> <ul style="list-style-type: none"> • Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners.</i> New Delhi: SAGE – Cha. 1, 14 • Rubin, A. and Babbie, E. (2008) <i>Research Methods for Social Work.</i> Belmont: Thomson Brooks/Cole – Cha. 1, 2, 4.
Unit 2	<p>Research Process I: Literature Review and Selection of Research Problem</p> <ul style="list-style-type: none"> • Problem Identification • Literature Review <ul style="list-style-type: none"> ○ Literature Search: Finding literature relevant to the subject being explored in terms of: <ul style="list-style-type: none"> ▪ Theoretical Literature (Definition of concepts, keywords, different views of the concepts, relationship of the concept to others) ▪ Empirical Literature (Studies done on similar or same subject being explored) ○ Literature Evaluation (Determining which literature makes a significant contribution to the understanding of the topic) 	Lecture & Discussion, Individual Exercise	<ul style="list-style-type: none"> • Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 2 • Alston, M. and Bowles, W. (2003) <i>Research for Social Workers: An Introduction to Methods.</i> (2nd ed.) New Delhi: Rawat Publications. – Cha. 2, 4, 11 • Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners.</i> New Delhi: SAGE – Cha. 3, 4 • Rubin, A. and Babbie, E. (2008) <i>Research Methods for Social Work.</i> Belmont: Thomson Brooks/Cole – Cha. 6

	<ul style="list-style-type: none"> ○ Understanding Secondary Data and Division of Material under review into categories (e.g. those in support of a particular position, those against and those offering alternative perspective entirely) ○ Explanation of previous studies done relevant to the topic (methodologies and findings from related studies and comparison of findings), finding research gap ● Problem Formulation ● Rationale of the Study 		
Unit 3	<p>Research Process II: Research Questions, Objective formulation, Concepts & Variables and Hypothesis</p> <ul style="list-style-type: none"> ● Concepts and variables <ul style="list-style-type: none"> ○ Definition of a concept and a variable; distinguishing between concepts and variables ○ Converting concepts into variables ● Research Questions <ul style="list-style-type: none"> ○ How to formulate research questions? ○ Distinguishing between broad research questions and questions in the data collection tools. ● Objectives of the Study <ul style="list-style-type: none"> ○ How to formulate objectives of the study ○ What makes an objective ‘good’? ● Conceptual and Operational Definitions ● Hypothesis <ul style="list-style-type: none"> ○ Definition of Hypothesis 	Lecture & Discussion	<ul style="list-style-type: none"> ● Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 10 ● Alston, M. and Bowles, W. (2003) <i>Research for Social Workers: An Introduction to Methods</i>. (2nd ed.) New Delhi: Rawat Publications. – Cha. 3 ● Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: SAGE – Cha. 5, 6 ● Rubin, A. and Babbie, E. (2008) <i>Research Methods for Social Work</i>. Belmont: Thomson Brooks/Cole – Cha. 7 ● Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) <i>Introduction to Social Work Research</i>.

	<ul style="list-style-type: none"> ○ Nature of a hypothesis ○ Types of Hypothesis 		Illinois: F. E. Peacock Publishers, Inc. – Cha. 3
Unit 4	<p>Research design and sampling</p> <ul style="list-style-type: none"> ● Research Design <ul style="list-style-type: none"> ○ Characteristics of Quantitative research ○ Characteristics of Qualitative research ○ Distinguishing between Quantitative and Qualitative research designs ○ Mixed methods(Triangulation) ● Sampling <ul style="list-style-type: none"> ○ Meaning of sampling ○ Major concepts related to sampling <ul style="list-style-type: none"> ▪ Sample ▪ Study Population and Universe ▪ Sampling Unit ▪ Sampling Strategy ▪ Sample Size ○ Probability and Non-Probability Sampling Strategy <ul style="list-style-type: none"> ▪ Distinguishing between Probability and Non-Probability Sampling Strategy ▪ Uses of (When to use) Probability Sampling ▪ Uses of Non-Probability Sampling ▪ Types of Probability Sampling Techniques 	Lecture & Discussion	<ul style="list-style-type: none"> ● Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 3, 4, 9. ● Lal Das. D. K. (2005) <i>Designs of Social Research</i>. Jaipur: Rawat Publication ● Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: SAGE – Cha. 8, 12 ● Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) <i>Introduction to Social Work Research</i>. Illinois: F. E. Peacock Publishers, Inc. – Cha. 2, 5, 6, 7, 8.

	<ul style="list-style-type: none"> ▪ Types of Non-Probability Sampling Techniques 		
Unit 5	<p>Methods and Tools of Data Collection</p> <ul style="list-style-type: none"> • Sources of Data Collection • Methods of Data Collection <ul style="list-style-type: none"> ○ Systematic Observation ○ Interviewing ○ Focus Group Discussion • Tools of Data Collection <ul style="list-style-type: none"> ○ Interview Schedule ○ Questionnaire ○ Scales & Indexes 	Lecture & Discussion Class Exercise (Individual Exercise)	<ul style="list-style-type: none"> • Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 5, 6. • Engel, J. R. and Schutt, R. K. (2009) <i>The Practice of Research in Social Work</i> (2nd ed.) Los Angeles: SAGE • Williams, M., Unrau Y. A. and Grinnell R. M. (JR) (1998) <i>Introduction to Social Work Research</i>. Illinois: F. E. Peacock Publishers, Inc. – Cha. 10, 11.
Unit 6	<p>Data Analysis</p> <ul style="list-style-type: none"> • Data cleaning, editing • Data processing • Preparation of Code Book • Descriptive Statistics <ul style="list-style-type: none"> ○ Frequency Distribution ○ Measures of Central Tendency ○ Measures of Dispersion • Data Presentation <ul style="list-style-type: none"> ○ Graphs ○ Tabulation ○ Charts • Inferential Statistics <ul style="list-style-type: none"> ○ Chi-square & Correlation ○ t-test ○ ANNOVA 	Lecture & Class Exercise	<ul style="list-style-type: none"> • Kothari, C. R. and Garg, G. (2019) <i>Research Methodology: Methods and Techniques</i> (4th ed.) New Delhi: New Age International (P) Ltd. – Cha. 7, 8, 11, 12, 13, 14, 18. • Alston, M. and Bowles, W. (2003) <i>Research for Social Workers: An Introduction to Methods</i>. (2nd ed.) New Delhi: Rawat Publications. – Cha. 13, 14 • Weinbach, R. W. and Grinnell, R. M. (JR.) (2010) <i>Statistics for Social Workers</i>. Boston: Allyn and Bacon.

Additional References:

- Babbie, E. (1995) *The Practice of Social Research*. Belmont: Thomson Brooks/Cole
- Babbie, E. (2004) *The Practice of Social Research* Belmont: Wadsworth
- Desai, S. B. and Joshi, B. (2012) *Research Methods in Social Work*. New Delhi: Alfa Publications.
- Kirk, S. A. (Ed.) (1990) *Social Work Research Methods: Building Knowledge for Practice*. Washington, D. C.: NASW Press.
- Kumar, A. (2011) *Quantitative Research Methods in Social Work*. New Delhi: Anmol Publications
- Lal Das and Bhaskaran (2008) *Research Methods for Social Work*. Jaipur: Rawat Publication
- Nachmias, F. C. and Nachmias.D (1996) *Research Methods in the Social Sciences* (5th ed) London: Arnold
- Sirkin, R. M. (2006) *Statistics for the Social Sciences*. (3rd ed.) New Delhi: SAGE Publications

Subject	Introduction to Sociology
Semester	Semester I
Credits	Two credits
Year	2019-2020

Rationale for the Course:

The orientation to sociological concepts provides opportunities to extend and deepen analytic skills of learner at post-graduation level by emphasizing the use of scientific evidence to investigate, quantify and interpret phenomena that occur in the social world. Sociology reinforces the primary principles of scientific inquiry and relies on observation, logic, data and analysis, and presents opportunities to develop skills and tools that are useful in the acquisition of knowledge. A sociological perspective underscores the importance of examining society with a critical eye and questioning assumptions, stereotypes and generalizations that underlie conventional social interactions and beliefs about one's world. Sociology can serve as a way of extending and deepening these skills for social work learners.

Perspective:

The course purports to impart a strong theoretical knowledge in order to develop a perspective on the evolution of society, social systems, social institutions and development of human behavior; and its connection to each other as a whole. The course allows learners to gain an understanding

on how patterns of thought and knowledge are influenced by social, political, economic structures. Sociology as a relative field to Social work, intends to create a forum where the sociological perspective, sociological concepts and principles addressed and developed by sociologists could be applied in the substantive areas of social work. The field work in social work provides a platform for the practitioner to engage themselves in the areas such as communities (Urban/Rural), families, medical and educational institutions, government and non-government organizations.

Objective of the Course:

To enable the learner:

1. To enhance skills for social analysis by way of understanding concepts and sociological perspectives
2. To understand the social processes and social change in India through relevant theories
3. To understand and analyse the agents of socialization and culture in the Indian context
4. To equip social work learners with theoretical knowledge as a base to social work practice

Course Outcomes:

1. The learner will be able to understand various concepts and the theoretical perspective and its application in social work practice.
2. The learner will be able to analyse the various social institutions and the role of culture and its impact.
3. The learner will be equipped with the knowledge and skill which will help them to gain an in-depth understanding and analytical perspective of the Indian society

Learners' Objectives

1. To understand the various concepts and theoretical perspectives in sociology.
2. To analyse the Indian social Institutions through the various agents of socialisation and culture.
3. To develop an overall understanding of the social processes and the factors that influence social change in society.
4. To develop the ability to apply the knowledge of sociology in social work practice

MSW I: Introduction to Sociology

Unit No.	Title of the Unit	Contents of the Unit	Readings
Unit 1	Introduction to Sociology	<ul style="list-style-type: none"> • Development of sociology • Definition of sociology • Scope and characteristics of Sociology, • Relevance to Social Work Practice • Basic concepts <ul style="list-style-type: none"> ○ Society, ○ Social Institutions, ○ Social systems ○ Social structure ○ Social stratification ○ Social mobility ○ Social control ○ Caste/Race/Ethnicity ○ Religion ○ Gender 	<ul style="list-style-type: none"> • Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York • Sharan, Raka, (1991), Sociology, Anmol Publication, New Delhi
Unit 2	Major theoretical perspective in Sociology	<ul style="list-style-type: none"> • Positivism: Comte's Law of three stages, Social Static & Dynamics, Evolutionism-Spencer's Evolutionary Approach • Functionalist: Durkheims' Concept of Social Fact, Division of Labour in Society, Radcliffe Brown's Structural-Functional Approach • Conflict: Marx's concept of Dialectical Historical Materialism, Class & Class Conflict; Coser's Approach to Social Conflict • Interactionist: Weber's Interpretative Sociology; Types of Social Action; G.H. 	<ul style="list-style-type: none"> • Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York • Turner, J. (1987), The Structure of Sociological Theory, Rawal Publication, Jaipur.

		<p>Mead's Concept of Self & Society</p> <ul style="list-style-type: none"> • Post Structuralism theories: Gramsci, Foucault; Derrida 	
Unit 3	Socialization and Culture	<ul style="list-style-type: none"> • Culture <ul style="list-style-type: none"> ○ Concept, ○ Functions, ○ Characteristics, ○ Dimensions of culture • Socialisation <ul style="list-style-type: none"> ○ Concept, ○ Agents of socialisation ○ Problems of faulty socialisation • Social Processes <ul style="list-style-type: none"> ○ Meaning and kinds of social interaction ○ Cooperation ○ Competition ○ Conflict ○ Accommodation ○ Assimilation ○ Integration ○ Development 	<ul style="list-style-type: none"> • Rao, Shankar, (2005), Sociology, S.Chand and Company Ltd, New York • Horten, P & Hunt, C. (1980), Sociology, Mac Graw hill Kogakusha Ltd, Tokyo • Srinivas, M. N. (1991), Indian Social Structure, Hindustan Publishing House, Delhi. • Ahuja, R. (1993), Indian Social System, Rawat Publication, Jaipur
Unit 4	Social Change	<ul style="list-style-type: none"> • Social change <ul style="list-style-type: none"> ○ Meaning & Definition ○ Factors affecting social change ○ Western theories of social change <ul style="list-style-type: none"> ▪ Evolutionary theory, ▪ Cyclical theory, ▪ Conflict theory • Theories of social change in India <ul style="list-style-type: none"> ○ Sanskritisation ○ Westernisation ○ Modernisation ○ Identity politics • Post-Modernisation 	<ul style="list-style-type: none"> • Kuppuswami, B. (1981), Social Change in India, Vikas Publishing House, India • Bhushan, Vidya Sachdeva, (2000), An Introduction to Sociology, Kitab Mahal Distributor, Delhi

Subject	Psychology for Social Work Practice
Semester	Semester I
Credits	Two credits
Year	2019-2020

Rationale

The purpose of this course is to introduce social work learners to the theoretical postulations in psychology and its relevance in understanding human behaviour. The course content will be drawn from the field of Psychology with specific reference to Developmental Psychology, Social Psychology and Positive Psychology and focus on its relevance to social work practice.

The course will focus on theories and knowledge on the domains of human development: biological, sociological, psychological, spiritual and cultural processes and development across the life span. Ecological-bio-psycho-social conditions that support or inhibit individual growth; and variations arising from caste, class, cohort, gender, race, sexual orientation, religion, and other differences will be discussed.

The theoretical orientation is to enhance the understanding of individual's growth, mental health and factors that promote well-being, happiness and character formation over the life span.

Objectives

To enable learners:

1. To develop an understanding of the various fields in psychology and the principles of growth, and the role of nature and nurture in growth and development.
2. To understand the various theories of personalities and identify factors that hinder and promote the development of healthy personalities
3. To develop knowledge on the development milestones and challenges at various stages in the life span: infancy, childhood, adolescence, youth, adulthood and old age
4. To provide a general introduction to social psychology concepts and its relevance in explaining social interaction and social influence.
5. To apply the knowledge gained through the understanding of human behaviour to promote mental health and well-being of individuals across the lifespan.

Course Outcomes

By the end of course, learners will be able to:

1. Evaluate theories of personality with an understanding of their implicit value base and their relevance to social work practice.
2. Apply knowledge of lifespan development (individual and family) to social work practice

3. Apply the knowledge of positive psychology for promotion of mental health and well-being.

UNIT	CONTENT	READING LIST
<p>I. Introduction to Psychological Concepts</p>	<p>Psychology for Social Work Practice – Introduction Fields of Psychology: Clinical, Social, Organisational, Developmental, Health, Criminal, Forensic, Positive Psychology. Basic concepts of Psychology: Perception, Motivation, Emotion, Cognition and Learning and Social Psychology, Attitude, Prejudice, Stereotype, Discrimination, Aggression, Conflict and Stress. Importance of Heredity and Environment in the development of Personality</p>	<ol style="list-style-type: none"> 1. Morgan, C. T., & King, R. (1993). Introduction to psychology. New Delhi, India: Tata McGraw Hill Publishing Company Limited. 2. Munn, N. L. (1967). Introduction to psychology (3rd Ed.). New Delhi, India: Oxford & IBH Publishing Co. 3. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.). (2008). Handbook of Indian psychology. New Delhi, India: Foundation Books. 4. Sdorow, L. M. (1998). Psychology (4th Ed.) Boston: McGraw-Hill. 5. Wade, C., & Tavis, C. (2006). Psychology. Upper Saddle River, NJ: Pearson Education Inc. 6. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson. 7. Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall. 8. Husain, A. (2012). Social psychology. New Delhi, India: Pearson. 9. Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill. 10. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson

UNIT	CONTENT	READING LIST
II . Personality Theories	Psychoanalytical Theory (Freud) Psychosocial Theory of Development (Erikson) Behavioristic Theory (Pavlov) Humanistic Theory (Maslow) Inter Personal Theory (Rogers)	1. Friedman, H. S., &Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson. 2. Rao, K. R., Paranjpe, A. C., &Dalal, A. K. (Eds.) (2008). Handbook of Indian psychology. New Delhi, India: Foundation Books

UNIT	CONTENT	READING LIST
III Introduction to Developmental Psychology	Life span / cycle approach to development Stages Prenatal Childhood Adolescence Adulthood Ageing Psycho, Social, Emotional, Physical development Focus on Emerging Issues and Interventions (in the Indian Context)	<ol style="list-style-type: none"> 1. Lerner, R. (2013). Concepts and theories of human development. New Jersey: Psychology Press. 2. Life-span theory in developmental psychology. In R. M. Lerner (Ed.), Theoretical models of human development (5th ed.), Vol. 1, pp. 1029-1143. New York: Wiley. 3. Changes in the Family and Process of Socialization in India, Anthony, E.J. & Colette, C. (Eds). 4. The Child in his Family, Wiley, 365-374, M.S. Gore, 1978 5. Child Development, Eleventh Edition, John W. Santrock, Tata McGraw Hill, New Delhi, 2007 6. Developmental Psychology, Childhood and Adolescence, David R Shaffer, Fifth Edition Brook/Cole publishing Co, 1999 7. Human Development, Ninth Edition, Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feildman, Tata McGraw Hill, 2004 8. Life-Span Human Development Sigelman C, Shaffer D R, Second Edition, Brooks/Cole Publishing, 1995

UNIT	CONTENT	READING LIST
<p>IV Introduction to Positive Psychology and Social Psychology</p>	<p>What is Positive Psychology? Meaning, Definition Concept of Happiness and Well Being Eclectic Approach for Social Work Practice</p>	<ol style="list-style-type: none"> 1. Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson. 2. Kumar, U., Archana, & Prakash, V. (2015). Positive psychology – Applications in work, health and well-being. Delhi & Chennai, India: Pearson. 3. David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press. 4. Husain, A., & Saeeduzzafar. (2011). Islamic virtues and human development. New Delhi, India: Global Vision Publishing House. 5. Joseph, S. (Ed.) (2015). Positive Psychology in practice: Promoting human flourishing in work, health, education, and everyday life. 6. Hoboken, NJ: John Wiley & Sons. Snyder, C. R., & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University.

Program	MSW Autonomous
Name of Course	Social Welfare Administration
Semester	Semester II
Credits	Two
Year	2019-20

Rational of the Course

The course begins with the context of welfare state and the role played by it with respect to providing safety net for marginalized groups. Special emphasis will be provided on the organisation of social welfare at the national and provincial levels in India. In the second unit, the emergence of voluntary sector and the supportive role voluntary organizations play in social welfare will be discussed. The current challenges facing the voluntary sector will also be explored. The third unit deals with governance and legal accountability frameworks associated with managing voluntary organizations. The final unit is designed as a skill building capsule. Key skills associated with planning, managing and evaluating voluntary action will be explored through hands-on exercises.

Course Objectives:

By the end of the course, learners will be able to:

- Trace the history and evolution of social welfare in the East and the West.
- Discuss the social welfare arrangements in the national and state level
- Illustrate the connection between altruism and voluntary action
- Explain the emergence of voluntary organizations and the changing milieu of voluntary sector in India
- Compare and contrast different laws pertaining to registration and governance of voluntary organizations
- Plan voluntary action programs for marginalized groups

Learning Outcomes:

By the end of the course, students will be able to:

- Describe the history and evolution of social welfare in the West
- Discuss the social welfare arrangements in the national and state level
- Illustrate the connection between altruism and voluntary action
- Explain the emergence of voluntary organizations and the changing milieu of voluntary sector in India

- Compare and contrast different laws pertaining to registration and governance of voluntary organizations
- Plan voluntary action programs for marginalized groups

Unit Number and Title	Contents	Suggested Readings
1. State and Social Welfare	Concepts and definition of social welfare; History and evolution of social welfare in the West; Structural arrangements for social welfare in India (Centre) and Maharashtra (State); Government programmes and schemes for marginalized groups	Bhattachary, S. (2009). Social Work Administration and Development. New Delhi: Rawat Publications. Dubey, S.N. (1973). Administration of Social Welfare Programmes in India. Bombay: Somaiya Publications
2. Voluntary Action	Altruism from scientific and religious viewpoints; History of volunteerism; Voluntary action in India; Government-voluntary sector relations and interface; Changing nature of voluntary organizations	Tandon, R. (2002). Identity and Its Challenges for the Voluntary Sector in India. New Delhi: PRIA GoI. (2002). Report of the Steering Committee on Voluntary Sector. New Delhi: Planning Commission of India.
3. Governance of Voluntary Organizations	Registration of Voluntary Organizations; Roles of Trustees/ Board of Directors and Members; ; FCRA, Income Tax and other laws related to voluntary sector	Fogla, M. (2014). NPO Governance and Laws in South Asia. New Delhi: FMSF Fogla, M. (2012). Finance and Legal Handbook for NPOs (4th Edition). New Delhi: FMSF
4. Key Skills in Social Welfare Administration Orientation on unlearning social prejudices	Skills in planning; budgeting; proposal writing; fundraising organisation; staffing; program implementation; coordination; documentation; reporting; monitoring and evaluation	Skidmore, R. (1983). Social Welfare Administration: Dynamic Management and Human Relations. London: Prentice Hall Coulshed, V. (1990). Management in Social Work. London: Palgrave

Program	MSW Autonomous
Name of Course	Work with Groups
Semester	MSW Semester II
Credits	Four credits
Year	2019-20

Rational of the Course

Work with groups is in sequence of three required social work practice courses offered at MSW first year. This course introduces learners to social work practice with groups. As part of this course, learners would learn basic typology of group processes and composition, and methodologies utilized in social work practice. Learners would also gain an understanding of how to use interpersonal helping skills in leading group members towards established goals by building on existing strengths. Learners would learn the unique role that group work plays in the continuum of socialwork practice methodologies. The themes of practicing from both person-in-environment as well as strengths-based perspectives are continued in this course. Learners will study how practice with groups can directly and indirectly promote social and economic justice.

Course Objectives:

Enable Learners to:

- Acquire knowledge required for planning, for conducting activities, and for effective use of program media at each stage of group development.
- Acquire understanding of dynamics and development of group work in institutional and community settings.
- Develop self-awareness and sensitivity as a professional group worker.
- Understand the group work method and appreciate its practice in various settings

Learning Outcomes:

- Identify as a professional social worker and conduct oneself accordingly.
- Learner will be able to develop procedural skills,(such as the process of collecting facts, assessing the information and establishing objectives for groups; listening,

observation, collection of information, assessment) and interaction skills (such as accepting, relating, enabling, supporting, guiding, interpreting, observing and evaluating group process).

- Practice personal reflection and self-correction regarding one's own practice skills, leadership style and outcomes to assure continual professional development.

Unit	Content	References
1.	<p>Introduction to Social Group Work</p> <ul style="list-style-type: none"> • Definition and types of group work (SHGs, CBOs, task groups, support groups, advocacy; welfare, social protection, etc.) • Group work as a method of social work • Values and principles underlying group work as a method. • Theories underlying group work • Historical development of group work practice 	<ul style="list-style-type: none"> • P R. Balgopal & Vassil. 1983. Groups in Social Work: An Ecological Perspective. Macmillan Publishing Co. New York. • The use of Groups in Social Work Practice, Bernard Davies. Routledge & Kegan Paul, London, Boston, 1975. • Introduction to Group Work, 4th Edition. David Capuzzi, Douglas R. Gross, Mark D. Stauffer. Rawat Publications, 2010, India. • Balgopal, P. (1980). Social Group Work, From there into the 1980s and where it is going. Indian Journal of Social Work, 40(4), 361-368. • Glassman, U., & Kates, L. (1990). Group Work: A Humanistic Approach. New Delhi: Sage Publications. • Joseph, H.(1997). Social Work with Groups: A Literature Review. Indian J. of Social Work, 58 (2), 195-211.
2.	<p>Group formation and group processes (Skills lab)</p> <ul style="list-style-type: none"> • Pre-group formation stage 	<ul style="list-style-type: none"> • Konopka, G. (1972). Social Group Work: A Helping Process (2nd ed). New Jersey:Prentice Hall Inc.

<ul style="list-style-type: none"> • Phases and stages of group development • Characteristics and role of Group worker therein <p>Group Processes and Group Dynamics</p> <ul style="list-style-type: none"> • Communication and interaction Pattern in a group: Group Cohesion and Attraction; • Group Leadership: Functional and Dysfunctional Roles in a group; • Social Control and Group Culture; • Decision making in group; Factors hindering effective Decisions and the Different Techniques of Decision Making. • Conflict Management; Functional and Dysfunctional Conflict; Steps in the Resolution of Conflicts; Different Styles of Conflict Management. • Self-reflexivity in handling group processes 	<ul style="list-style-type: none"> • P R. Balgopal & Vassil. 1983. Groups in Social Work: An Ecological Perspective. Macmillan Publishing Co. New York. • Trecker (1972). Social Group Work: Principles and Practices. Association Press, New York. • An Experiential Approach to Group Work, Furman Rich, Diana Rowan & Kim Bender, Lyceum Books, Chicago, 2009. • Siddiqui, H.Y. (2008) Group Work: Theories and Practices, Rawat Publications, New Delhi. • Group Work: Process & Practice. 3rd and 9th Edition. Marianne Schneider Corey, Gerold Corey, Cindy Corey. Cengage Learning India Prvt. Ltd. India, 2014. • Coyle, G. L. (1947). Group Experience and Democratic Values. New York: The Women’s Press.
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3.	<p>Use of Programme Media in group work (Skills lab, Expressive Arts Workshop)</p> <ul style="list-style-type: none"> • Programme media- characteristics, rationale of programme media • Types of programme media • Use of programme media – action songs, simulation games, puppets, street play, photo language, documentary/feature films, posters etc. • Group discussions, group meetings and training programmes • Steps in planning and conducting group sessions 	<ul style="list-style-type: none"> • Trecker (1972). Social Group Work: Principles and Practices. Association Press, New York. • 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: Trainer’s Manual. Secunderabad: The Catholic Association of India • Discussion, Conference and Group Process, 2nd Edition. Halber E. Gulley, University of Kentucky. Amerind Publishing Co. Pvt. Ltd, New York, 1968. • Gibson, A. & Clarke, G. (1995). Project-Based Group Work Facilitator’s Manual: Yound People, Youth Workers and Projects. London: Jessica Kinglsey Publishers. •
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4.	<p>Skills in working with groups (skills in lab)</p> <ul style="list-style-type: none"> • Use of communication-self and interpersonal communication • Recordings <p>Role of the social worker</p> <ul style="list-style-type: none"> • Role of social worker, task functions, maintenance functions, dysfunctions behaviour of group members • Use of relationships: Johari window model of group development 	<ul style="list-style-type: none"> • Group Work Recording- Principles and Practices, Anne W. Lindsay, Woman's Press New York, 1952. • Field Records in Group work & Community organization, Delhi School of Social Work, 1958, Delhi. • Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. New York: Haworht Press. • Bhatt R.M. (1960) Records of Social Group Work Practice in India, Baroda University: Baroda Encyclopedia of Social Work in India Vol.2 and 4 Dr. Surendra Singh(ed) , published by New Royal book company,New Delhi 2012 • Banerjee, G.R.(1973) Papers in Social Work,Tata Institute of Social Science, Bombay
5.	<p>Models of intervention</p> <ul style="list-style-type: none"> • Life cycle model: social goals model, remedial model, reciprocal model • Tuckman's model • Team model • Mutual aid/SHG models • Needs- ABC model 	<ul style="list-style-type: none"> • Mutual Aid Groups, Vulnerable Populations and the Life Cycle. 2nd Edition, Edited by Alex Gitterman & Lawrence Shulman, Columbia University Press, 1994, New York. • Heap. K. (1977). Group Theory for Social Workers: An Introduction.Oxford: Pergamon Press.

6.	<p>Application of Group Work in social work settings:</p> <ul style="list-style-type: none"> • Application in health settings; Community Setting; School settings; Family welfare setting; Institutional settings, Women, Child welfare, and disability settings 	<ul style="list-style-type: none"> • Individual Change through Small Groups. Paul Glasser, Rosemary Sarri, Robert Vinter (editors), Free Press, New York, 1974. • Therapeutic Group work with children. Gisela Konopka, University of Minnesota Press, Oxford University Press, 1949.
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Program	MSW Autonomous
Course Title	Research Methodology II
Semester	MSW II
Nature of the Course	Core Course
Credits	2 Credits
Year	2019 - 2020

Rationale of the Course:

There are specific research skills that require additional inputs and practice by the learners to be able to conduct a meaningful research study. This course covers certain specific research skills which are more practice based rather than theory based. The research skills included in this course are skills related to construction of data collection tools, using SPSS (Statistical Package for Social Science) in research, using statistics in research and report writing.

Data collection method determines the tools that researchers need to construct to carry out data collection. The course will cover basic data collection tools such as questionnaire, interview schedule and focus group discussion guide. Inputs on data collection tools will also include important aspects related to its reliability and validity.

SPSS (Statistical Package for Social Science) is a tool for the statistical analysis of data. It allows to perform a wide variety of statistical procedures. This course will provide learners with a basic

knowledge of the program in order to be able to use it in their research study for data entry, data presentation as well as statistical analysis.

Research is complete only when it culminates into a well-structured research report. This course will include inputs on report writing that would enable a learner to write a research report that presents the research process and findings in a well-organized structure in an ethical reporting style, would be free from errors and would contribute to social work education and practice.

Objectives of the course:

- Develop skills on constructing tools of data collection.
- Facilitate skills development in using SPSS in research for data cleaning, data entry and data presentation.
- Impart training on the application of the statistical procedures using SPSS in order to interpret the research findings.
- Enhance understanding of structure, writing style and format of research report and develop report writing skills

Learning Outcomes

At the end of this course, the learner will be able to:

- understand uses of the different types of data collection tools
- frame different types of questions based on research objectives
- understand the concepts of reliability and validity of data collection tools
- conduct pilot testing of questionnaire and interview schedule
- understand the main features of SPSS
- learn SPSS file management
- do manual input of data in SPSS, data transformation and output management (presentation of data).
- conduct analysis and interpretation of data using SPSS.
- write a well-structured research report that fulfils all the requirements regarding writing style, formatting, reference style and nature of content at the Masters level of social work.

Unit No.	Title and Contents of the Unit	References
Unit 1	<p>Tools of Data Collection</p> <ul style="list-style-type: none"> • Types of Tools of Data Collection <ul style="list-style-type: none"> ○ Questionnaire ○ Interview Schedule ○ Scales and Indices ○ Focus Group Discussion Guide • Constructing Tools of Data Collection <ul style="list-style-type: none"> ○ Types of questions in a questionnaire and interview schedule ○ Wrong types of questions which should not be included in a questionnaire and interview schedule ○ Nature of questions in a Focus Group Discussion Guide ○ Structure of – <ul style="list-style-type: none"> ▪ Questionnaire and interview schedule ▪ Focus Group Discussion • Reliability and Validity of Data Collection Tools • Pilot Testing of Data Collection Tools 	<ul style="list-style-type: none"> • Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: SAGE – Cha. 9, 10, 11
Unit 2	<p>Introduction to SPSS, Data Cleaning, Data Input/Entry and Data Manipulation</p> <ul style="list-style-type: none"> • Introduction to SPSS: <ul style="list-style-type: none"> ○ General description ○ Functions ○ Menus ○ Commands ○ SPSS file management • Data Cleaning and Data entry: <ul style="list-style-type: none"> ○ Defining variables ○ Manual input of data ○ Automated input of data and importing data from Excel spreadsheets • Data Manipulation <ul style="list-style-type: none"> ○ Data Modification and Transformation – computing new variables, changing or adding variables ○ recoding data values ○ Selecting subsets of the data ○ Splitting data files to obtain sub-group summaries ○ Output management 	<ul style="list-style-type: none"> • Field, A. (2005) <i>Discovering Statistics Using SPSS</i>. (2nd Ed.) New Delhi: SAGA Publications

Unit 3	<p>Analyses of Data Using SPSS</p> <ul style="list-style-type: none"> • Descriptive Analysis <ul style="list-style-type: none"> ○ Frequencies ○ Mean, Median, Mode, Range ○ Cross-tabs • Inferential Statistics and Interpretation of Tests Using SPSS <ul style="list-style-type: none"> ○ Non parametric tests – Chi Square ○ T-test ○ Correlation ○ One-way ANOVA • Presentation of Data: Graphs and Tabulation 	<ul style="list-style-type: none"> • Antonius, R. (2003) <i>Interpreting Quantitative Data with SPSS</i>. New Delhi: SAGE Publications
Unit 4	<p>Writing a Research Report</p> <ul style="list-style-type: none"> • Ethical Report Writing • Nature and Structure of a Research Report <ul style="list-style-type: none"> ○ Writing style ○ Formatting ○ Chapters and Nature of content of each chapter • Preparing First Pages and Annexures of a Research Report • Writing Reference List 	<p>Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: SAGE. – Cha. 17</p>

Program	MSW Autonomous
Course Title	Contemporary Social Movements
Semester:	MSW Semester II
Credits	Two
Year	2019 - 2020

Rationale of the course

Social Work as a helping profession enables its learners to view social realities in a people's perspective. The course in contemporary social movements enables the learners to understand the social realities of movements happening in the contemporary society. By analysing different social movements, learners get an overview of the ideologies, strategies and rights perspective of these movements. Course takes the learners on a voyage through the struggles of the people, who through their constant perseverance, were able to create great impacts in the social realities of the world.

Course Objectives

- Understanding conceptual framework and context of Contemporary social movements.
- Develop ability to utilize relevant skills such as mobilization and networking.
- Appreciate the contributions of social and political movements in a global level.

Learning Outcomes

- The learner will be able to apply the conceptual framework of Social Movements in analysing present social problems.
- The learner will become proficient in utilizing skills in mobilization and networking for organizing people.
- The learner will be able to contextualize the contributions of social and political movements to contemporary situations.

Units	Content	Suggested Readings
Unit 1	Definition and Theoretical Perspectives of Social Movements	

	<ul style="list-style-type: none"> • Definition, types, features and theoretical framework of Contemporary Social Movements. • Relative Deprivation Theory • Strain Theory <p>Different analysis on Social Movements</p> <ul style="list-style-type: none"> • Post Modern perspective on movements • Structural perspective on movements • Conflict perspective on movements • Marxist analysis of social movements • New Social Movements 	<p>Payne, Malcohm 2005; Modern Social Work Theory: Palgrave Macmillan Publishers</p> <p>Mayo Marjorie 2005; Global Citizens: Social movements and the challenge of globalisation, Canadian Scholars Press</p> <p>Singh R. 2001: Social Movements old and new; A post-modernist critique. Sage Publication, New Delhi</p>
Unit 2	Vision, Mission and Strategies of Social Movements	
	<ul style="list-style-type: none"> • Process involved in Social Movements • Goal setting, fixing strategies for movements. • Outcomes, alliances/networking, use of social media 	<p>Rao MSA 2006: Social movements in India; Manohar publishers,2006</p> <p>Shah, Chayanika et al. (2015). No outlaws in the Gender galaxy. Zubaan Books.</p>
Unit 3	Different Types of Movements 1	

	<ul style="list-style-type: none"> • Women and LGBT movements • Youth and learner movements • Labor unions • Dalit/ Race Movements • Rebel Music, Theatre and Art Movement • Peasant Movements • Environment and Indigenous people • Peace movements • Citizen Movements • National and International Forums • Movements related to Water • Disability Rights Movement 	<p>Shah Ghanshyam 2001: Dalit Identity and politics: Sage publication; New Delhi</p> <p>Guru Gopal 2004; Dalit Cultural movement and Dalit politics in Maharashtra. Vikas Adhyayan Kendra, Mumbai.</p>
Unit 4	<p>States and People's Response to Social Movements</p> <ul style="list-style-type: none"> • State response to social movements • Society Response to Movements • Labelling • Legislations regarding movements • Legal rights and activism 	

Program	MSW Autonomous
Course Title	Social Policy and Planning
MSW	Semester II
Credits	Four
Year	2019-2020

Rationale of the Course

Social policy is how a society responds to social problems. Any government enactment that affects the well-being of people, including laws, regulations, executive orders, and court decisions, is a social policy. A broad view of social policy recognizes that corporations and both non-profit and for-profit social-service agencies also develop policies that affect customers and those they serve and therefore have social implications. An understanding of social policies and the processes that determine its formulation is extremely critical for social work professionals as it determines the manner in which welfare is imparted to people, which in turn translates to the development of nation. Social workers can play an extremely critical role in the formulation, implementation and amendment of social policies. They can play a pivotal role in ensuring that policies are formulated as per the needs of the masses through processes like Policy Analysis and Advocacy. Hence, a course on Social Policy and planning is extremely important for a Master's program in Social Work.

Course Objectives

1. To acquire an understanding of the concept and history of welfare and its relevance in understanding the concept of Policy.
2. To acquire a critical understanding of the approaches to welfare and policy formulation in the national and international context.
3. To understanding planning as a tool for development, historically as well as in the present context.
4. To understand the role of state and non-state actors in policy formulation and implementation.
5. To impart skills of intervention in the field of Policy analysis and Advocacy.

Learning Outcomes

1. To gain basic understanding of Welfare and the role played by Social Policy in terms of delivery of Welfare.
2. To understand the role played by Political ideologies in determining welfare and hence social policy.
3. To understand the relevance of Planning in Policy formulation.
4. To understand the process of policy formulation, implementation and evaluation.

5. To understand the role of social worker in Policy and to develop skills for Policy analysis and Social Advocacy

Syllabus

Unit 1- Evolution of Social Policy	Suggested readings
<ul style="list-style-type: none"> • Concept, definitions and aims of social policy • History & Ideology of Welfare • Models of Social Welfare • Welfare across countries • Values underlying social policies 	<ul style="list-style-type: none"> • Titmuss Richard (1976) Essays on the Welfare State, George Allen & Unwin Ltd, London • Ponsioen, J. A. (ed) (1962) Social Welfare Policy, The Hague, Mouton & Co. • Anderson Esping (1990) The three worlds of Welfare Capitalism, Princeton University Press, USA. • Mishra Ramesh (1964) The Welfare State in Crisis: Social Thought and Social Change., Great Britain, Wheatsheaf Books • Encyclopaedia of Social Work in India • Kulkarni P.D.(1979) Social Policy and Social Development in India, Madras Association of Schools of Social Work in India.
<p>Unit II- Theoretical concepts and principles related to Social Policy</p> <ul style="list-style-type: none"> • The state and models of power: conservatism, radicalism, liberalism, neoliberalism, Marxism, modernism and post modernism, Welfare as per these ideologies. • Principles for social policy formulation: need, justice, freedom, equity, inclusion and exclusion. 	<ul style="list-style-type: none"> • Cliff. Alcock & Payne (ed)(2000) Introducing Social Policy, Prentice Hall, London • Horay, Jean (1981) Values in Social Policy: Nine contradiction, Routledge & Kegan Pail, London
<p>Unit III- The Indian State and Development Planning</p> <ul style="list-style-type: none"> • Development planning-its genesis and philosophy • Planning institutions at the national, state and local levels. • The Planning process- an overview and critique 	<ul style="list-style-type: none"> • Chakroborty S. (1987) Development Planning: An Indian Experience, New Delhi, Oxford University Press. • Byres T.J. (1999) The State and Development Planning in India, Oxford University Press, Delhi • Kabra K.N. (1997) Development Planning in India, Sage Publications, New Delhi

<ul style="list-style-type: none"> • Planning in the era of privatization- the role of state, civil society, corporate sector and market. • Concept of Good governance and its components 	<ul style="list-style-type: none"> • Ghosh Arun (1992) Planning in India, Sage Publications, New Delhi • T. J. Byree (ed)(1998) The State, Development Planning and Liberalisation in India, Oxford University Press, New Delhi • Sheng Kioe Yap, What is Good Governance, UNESCAP
<p>Unit IV- Policy Cycle</p> <ul style="list-style-type: none"> • Enactment of social policy/ policy formulation • Implementation • Policy review • Agencies involved: Role of regulatory bodies, task forces and commissions. 	<ul style="list-style-type: none"> • Kulkarni P.D.(1979) Social Policy and Social Development in India, Madras Association of Schools of Social Work in India.
<p>Unit V- Policy Analysis</p> <ul style="list-style-type: none"> • Policy analysis: concept, methods and tools • Analysis of contemporary social policies on Health, Education, Livelihood, Gender, etc. • Budget as a tool for Policy Analysis • 	<ul style="list-style-type: none"> • Ganpathy R.S. et al (ed.) (1985) Public Policy and Policy Analysis in India, Sage Publications, New Delhi • Crane John (1982) The Evaluation of Social Policies, Kluwer Nijhoff Publishing, Boston • Mosers, Caroline. (1993). Gender, Planning and Development. Routledge, London and New York.
<p>Unit VI- Social Advocacy in influencing policy</p> <ul style="list-style-type: none"> • Advocacy as a tool for social change : Steps and Strategies • Tools for Advocacy: Social Audit, RTI, PIL, Jan Sunvai, community score card, e-governance etc. • Case studies of some advocacy campaigns- Narmada Bachao Andolan, RTI, Domestic Violence Act, Right to food Campaign • Role of Social Worker in the field of Policy 	<ul style="list-style-type: none"> • Joseph George & Descrochers John, Development, Human Rights and Action Groups, Bangalore, Center for Social Action. • Singh, Tarlok (1978) Social Change and Economic Process: The Perspective of Social Policy, Delhi School of Social Work, Delhi

Program	MSW Autonomous
Course Title:	Social Science foundation for social work- Politics
Semester:	II
Credits:	Two Credits
Year:	2019-20

Rational of the Course:

The purpose of this paper is to introduce learners to the basic tenets embedded in the subject of Politics. Social work education derives the theoretical context from the social science courses and politics is one of the important parts of social sciences. Social work practice is based on the marginalised communities. Understanding of politics helps the learners to contextualise the marginalisation and exclusion of these communities. This course will focus on providing knowledge related to democracy, democratic structure and the electoral process, emphasising on the dynamics involved in the society in practice of the democracy.

Course objectives

1. To Understand Politics as a Social Science subject and the basic concepts relevant to its study.
2. To critically understand and analyse the democratic and dictatorial forms of Government and processes.
3. Critically understand and analyse the major political problems that affect the contemporary society.
4. To critically understand the electoral process and related dynamics in it.
5. To contextualise the tenets of politics both at national and international level

Learning Outcomes

1. The learner will be able to understand basic concepts related to politics
2. The learner will get an insight in to the concept of democracy
3. The learner will get a glimpse about the electoral process and various dynamics embedded in it.
4. The learner will be able to relate the state, national level politics to the international level.

Unit	Content	Suggested readings
1. Introduction to politics and state politics and State	<ul style="list-style-type: none"> • Nature and Scope of Politics. • State: Elements, Origin & Development, Role and Functions. • Nation : Concept, Difference between State & Nation. • Relevance of Politics to Social Work Profession <p>Classification of Government</p> <ul style="list-style-type: none"> • Democracy: Concept, Characteristics, Critique • Dictatorship: Concept, Characteristics, Types of Dictatorship, Critique of Dictatorship. • Democracy vs Majoritarianism • Nationalism vs Patriotism 	<p>Arora, N.D. & Awasthy, S.S. (2001). Political Theory. HAR-ANAND Publishing Ltd.,</p> <p>Asirvatham, E & Misra, K.K.(2001). Political Theory. S. Chand, Co. New Delhi.</p> <p>McKinnon, C (2008). Issues of Political Theory. Oxford University Press. New York.</p> <ul style="list-style-type: none"> •
2. Democratic government and Democratic Processes	<p>:</p> <ul style="list-style-type: none"> • Types of Democracy - Direct and Indirect Democracy Parliamentary and Presidential Democracy. • Federalism in Indian democracy and democratic decentralization. • International Democratic Body: United Nations • Election and Representation • Voting Behaviour and its determinants. • Role of Election Commission and independent, impartial elections. • Electoral Violence. • Election and representation-quota and other affirmative action 	<p>Bastian, S. (ed). Luckham, R. (2003). Can Democracy be designed, Zed Books. London 23 Page Cambridge University Press, Cambridge. Cambridge University Press.</p> <p>Appadurai, A.1975 (11th ed). The Substance of Politics. Oxford University Press, Oxford.</p>
3.Democratic structures	<p>Meaning, Characteristics, and Roles of:</p> <ul style="list-style-type: none"> • Political Party - National & Regional • Pressure Groups & Lobbying • Public Opinion and Advocacy • Media. 	<p>Sharma B.M. Bareth; R (ed) 2004. Good Governance, Globalisation and Civil Society,</p>

	<p>International Democratic Body : United Nations</p> <p>Deployment of democratic structures in social work practice.</p>	
<p>4. Electoral Politics</p>	<p>:</p> <ul style="list-style-type: none"> • Participation, Representation and Emerging Trends <p>Political problems</p> <ul style="list-style-type: none"> • Political alienation as a problem • Political corruption as a problem • Political violence as a problem <ul style="list-style-type: none"> (i) Sectarian and Terrorist violence (ii) Politicization of Religion leading to Communal Violence (iii) Regionalist and Separatist movements. • Crisis of Legitimacy • Centre-state relationship 	<p>Mehra, A.K. & Khanna, D.D (ed) Kueck, G.W (2003). Political Parties and Party System, New Delhi.</p> <p>Wilkinson, S.(2004). Votes and Violence. Electoral competition and communal riots in India,</p>

Program	MSW Autonomous
Course Title	Social Science foundation for social work- Economics of Development
MSW Semester	II
Credits	Two
Year	2019-2020

Rationale of the Course

The social work profession enables the learners to develop a better understanding of the community and society in a local as well as global perspective. The concept of Economic Development has a very important position in the social work paradigm. The way development is defined, how development includes and excludes certain people and communities are all matters of concern. Being learners of social work, the course enables the learners to read between the lines when they deal with the concept of economic development. They are also helped in understanding all contours of inclusive and sustainable forms of development. The course aims to develop in learners, attitudes and values in order to understand the positive as well as negative ideas of any development project.

Course Objectives:

- To develop ability to analyze and understand the contemporary socio-economic realities through the use of relevant economic concepts.
- To gain insight into various approaches to economic development.
- To develop an understanding of the international socio-economic order and its influence on the economy of developing countries.
- To develop an understanding of the different manifestations of the process of underdevelopment.

Learning Outcomes

The learner will be able to understand the concept of economic development and understand the various concepts related to the same.

The learner will be able to critically evaluate and analyze various development projects and understand its relevance in the current socio – political scenario.

The learner will be able to evaluate and change her/his understanding of development and develop an all inclusive idea of economic development.

Unit	Content	References
<p>1 Basic Concepts of Economic Development</p>	<ul style="list-style-type: none"> • Nature and meaning of development and economics of development • Distinction between growth and development. • Factors determining Economic Development • Core values and objectives of development • Millennium Development Goals, Sustainable Development Goals. 	<p>Bow J. (Edited) (2004, 2nd Edition) - The Globalization Reader Blackwell Publishing, Oxford. Parsuraman P.</p> <p>Unnikrishnan, P.V. (2003) – Listening to People in Poverty Books for Change, Banglore.</p> <p>Mier, Gerald, M : Leading issues in Economic Development, OUP, Delhi</p> <p>Todaro, Micheal P : Economic Development in the third world, Orient Longman</p>
<p>2 Theories and models of Economic Development:</p>	<ul style="list-style-type: none"> • Critique of Trickle down theory of Development • Human Development • The Linear stage theory • The International Dependence Revolution Theory • The neoclassical counter revolution Theory • The new growth theory • People centered development models; Gandhi, Ambedkar, Mahbub Ul Haq, Amartya Sen 	<p>Somayaji, Sakarama Somayaji, Ganesh (2006) – Sociology of Globalization perspective from India, Rawat Publication, India.</p> <p>Second Commonwealth NGO Forum - (Report 1996).</p> <p>lopment as Freedom; Amartya Sen</p>

		<p>ro, M. P., & Smith, S. C. (2012). <i>Economic Development</i> (11th ed.). Washington, DC: George Washington University.</p> <p>Thirlwall, A. (2006). <i>Growth & Development</i>. London: Palgrave Macmillan.</p>
<p>3 Structures, Characteristics and problems related to development</p>	<ul style="list-style-type: none"> • Inclusive Development :-origin, meaning and definition, HDI. • Inclusive growth vs Inclusive development • Problems of marginalized and excluded communities in India • Need for Inclusive Development: Policy framework • Inclusive Development of Scheduled Castes/ Scheduled Tribes/Minorities Religion/ Women; Persons with disability; Transgender- Elderly- unorganized workers • Finance Commissions 	<p>Todaro, Michael (2000) – <i>Economic Development</i>, Addison-Wesley Publishers, New York.</p> <p>Todaro, Michael P. and Stephen C. Smith. <i>Economic Development</i>, 8e. Delhi: Pearson Education, 2003.</p> <p>Misra, S.K. and Puri. <i>Growth and Development</i>. Mumbai: Himalaya Publishers, 2005.</p> <p>Hickey, Sam, Kunal Sen, and BadruBukanya (2014): <i>The Politics of Inclusive Development: Interrogating the Evidence</i>, Oxford University Press, Oxford.</p> <p>Tsujita, Yuko (2014): <i>Inclusive Growth and Development in India: Challenges for</i></p>

		Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire.
<p>4 Globalization and International Scenario of Development</p>	<ul style="list-style-type: none"> • Micro economics, Stabilization polices of Neo Loberalisation • The meaning of economic privatization, liberalization and globalization • Integration into the Global Economy and Liberalization of Markets • Factors contributing to globalization • Structural Adjustment Programmes; Zero Budget policy; No new recruitment policy. • Instruments for the Promotion of Fast and jobless; Financial liberalisation; cut in social sectors. • Economic Growth • Sustainable Human Development • International Organizations related to Development: IMF, ILO, OECD (Organization for Economic Cooperation and Development) and World Bank, WTO, World Economic Forum; GATT, GATS; • IPR; World Standards • Future of work, Decent work. 	<p>Thirlwall, A.P. Growth and Development 8e. New York: Palgrave MacMillan, 2005.</p> <p>Meier, Gerald M. and James E. Rauch. Leading Issues in Economic Development, 8e. New Delhi: Oxford Univ. Press, 2006.</p> <p>http://unctad.org/en/docs/poedmm125.en.pdf</p>