

College of Social Work (Autonomous)

MSW Syllabus (Revision 2019)

MSW Semester - I

Semester – I	Credits
History and Philosophy of Social Work	2
Social Work Practice with Individuals and Families	4
Community Organisation	4
Research Methodology 1	4
Foundation for Social Work - Sociology	2
Foundation for Social Work - Psychology	2
Field work	6
Total Credits	24

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
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.- Social work Approaches: Philanthropic to right based	<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>
2. History of Social Welfare and Development	<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	<p>Bastiaan Wielenga (1984) Introduction to Marxism, Centre for Social Action, Bangalore.</p>

<p>of Social Work; Social Vision of Modern Social Reformers and Western social philosophers:</p>	<p>- Social Vision and Contributions of Modern Social Reformers in India: Mahatma Phule Dr. B.R. Ambedkar Periyar Mahatma Gandhi</p> <p>- Social Philosophies: 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>	<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 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>3. Common Values found in World Religions and Social Work Profession:</p>	<p>- Values, Standards and Fundamental moral attitudes found among world religions that can form the basis of Global Ethic, - Basic tenets of different religions</p>	<p>Bastiaan Wielenga (1984) Introduction to Marxism, Centre for Social Action, Bangalore.</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 Publicationmn</p> <p>Dubois Brenda, Miley Karla (1999) Social Work – An empowering Profession; Allyan and Bacon, London.</p>

		Karen K. Kirst – Ashman (2003) Introduction to Social Work and Social Welfare, Thomson
4. Theories of Ethics, Ethical Issues in Social Work, Code of Ethics for Social Workers and Best Ethical Practices:	<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.	Direct Practice (Inter-personal work) <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 	Self-Awareness (Skills lab)- Perception, Empathy and Sensitivity Values integration through skills lab and role play	Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen) Direct Practice, Encyclopaedia of Social Work, Vol. II 20 th Edition (D-I) An Introduction to Social Casework by Grace Mathew , TISS, 1992
2.	Problem-solving Process- (Skills lab) <ul style="list-style-type: none"> • Use of Professional Relationship- transference; countertransference; Problems solving Process- <ul style="list-style-type: none"> • Exploration, Engagement, Assessment and Planning • Implementation and Goal Attainment • Termination phase 	Genogram, Eco map and Time line as tools in aid of assessment Use of assessment framework (PIE) Role plays-that help students learn the process of collection of information, arriving at an assessment and	Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen Social Work Practice: Assessment, Planning, intervention and Review. Jonathan Parker and Greta Bradley , 2004 Upadhyay R.K. Social Casework: A

		then formulating treatment goals and plans.	Therapeutic Approach, Rawat Publications, Jaipur and New Delhi
3	Understanding families in the Indian context <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 	Family Assessment and Intervention framework Calgary Family Assessment Model (CFAM), Calgary Family Intervention Model (CFIM),	Family and Intervention: A course Compendium, TISS -Murli Desai
4	Supportive Techniques in Case work and tools in case work (Skills lab) <ul style="list-style-type: none"> • Intake; interviewing; observation, Listening skills home-visits • Recording Skills • Difference between counselling and casework 	Workshops in Communication	An Introduction to Social Casework by Grace Mathew , TISS, 1992 Upadhyay R.K. Social Casework: A Therapeutic Approach, Rawat Publications, Jaipur and New Delhi Direct Social Work Practice Theory and Skills (VI edition) by Dean H.Hepworth, Ronald H.Rooney and Jo Ann Larsen
5	Models of Intervention <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 		Direct Social Work Practice: Theoretical Perspectives by Joseph Walsh, 2010
6	Intervention in different settings		

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. ○ 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 ○ Socio cultural composition ○ Caste composition ● Tribal communities ○ 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	Understanding the concept of community organization	Community organization: Theory and

	<ul style="list-style-type: none"> • Evolution of community practice in the western countries <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 	principles,1995, Murray G. Ross
3	<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 	
4	<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</p> <p>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>
5	<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 .</p> <p>Freire Paulo The Pedogogy of the oppressed: Penguin Books, Uk, 1996.</p> <p>Rules, Games, and Common-Pool Resources (1994)</p> <p>Elinor Ostrom, Roy Gardner, and James Walker With Arun Agrawal, William Bloomquist, Edella</p>

		Schlager, and Shui Yan Tang
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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
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 • Ethics in Social Work Research 	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 Workers: An Introduction to Methods</i>. (2nd ed.) New Delhi: Rawat Publications. – Cha. 1

			<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.
2	Research Process I: Literature Review and Selection of Research Problem <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) ○ 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 	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

	<p>alternative perspective entirely)</p> <ul style="list-style-type: none"> ○ Explanation of previous studies done relevant to the topic (methodologies and findings from related studies and comparison of findings), finding research gap <ul style="list-style-type: none"> • Problem Formulation • Rationale of the Study 		
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 ○ Nature of a hypothesis ○ Types 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)

			<p><i>Introduction to Social Work Research.</i> Illinois: F. E. Peacock Publishers, Inc. – Cha. 3</p>
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 ▪ Types of Non-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.
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 	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.)

	<ul style="list-style-type: none"> ○ Focus Group Discussion ● Tools of Data Collection <ul style="list-style-type: none"> ○ Interview Schedule ○ Questionnaire ○ Scales & Indexes 		<p>New Delhi: New Age International (P) Ltd. – Cha. 5, 6.</p> <ul style="list-style-type: none"> ● 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.
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	Foundation for Social Work - 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

Unit	Title	Contents of the Unit	Readings
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
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 • Functionalism: Durkheim's 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 • Interactionism: Weber's Interpretative Sociology; Types of Social Action; G.H. Mead's Concept of Self & Society • Post Structuralism theories: Gramsci, Foucault; Derrida 	<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.

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
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"> • Kuppaswami, B. (1981), Social Change in India, Vikas Publishing House, India • Bhushan, Vidya Sachdeva, (2000), An Introduction to Sociology, Kitab Mahal Distributor, Delhi

Subject	Foundation for Social Work - Psychology
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-psychosocial 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 life span 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
I Introduction to Psychological Concepts	1.1 Psychology for Social Work Practice – Introduction 1.2 Fields of Psychology: Clinical, Social, Organisational, Developmental, Health, Criminal, Forensic, Positive Psychology. 1.3 Basic concepts of Psychology: Perception, Motivation, Emotion, Cognition and Learning and Social Psychology, Attitude, Prejudice, Stereotype, Discrimination, Aggression, Conflict and Stress. 1.4 Importance of Heredity and Environment in the development of Personality	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.

		<p>8. Husain, A. (2012). Social psychology. New Delhi, India: Pearson.</p> <p>9. Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.</p> <p>10. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson</p>
II Personality Theories	<p>1.1. Psychoanalytical Theory (Freud)</p> <p>1.2. Psychosocial Theory of Development (Erikson)</p> <p>1.3. Behavioristic Theory (Pavlov)</p> <p>1.4. Humanistic Theory (Maslow)</p> <p>1.5. Inter Personal Theory (Rogers)</p>	<p>1. Friedman, H. S., & Schustack, M. W. (2006). Personality: Classic theories and modern research. New Delhi, India: Pearson.</p> <p>2. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (Eds.) (2008). Handbook of Indian psychology. New Delhi, India: Foundation Books</p>
III Introduction to Developmental Psychology	<p>Life span / cycle approach to development</p> <p>Stages</p> <p>Prenatal</p> <p>Childhood</p> <p>Adolescence</p> <p>Adulthood</p> <p>Ageing</p> <p>Psycho, Social, Emotional, Physical development</p> <p>Focus on Emerging Issues and Interventions (in the Indian Context)</p>	<p>1. Lerner, R. (2013). Concepts and theories of human development. New Jersey: Psychology Press.</p> <p>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.</p> <p>3. Changes in the Family and Process of Socialization in India, Anthony, E.J. & Colette, C. (Eds).</p> <p>4. The Child in his Family, Wiley, 365-374, M.S. Gore, 1978</p> <p>5. Child Development, Eleventh Edition, John W. Santrock, Tata McGraw Hill, New Delhi, 2007</p> <p>6. Developmental Psychology, Childhood and Adolescence,</p>

		<p>David R Shaffer, Fifth Edition Brook/Cole publishing Co, 1999</p> <p>7. Human Development, Ninth Edition, Diane E Papalia, Sally Wendkos Olds, Ruth Duskin Feildman, Tata Mcgraw Hill, 2004</p> <p>8. Life-Span Human Development Sigelman C, Shaffer D R, Second Edition, Brooks/Cole Publishing, 1995</p>
<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>	<p>1. Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson.</p> <p>2. Kumar, U., Archana, & Prakash, V. (2015). Positive psychology – Applications in work, health and well-being. Delhi & Chennai, India: Pearson.</p> <p>3. David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.</p> <p>4. Husain, A., & Saeeduzzafar. (2011). Islamic virtues and human development. New Delhi, India: Global Vision Publishing House.</p> <p>5. Joseph, S. (Ed.) (2015). Positive Psychology in practice: Promoting human flourishing in work, health, education, and everyday life.</p> <p>6. Hoboken, NJ: John Wiley & Sons. Snyder, C. R., & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University</p>

Semester -II

Semester – II	Credits
Social Welfare Administration	2
Social Work Practice with Groups	4
Contemporary Social Movements	2
Social Policy and Planning	4
Foundation for Social Work- Politics	2
Foundation for Social Work- Economics	2
Research Methodology-II	2
Field Work	6

Subject	Social Welfare Administration
Semester	Semester II
Credits	Two Credits
Year	2019-2020

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	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. Contest of 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
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Subject	Social Work Practice with Groups
Semester	MSW Semester II
Credits	Four credits
Year	2019-2020

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 social work 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	Introduction to Social Group Work <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	Group formation and group processes (Skills lab) <ul style="list-style-type: none">• Pre-group formation stage• Phases and stages of group development• Characteristics and role of Group worker therein	<ul style="list-style-type: none">• Konopka, G. (1972). Social Group Work: A Helping Process (2nd ed). New Jersey: Prentice Hall Inc.• P R. Balgopal & Vassil. 1983. Groups in Social Work: An Ecological Perspective. Macmillan Publishing Co. New York.

	<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"> • 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 Pvt. Ltd. India, 2014. • Coyle, G. L. (1947). Group Experience and Democratic Values. New York: The Women's Press.
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 	<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.

	<ul style="list-style-type: none"> Steps in planning and conducting group sessions 	<p>Amerind Publishing Co. Pvt. Ltd, New York, 1968.</p> <ul style="list-style-type: none"> Gibson, A. & Clarke, G. (1995). Project-Based Group Work Facilitator's Manual: Young People, Youth Workers and Projects. London: Jessica Kinglsey Publishers.
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	Application of Group Work in social work settings: <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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Subject	Contemporary Social Movements
Semester	Semester II
Credits	Two Credits
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.

Unit	Content	Suggested Readings
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>
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>
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>

4	States and People's Response to Social Movements <ul style="list-style-type: none"> • State response to social movements • Society Response to Movements • Labelling • Legislations regarding movements • Legal rights and activism 	
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Subject	Social Policy and Planning
Semester	Semester II
Credits	Four Credits
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

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.
Unit II- Theoretical concepts and principles related to Social Policy <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 • 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"> • 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 • 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 	<ul style="list-style-type: none"> • Joseph George & Descrochers John, Development, Human Rights and Action Groups,

<ul style="list-style-type: none"> • 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 	<p>Bangalore, Center for Social Action.</p> <ul style="list-style-type: none"> • Singh, Tarlok (1978) Social Change and Economic Process: The Perspective of Social Policy, Delhi School of Social Work, Delhi
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Subject	Foundation for Social Work- Politics
Semester	Semester II
Credits	Two Credits
Year	2019-2020

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., Asirvatham, E & Misra, K.K. (2001). Political Theory. S. Ch and, Co. New Delhi.</p> <p>McKinnon, C (2008). Issues of Political Theory. Oxford University Press. New York.</p>
2. Democratic government and Democratic Processes	<ul style="list-style-type: none"> • Types of Democracy <ul style="list-style-type: none"> - 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>International Democratic Body : United Nations</p>	<p>Sharma B.M. Bareth; R (ed) 2004. Goo Governance, Globalisation and Civil Society,</p>

	Deployment of democratic structures in social work practice.	
4. Electoral Politics	<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 <p>(i) Sectarian and Terrorist violence (ii) Politicization of Religion leading to Communal Violence (iii) Regionalist and Separatist movements.</p> <ul style="list-style-type: none"> • 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>

Subject	Foundation for Social Work - Economics
Semester	Semester II
Credits	Two Credits
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 sides 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
1 Basic Concepts of Economic Development	<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, Bangalore.</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>
2 Theories and Models of Economic Development:	<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>Development as Freedom; Amartya Sen</p> <p>Todaro, M. P., & Smith, S. C. (2012). Economic Development (11th ed.). Washington, DC: George Washington University.</p>

		Thirlwall, A. (2006). <i>Growth & Development</i> . London: Palgrave Macmillan.
3 Structures, Characteristics and Problems Related to Development	<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) – Economic Development, Addison-Wesley Publishers, New York.</p> <p>Todaro, Michael P. and Stephen C. Smith. Economic Development, 8e. Delhi: Pearson Education, 2003.</p> <p>Misra, S.K. and Puri. Growth and Development. Mumbai: Himalaya Publishers, 2005.</p> <p>Hickey, Sam, Kunal Sen, and Badrukenya (2014): The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford.</p> <p>Tsujita, Yuko (2014): Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire.</p>
4 Globalization and International Scenario of Development	<ul style="list-style-type: none"> • Micro economics, Stabilization policies of Neo Liberalisation • 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. 	<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>

	<ul style="list-style-type: none"> • 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. 	
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Subject	Research Methodology II
Semester	Semester II
Credits	Two 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	Tools of Data Collection <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	Introduction to SPSS, Data Cleaning, Data Input/Entry and Data Manipulation <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 	<ul style="list-style-type: none"> Field, A. (2005) <i>Discovering Statistics Using SPSS</i>. (2nd Ed.) New Delhi: SAGA Publications

	<ul style="list-style-type: none"> ○ Selecting subsets of the data ○ Splitting data files to obtain sub-group summaries ○ Output management 	
Unit 3	Analyses of Data Using SPSS <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	Writing a Research Report <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 	<ul style="list-style-type: none"> • Kumar, R. (2014) <i>Research Methodology: A Step-by-Step Guide for Beginners</i>. New Delhi: SAGE. – Cha. 17

Semester -III

Semester – III	Credits
Integrated Social Work Practice	4
Health	2
Rural and Urban Studies	4
Mental Health	2
Electives (Choose any three/carries two credits each)	
Informal Labour and Informal Sector	2
Therapeutic Intervention	2
Social Inclusion and Exclusion	2
Communication Skills	2
Sustainable Development and Environment	2
Field Work	6

Subject	Integration of Social Work Practice
Semester	Semester III
Credits	Four Credits
Year	2019-2020

Rationale of the Course

Social Work Education derives its practice base from Social Sciences. Some of the concepts from Sociology are foundations defining the Practice. Talcott Parson's System's Theory is one such Sociological concept which has been further developed into a model for Social Work intervention. The unique methods such as working with Individuals and Families, Groups, and Communities will remain stand-alone interventions unless they are linked to each other and seen in a larger perspective. Social Work Practice happens in the Society and therefore a perspective is necessary which is holistic and provides space for all methods in a multi-disciplinary scenario. The course on Integration of Social Work Practice attempts to take the Systems Theory approach of Talcott Parson and apply it to develop a systemic intervention model.

Course Objectives:

1. To understand the problem analysis perspectives in relation to the practice of professional social work.
2. To develop the ability to connect interventions to the theoretical perspectives of professional social work practice
3. To appreciate the challenges emerging from local and global influence on professional social work practice

Learning Outcomes

1. The learner will be able to trace the evolution of Integrated Social Work Practice and understand its effectiveness in the context of existing practices of social work.
2. The learner will be able to assess issues and problems at local, national and global levels.
3. The learner will be able to apply the Integrated Social Work Practice Model effectively in the field.

Unit	Unit Name	Content	Essential Readings
1	Evolution of Integrated Social Work Practice: From Philanthropy to Human Rights	<ul style="list-style-type: none"> • Historical evolution from charity orientation to integrated practice, the remedial, developmental, rights based, strength based and radical paradigms • Sociological framework of Talcott Parsons... 	<ul style="list-style-type: none"> • Howe, D. (1987). An Introduction to Social Work Theory. Aldershot: Ashgate • Howe, D. (2009). A Brief Introduction to Social Work Theory Basingstoke: Palgrave Macmillan
2	The Ecological Model of Integrated Practice:	<ul style="list-style-type: none"> • Criminalising and Victimising-paradigm shifts • Problem Analysis - Person in environment understanding, the micro, meso and macro levels of intervention, 	<ul style="list-style-type: none"> • SW: Issues & opportunities: In a Challenging Profession -Diana DiNitto, Aaron McNeece 361.32/Din/Mcn/20808
		<ul style="list-style-type: none"> • Systems Approach, Systems Analysis and Practice Systems - understanding the significance of the four practice systems for analysis and intervention, problems in scaling up 	<ul style="list-style-type: none"> • SW Theories in Context: Creating Frameworks for Practice - Karen Healy 361.32/Hea/B12578 • SW Practice: Model & method - Allen Pincus & Anne Minahan 361.32/Pin/min/19913 • Oko, J. (2008). Understanding and Using Theory in Social Work, Exeter: Learning Matters
		<ul style="list-style-type: none"> • Critique of ecological model of social work 	<ul style="list-style-type: none"> • Issues & opportunities: In a Challenging Profession - Diana DiNitto, Aaron McNeece

			361.32/Din/Mcn/20808 Pg 34-37
3	The Integrated Approach to Problem Solving:	<ul style="list-style-type: none"> • System change and system maintenance as goals of integrated practice 	<ul style="list-style-type: none"> • International SW: Issues, Strategies & Programs - David Cox & Manohar Pawar 361.3/Cox/Paw/B1980 7
		<ul style="list-style-type: none"> • Generalist and specialist approach to practice 	<ul style="list-style-type: none"> • Maclean, S and Harrison, R (2015). Social Work Theory: A Straightforward Guide for Social Work Learners
		<ul style="list-style-type: none"> • Critique of integrated approach to social work 	<ul style="list-style-type: none"> • Issues & opportunities: In a Challenging Profession - Diana DiNitto, Aaron McNeece 361.32/Din/Mcn/20808
4	Evolving Approaches to Social Work:	<ul style="list-style-type: none"> • Development, concept and principles 	<ul style="list-style-type: none"> • Thompson, N. (2005). Understanding Social Work: Preparing for Practice Basingstoke: Palgrave • Maclean, S and Harrison, R (2015). Social Work Theory: A Straightforward Guide for Social Work Learners
		<ul style="list-style-type: none"> • Understanding the anti-oppressive, feminist and post-modern perspectives of social work; Dalit perspective (Sukhdeo Thorat), strengths based focus; human behaviour approach; 	<ul style="list-style-type: none"> • Bailey, R., & Blake, M. (1980). Radical Social Work and Practice. London: Edward Arnold • Dominelli, L. (2002). Feminist Social Work: Theory and Practice. Palgrave Macmillan
		<ul style="list-style-type: none"> • Similarities and differences between radical social work and critical social work 	<ul style="list-style-type: none"> • Fook, J. (2003). Critical Social Work: The Current Issues.

			Qualitative Social Work: Research and Practice, 2 (2), 123-130.
5	International Social Work:	<ul style="list-style-type: none"> Ecological perspective and human rights perspective in the context of understanding global social work 	<ul style="list-style-type: none"> Critical SW: An Introduction to Theories & Practices - June Allan, Bob Pease & Linda Briskman 361.32/All/18074
		<ul style="list-style-type: none"> Growing significance of anti-racist/anti-oppressive practice Understanding sexism, Casteism, Chauvinism and other isms 	<ul style="list-style-type: none"> Dominelli, L. (2008). Anti-Racist Social Work, (3rd Edition). Palgrave Macmillan Baines, D. (2011). Doing Anti-Oppressive Practice: Social Justice Social Work. Fernwood Publications Bodhi S.R. (2014). The Practice of Anti-Caste Social Work in India: Towards a Theory of Dalit Social Work. Indian Journal of Dalit and Tribal Social Work, 2 (1), pp.28 to 39.
		<ul style="list-style-type: none"> Multi-culturalism in social work practice 	<ul style="list-style-type: none"> Fawcett, B. (2006). 'Postmodernism', in M. Gray and S. A. Webb (Eds.), Social Work Theories and Methods, London, Sage Publications
6	Challenges /Ethical Dilemmas in Social work Practice:	<ul style="list-style-type: none"> Changing role of social work profession in the context of social capital formation 	<ul style="list-style-type: none"> Critical SW: An Introduction to Theories & Practices - June Allan, Bob Pease & Linda Briskman 361.32/All/18074 Pg. 2, 3 & 59.

		<ul style="list-style-type: none"> • Self-reflexivity and value based concerns with the existing structural inequalities 	<ul style="list-style-type: none"> • Fook, J. (2002). Social Work: Critical Theory and Practice, London: Sage Publications
		<ul style="list-style-type: none"> • Contemporary development in social work: Corporatization, Specialization in social work education and practice. • Critical analysis of State approaches • CSR 	<ul style="list-style-type: none"> • Issues & opportunities: In a Challenging Profession - Diana DiNitto, Aaron McNeece 361.32/Din/Mcn/20808 Pg 34-37

Subject	Health
Semester	Semester III
Credits	Two Credits
Year	2020-2021

Perspective & Rationale

Based on the holistic concept of Health, the course recognizes the role of social, cultural, political and economic factors in influencing the Health of individuals. The course believes that health is integrally related to processes of development and that inequality, poverty; exploitation, violence and injustice are at the root of ill-health and mortality, especially for the poor and marginalized. The course aspires to enable the social work practitioners in helping individuals and communities to attain the highest possible level of health and well-being regardless their caste, ethnic background, religion, gender, age, abilities, sexual orientation or class. Looking at Health as a fundamental Human Right, the course also envisages to enable the learners to take up issues of health for advocacy and thus enable communities to play an active role in the formulation, implementation and evaluation of all health policies and programmes.

Course Objectives

- To understand the concept of Health and wellness and factors influencing the same.
- To understand the concept of Community health, Health Education, Health Action and Health Advocacy.
- To establish the link between Health and Development by presenting the various challenges faced by the Health sector in the current socio-economic context.
- To analyse the changing trends in the field of health policy and planning in India.
- To understand the relationship between caste, class, gender, age with Health and its repercussion on the overall wellbeing.

Learning outcomes

- Develop health action plan and materials of health education in accordance to the community needs.
- Gain an overview of health system, programmes and policies in India and to enable its implementation.
- Find the overall impact of health on wellbeing, gender justice and sustainable development of the community
- Understand the role played by social worker in the field of Health and to be able to practice the same. This would also include Advocacy in the field of health.

Unit	Content	Reference
1. Introduction to Health, Community Health and Health Education	<ul style="list-style-type: none">• Concept of Health and wellness; Dimensions of health; Factors affecting health, Social and Economic Determinants of Health.• Concept and background of community health; Difference between Community Health and Public Health• Community diagnosis and health action plan, Organising and planning for community health programme• Concept, methods and Principles of Health Education• Analysis of Status of Health in India; Rural /Urban Divide	<ul style="list-style-type: none">• Park. K. (2011). Preventive and Social Medicine (21st ed.) Bhanot, Jabalpur• Michele, I. (2004). Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health, London, Jones and Bartlett Publishers.• Desai SB & Joshi Bharti (2012). Social Work and Community Health, New Delhi, Alfa Publications
2. Health and Development:	<ul style="list-style-type: none">• Linkage between Health & Development• Millennium and Sustainable development goals,• Health Literacy and Health Behaviour; health seeking behaviour, health related behaviour• Health Sector Reforms; Emerging Socio-economic and Demographic Situation in India- challenges to the health sector• Hospital as a firm	<ul style="list-style-type: none">• Qadeer, Sen and Nayar (2001) Public Health and the Poverty of Reforms, Sage Publications, New York.

<p>3. Health System, Programmes and Policies</p>	<ul style="list-style-type: none"> • Three tier health care system: primary, secondary, and tertiary. • Health Infrastructure and Human resource Development; • Public vs Private health care. • National and State Level Health Policies and Programs. • Out of Pocket Expenses on Health; Health Insurance 	<ul style="list-style-type: none"> • Banerjee, D (1985). Health and Family Planning Services in India: An epidemiological, socio-cultural and political analysis and a perspective. • Duggal Ravi, Health Planning in India. • Banerjee, D. (1982). Poverty Class and Health Culture in India. New Delhi: Prachi Prakashan. • World Bank (1993). World Development Report- Investing in Health, World Development Indicators, Oxford University Press • Devadasan N et.al. "Community Health Insurance in India- An Overview" Economic and Political Weekly, July 2004
<p>4. Health and Well-being</p>	<p>Health disparities:</p> <ul style="list-style-type: none"> • Ageing, Health and Well-being • Migration and Urban Health • Linkages between Health and Environment. • Health and Gender-gender dimensions of health care • Role of social worker in health setting, Advocacy in Health care, Right to Health. • Hospital, Community, Institution, Personalised health care 	<ul style="list-style-type: none"> • Ministry of Health and Family Welfare, Government of India, January 2013, "A strategic approach to Reproductive, maternal, new-born, child and adolescent health (RMNCH +A) in India".

Subject	Rural and Urban Studies
Semester	Semester III
Credits	Four Credits
Year	2020-2021

Rationale of the course

The subject Rural and Urban studies gives an idea on the structures, issues, governance and process of development of rural and urban societies in India. The study highlights on the history of rurality and urban development processes. The course will develop sociological understanding of rural and urban realities focusing on geographical diversities, social stratification, class disparities, caste dynamics, and gender discrimination in context of equity is significant to understand rural-urban realities.

Knowledge on village level agrarian and water crisis, urban related issues on migration and slum development and livelihood issues of tribal communities are the crucial areas to be focused in this study. Understanding on rural, urban and tribal administration and governance is an important part to intervene in the development processes. Similarly information on the role of NGO, people's organisations, campaigns for rural urban development enable to get the vision for development of rural, urban and tribal societies.

Course Objectives

- To acquire knowledge of the historical development of rural and urban society.
- To understand the rural and urban structures, issues, governance and processes of development.
- To introduce sociological understanding of social thinkers on urban and rural development.
- To study the rural and urban development policies and programmes.
- To study the interventions and networking for rural and urban development.

Learning outcomes

- The learners will understand the structures, issues and development processes of rural and urban society.
- The learners will develop an understanding on views of social thinkers on rural and urban development.
- The learners will be able to understand the important concepts of rural and urban contexts such as governance, development programmes etc.

Unit	Title	Contents	Reference
1	Overview of Indian Rural, Tribal and Urban Societies	<p>Introduction to concepts related to Urban and Rural life: Definitions, Demographic Profile, Structures, Systems, Characteristics and issues related to urban, rural communities.</p> <p>Understanding Rural-Connections: Gemeinschaft and Gesellschaft Gentrification and De gentrification</p>	<p>Chaudhary Anjana: Rural sociology. New Delhi. Dominant Publishers, 2004 Census Report</p>
2	Rural Communities: Evolution and Dynamics	<p>Geographical diversities, Social Stratifications, Class Disparities, Caste dynamics, Gender discrimination in context of equity Analysis of Village structures: Changing Gao Gada</p> <p>Perspectives of Mahatma Phule, Mahatma Gandhi, and Ambedkar on village Development</p> <p>Perspectives of critical thinkers on village structures: M.S.Srinivasan, Sharad Patil, Neeraj Hatekar. Agrarian, Water issues & crisis Green Revolution and its effects, Food Security in India, farmers suicide</p> <p>Rural Cooperatives: concept, scope and limitations of the cooperative movement,</p>	<p>Joshi Divya: Gandhiji On Villages.. Mumbai. Mani Bhavan Gandhi Sangrahalaya, 2002</p> <p>Prasad B K: Rural Development: Concept, Approach And Strategy.. (1) New Delhi. Sarup and Sons Publishers, 2003</p> <p>Singh Katar: Rural Development: Principles, Policies And Management.. (3) New Delhi. Sage Publication, 2009</p> <p>Soundarapandian M: New Economic Policy And Rural Development.. New Delhi. Serials Publications, 2006</p>
3	The Origin and Growth of Cities	<p>Urban Growth : Pre-industrial city industrial revolution and its effects, Post-industrial urbanisation (Chicago School of Thought)</p> <p>Urban Demography: Concept of Urbanisation and slum communities</p>	<p>Sandhu Ravinder Singh: Urbanisation In India: Sociological Contributions.. New Delhi. Sage Publications, 2003</p> <p>Prasad B K: Urban Development: New Perspective.. New Delhi.</p>

		<p>Issues related to migration: Livelihood of urban poor, housing, employment</p> <p>Urban Transportation Systems Ghettos and gated Communities.</p>	<p>Sarup and Sons Publishers, 2003</p> <p>Mohan Sudha: Urban Development New Localism. Jaipur. Rawat Publications, 2005</p> <p>Sivaramakrishnan K C: Oxford Handbook of Urbanisation in India, 2nd Edi. New Delhi. Oxford University Press, 2005</p>
4	Tribal Communities	<p>Definitions: Schedule Tribes, indigenous people, Particularly Vulnerable Tribes, Nomadic and de-notified tribes in India</p> <p>Demographic profile, Identity issues, livelihood issues, Land, atrocities, witch killings; occupation, indebtedness, bonded labour, displacement, dispossession, forced migration , relocation</p>	<p>Fürer-Haimendorf , Christoph von 1982, Tribes of India: The Struggle for Survival, UNIVERSITY OF CALIFORNIA PRESS, Berkeley · Los Angeles · Oxford</p> <p>Maharatna , Arup 2005 Can 'Beautiful' Be 'Backward'? India's Tribes in a Long-Term Demographic Perspective, Gokhale Institute of Politics and Economics, Pune</p>
5	Governance & Development: Policies and Programmes	<p>Rural Development: Rural Ministry, rural administrative structure Five year plans,</p> <p>Panchayati Raj Act: 73rd Amendment, schemes and programs: MGNREGA, NRLM;</p> <p>Urban Development:</p> <p>Urban Governance: Municipal Corporation, it's structure & functioning: 74th Amendment, Nagar Rajya Bill, Area Sabha,</p>	<p>Singh, Surat& Singh, Mohinder 2006 Rural Development Administration in 21st Century: A Multi-Dimensional Study; Deep & Deep Publications, Delhi</p> <p>Chatterjee Shankar: Rural development and National Rural Livelihood Mission (NRLM). Jaipur. RBSA Publishers, 2011</p> <p>MCGM. (2010). Mumbai Human Development</p>

		<p>Slums Redevelopment plans: Schemes e.g. MMRDA, MHADA, SRA JNNURM, NULM</p> <p>Tribal Development: Ministry of Tribal Development, Administration of tribal development, Tribal governance, PESA 1996, Forest Dwellers Act, 5th and 6th Schedules, TDP Forest Regulation Act, 2019</p>	<p>Report 2009 (Chapters 4 and 8). New Delhi: Oxford University Press</p> <p>Apte, P. (2013). Urban Planning and Development: An Indian Perspective. Gurgoan: Zorba Publishers</p> <p>GOI. (2005). Urban Infrastructure: Economic Survey 2004–05. New Delhi: Ministry of Finance</p>
6	Strategies for Intervention and redressal mechanism	<p>NGO, CBO , civil society, SHG's intervention at community level, various systems e.g. education, health, PDS</p> <p>Peoples Organisations intervention on Natural resources like forest/land and water, labour exploitation, SEZ, housing issues RTI , Jansunvai, Public Interest Litigation, e-governance, campaigns</p>	<p>Mukherjee Amitava: Participatory Rural Appraisal Methods And Applications In Rural Planning.. (2nd Revise) New Delhi. Concept Publishing Company, 2004</p>

*** Workshops and field visits will be organised**

Subject	Mental Health
Semester	Semester III
Credits	Two Credits
Year	2020-2021

Rational of the Course

The growing emphasis on health-being a holistic experience of well-being rather than an absence of a particular illness, brings into lime-light the crucial role of mental health in recent times. Learners through an exposure to the discipline of human growth and development, develop an understanding of basic psychological processes. However, in practice, a thorough understanding of illness, issues related to mental health and scope of social work interventions also becomes inevitable in enriching their practice as professional social workers. **Mental health and common mental health disorders are shaped to a great extent by a variety of social, economic and physical environments which further stress the importance of multi-modal interventions.** This paper thus offers a comprehensive understanding of mental health, mental illness and the role of social workers in micro, mezzo and macro levels of practice within a multi-disciplinary context. Along with the course divided in units, the content offered through workshop is also influential and is given due importance, to offer knowledge on application of concepts learnt in theory.

Course Objectives

1. To gain a conceptual understanding of Mental Health.
2. To provide an overview of various mental health disorders and its assessments.
3. To obtain comprehensive knowledge on application of mental health interventions at community and school levels.
4. To develop an ability to analyse policies, legislations and programs pertaining to mental health and the access and availability of these services.
5. To understand multi-disciplinary nature of interventions in mental health field and appraise the role of social worker in various settings of mental health.

Learning Outcome

1. Develops an understanding of concepts relating to mental health and in the context of psycho-social milieu of an individual
2. Gains a basic understanding of various forms of mental health disorders that prepares to understand scope of interventions among people living with mental health issues.
3. Acquires knowledge on various forms of testing and assessment of mental health
4. Understands various approaches in mental health interventions at community and school levels
5. Develops ability to analyse the role and challenges faced by governmental and non-governmental agencies in securing mental health care to common people.

6. Learns to evaluate the needs of various settings in mental health care (hospitals, child guidance clinics, prison) and learn about interventions central to each of these settings.

Unit	Contents	Reading List
Unit 1: Evolution of Mental Health	Overview of mental health and mental health disorders a. Unpacking mental health disorders b. Social Determinants of mental Health c. Bio-Psychosocial Model of Mental Health d. Multi-dimensional Impact of Mental Health Issues e. Approaches to Abnormal Behavior	<ul style="list-style-type: none"> • Ciccarelli, S. and Schutte, E. (2006). <i>Psychology - an exploration</i>. Pearson Education. • Segrin, C. (2001). <i>Interpersonal processes in psychological problems</i>. New York: Diane Pub Co. • Patil, B. (2009). <i>Insanity</i>. New York: Eloquent Books. • Lahey, B. (2012). <i>Psychology</i>. New York: McGraw-Hill.
Unit 2: Brief Introduction to Mental Health Disorders	a. Mental Health Disorders: Causes, Classification and Treatment Approaches b. Common Mental Disorders: Schizophrenia Mood Disorders Personality Disorders Anxiety Disorders Obsessive Compulsive Disorder Dissociative Disorders c. Childhood Disorders: Neuro-developmental Disorders: Intellectual Disability Intelligence and Learning disorders Substance Abuse	<ul style="list-style-type: none"> • Rosenberger, P., Ramírez, C., Nevid, J., Rathus, S. and Greene, B. (2000). <i>Abnormal Psychology in a changing world study guide</i>. Upper Saddle River, N.J.: Prentice Hall. • Carson, R., Butcher, J. and Mineka, S. (2002). <i>Fundamentals of abnormal psychology and modern life</i>. Boston: Allyn and Bacon. • Nolen-Hoeksema, S. (2005). <i>Abnormal psychology</i>. 3rd ed. New Delhi: Tata Mc Graw Hill Publishing Company. • Gelfand, D. and Drew, C. (2003). <i>Understanding child behavior disorders</i>. Belmont, CA: Wadsworth/Thomson Learning. • Alternative Diagnostic Models for Personality Disorders: The DSM-5 Dimensional Approach. Retrieved 9 August 2019, from

		<p>https://www.mentalhelp.net/personality-disorders/dsm-5-dimensional-approach/</p> <ul style="list-style-type: none"> • Clifford, M., King, Weinz and Schopler (1998). <i>Introduction to Psychology</i>. 6th ed. New Delhi: Tata Mc Graw Hill Publishing Company Limited. • Kaplan, H.I. & Saddocks, B.J. (1985) <i>Modern Synopsis of Comprehensive Textbook of Psychiatry</i>. 4th Edition. William & Wilkins.
Unit 3: Community and School Mental Health	<ul style="list-style-type: none"> • Community Mental Health : Preventive, Promotive and Remedial approaches • School Mental Health and role of Social Workers • Patients' Rights • Mental Health Manifesto 	<ul style="list-style-type: none"> • Caplan, G. (1961). <i>An Approach to Community Mental Health</i>. London: Tavistock Publications. • Joseph, M. (2002). <i>Mental Health in Classrooms</i>. 1st ed. Kalamassery, Kerala: Rajagiri College of Social Sciences. • Mane, P. and Gandevia, K. (1993). <i>Mental health in India: Issues and Concerns</i>. Bombay: Tata Institute of Social Sciences. • Price, R., Ketterer, R., Bader, B. and Monahan, J. (1980). <i>Prevention in Mental Health: Research, Policy and Practice</i>. Beverly Hills • Chavan, B.S., Gupta, N., Arun, P., Sidana, A. & Jadhav, S. (2012). <i>Community Mental Health In India</i>. Jaypee Brothers Publication. • Jeger, A.M. & Slotnick R.S. (2011). <i>Community Mental Health and Behavioral Ecology: A Handbook of Theory Research and Practice</i>. 2nd edition. New York: Springer Publications • Foucault, Madness in Civilisation • Bhargavi Davar, Publications

<p>Unit 4:</p> <p>Scope of Social Work Interventions in Mental Health Issues in various Settings</p>	<ul style="list-style-type: none"> • De-Addiction centres • Mental Health Hospitals • Child Guidance Clinics • Prison Setting • General Hospitals with Psychiatric Wards • Community Mental Health Centres • Psychosocial Rehabilitation Services • Gender and Mental Health 	<ul style="list-style-type: none"> • Hudson, B. (1982). <i>Social Work with Psychiatric Patients</i>. Hampshire, London: Mac Millan Press Ltd. • Price, R., Ketterer, R., Bader, B. and Monahan, J. (1980). <i>Prevention in Mental Health: Research, Policy and Practice</i>. Beverly Hills, London: Sage Publications Inc. • Paylor, I., Measham, F., & Asher, H. (2013). <i>Social Work and Drug Use</i>. New Delhi: Rawat Publications. • Olsen, M. (1984). <i>Social Work and Mental Health: A guide for the approved social worker</i>. New York: Tavistock Publications. • Gould, N. (2016). <i>Mental Health Social Work in Context</i>. 2nd Edition. Routledge Publications. Learner Social Work Series. • http://health.bih.nic.in/docs/guidelines/guidelines-community-health-centres.pdf
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Workshops

1.	<p>Policies for Mental Health: United Nations Conventions on the Rights of Persons with Disability (2006)</p> <p>National Mental Health Policy (2014)</p> <p>Mental Health Care Act, 2017</p>
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Subject	Informal Labour and Informal Sector
Semester	Semester III
Credits	Two Credits
Year	2019-2020

Rationale and Brief Perspective Note on Course

The Indian economy is defined by the informal and formal sector contributing majorly to its growth. The informal employment and growth of the informal sector is the hall mark of today's economy. The informal labour force is characterised by aspects such as insecurity of job, being migrant, marginalised, and exploited. The informality in employment and growth of this informal sector is all pervasive with its presence in both rural and urban areas. Social work professionals with roots in working with the most marginalised need a strong understanding of informal labour and also the informal sector.

Course Objectives

To enable learners:

1. To study the history, growth and various dimensions related to informal labour and informal sector.
2. To develop an understanding about the labour issues in the informal sector both in urban and rural areas
3. To enable learners to look at the linkages related to caste and gender in the informal sector
4. To develop a critical perspective about legal and social security measures concerned with labour in the informal sector
5. To study various government and non-government interventions related to informal labour

Learning Outcomes

1. The learners will be able to identify and define various types of informal labour both in the urban and rural areas.
2. The learners will be able to relate and understand the causal factors for the exploitative nature of informal employment and informal sector.
3. The learners will be equipped with a critical view of the legislations and government schemes related to informal labour
4. The learners will get a bird's eye view of various interventions.

Unit	Content	Readings
1. Informal Economy: History, definition and various dimensions	a. New economic reforms and growth of informal economy b. Growth of informal economy in India c. Defining informal sector, informal employment and relations d. Migrant labour market and workforce: Profile (Caste, age, religion and region), types of migration, causes for migration. Sons of the Soil. e. Skill formation and skill upgradation process in the informal sector f. Women workforce in the informal employment g. Human trafficking in the informal sector h. Occupational health and safety i. Sexual Harassment at Workplace	‘Decent work and the informal economy’, Report VI, 2002 International Labour Office ILO 2019 Reports on conditions of work and promotion of livelihoods in the unorganised sector’ Sengupta Arjun Chair person, National commission for enterprises in the unorganized sector, 2007, New Delhi
2. Informal labour force and the informal sector in the Urban area	a. Construction Industry and the construction labour force b. Home based Industry Small enterprises based in the slums c. Hawkers and vendors d. Domestic workers e. Informal employment in the Solid waste management industry	Agarwal... A. N (2001) - Indian economy problems of development and planning, Vishwas Prakashan, Mumbai. Geneva. Dutt. R & Sundharam- Indian Economy (2006 edition). S. Chand & Co, New Delhi. Labour Standards by ILO
3. Informal labour force and the informal sector in the Rural area	a. Agriculture and allied industry and informal employment forms b. Industries based on use of natural resources: salt mines, fisheries, quarries c. Land less labour force and bonded labour	<u>Jan Breman</u> 2012 ; Outcast Labour in Asia: Circulation and Informalization of the Workforce at the Bottom of the Economy 2012 The State of Labour: The Global Financial Crisis and its

	<ul style="list-style-type: none"> d. Informal employment /livelihood patterns of Nomadic tribes and de-notified tribes e. Informal employment in the home based industry 	Impact , Dr Sharit Bhowmik (editor), 2016
4. Government and Non- government Intervention	<p>Government Interventions</p> <ul style="list-style-type: none"> a. The labour legislations pertaining to informal workforce b. The labour commissions and their recommendation. c. Government schemes for the informal work force d. Financial institutions and the informal sector. <p>Non-Government interventions</p> <ul style="list-style-type: none"> a. WEIGO and other international interventions b. Trade Unions and Cooperatives c. Ngo's and Civil Society organization: Intervention models of SEWA ,Nirman, Stree Mukti Sanghatana and other similar Ngo's d. Strategies for Organising the Unorganised : National Campaigns for policy and legislation framing 	<p>Martha Chen, Renana Jhabvala, Frances Lund, 2002,' Working paper on the informal economy – supporting workers in the informal economy, a policy framework, (employment sector, International Labor Organisation</p> <p>Renana Jhabvala , RKA Subramanya' The Unorganised Sector, work security and Social protection</p> <p>Sarath Davala, 1994,' Unprotected Labor In India'</p>

Subject	Therapeutic Interventions
Semester	Semester III
Credits	Two Credits
Year	2020-2021

Rationale of the Course

The purpose of this course is to introduce the social work learner to knowledge of Therapeutic Interventions as a base for social work practice. The course structure of Therapeutic Interventions provides learners with an understanding of Therapies that can be used in the intervention process. The course is structured in a way to help learners to understand different therapeutic approaches to provide the best possible treatment to their clients.

Objectives:

To enable learners to:

- To develop an understanding of the key elements involved in the therapeutic intervention process
- To develop an understanding of the different approaches and models in therapeutic interventions and appreciate the use of eclectic approach to therapeutic intervention.
- To develop an understanding of the role of other professionals in the field and the role of the social worker as a member of the interdisciplinary team.
- To develop attitudes that will enhance the intervention process

Learning Outcomes

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

1. Apply therapeutic intervention skills while working with individual, groups and families.
2. Evaluate the different therapeutic approaches and understand their implicit techniques and use them in their Field work Practice
3. Learners will be sensitized to maintain professional standards and uphold ethical standards of the profession.

Units	Topics	Reading List
1	Introduction to Counselling a. Goals of Counselling b. Qualities of an effective counsellor c. Ethics in counselling d. Steps involved in the Process of Counselling e. Understanding the pitfalls in counselling f. Counselling in Different Settings	1. Dave Indu: The Basic Essentials of Counselling. New Delhi. Sterling Publishers, 1983 2. Allen Thomas W & Whiteley John M: Dimensions Of Effective Counselling: Cognitive Flexibility And Psychological Openess In Counsellor Selection.. Columbia. Charles Merrill Publishers, 1968 3. Blocher Donald M: Developmental Counselling.. (2nd) New York. Ronald Press Company, 1974 4. MucchielliRoges: Face To Face In The Counselling Interview: Training In The Human Sciences.. London. Macmillan And Company, 1983. 5. Tolbert E L: An Introduction To Guidance: The Professional Counsellor... Boston. Little Brown And Company, 1978
2	Client Centred Therapy/ Person-Centred Counselling a. Key concepts and goals b. Notion of Self Concept c. Attributes of a fully functioning person d. The therapeutic process Six Factors Necessary for Growth in Rogerian Theory e. Merits and Limitations	1. Rowan John: The Reality Game: A Guide To Humanistic Counselling And Therapy.. London. Routledge And Kegan Paul, 1983 2. Mearns Dave & Thorne Brian: Person Centered Counselling In Action.. London. Sage Publications, 1988
3	*Introduction to Marital and Feminist Counselling a. Phases in Marriage b. Sources of conflict, conflict spiral c. stages in marital counselling Feminist counselling	1. Corey Gerald: Theory and Practice of Counselling and Psychotherapy. (8) Singapore. Thomson Brooks/Cole, 2009 2. Payne Martin: Couple Counselling a Practical Guide. New Delhi. Sage Publication, 2010. 3. Women and Mental Health

	<ul style="list-style-type: none"> a. Nature and concept of 'abuse' and 'violence' b. Different kinds of abuse / violence – Physical, Emotional, Psychological, Mental, Social, Community Violence c. The Abuse Cycle d. Family dynamics leading to continuation of abuse e. Impact on family and children f. Feminist Therapy with specific reference to Counselling victims of Domestic violence 	
4	Grief and Trauma Counselling <ul style="list-style-type: none"> a. Grief counselling Goals ,Process and techniques, b. Phases of Grief, Grief and Bereavement, Anticipatory Grief c. Abnormal Grief reactions d. Kubler Ross's Model of Stages of Grief e. Role of Counsellor f. *Palliative Care : Domains of care g. Use of Teamwork Approach in Terminal Illness 	<ul style="list-style-type: none"> 1. Rao S Narayana: Counselling and Guidance... (2nd) New Delhi. Tata Mcgrow Hill Book Company, 1992 2. Worden, William J. Grief Counselling & Grief Therapy: A Handbook for the Mental Health Practitioner. Third Ed. Routledge. London (2001) 3. Ethering Kim: Counsellors in Health Settings... London. Jessica Kingsley Publishers, 2001 4. Worden J William: Grief Counselling and Grief Therapy; A Handbook for the Mental Health Practitioner... (3) New York. Tavistock Publication, 2005. 5. Reeves Andrew: Counselling Suicidal Clients. New Delhi. Sage Publications, 2010. 6. Mallon Brenda: Dying, death and grief: working with adult bereavement. New Delhi. Sage Publications India Pvt Ltd, 2008

<p>Duration Three days</p>	<p>Workshops and Lab sessions Module for Gestalt Therapy , Transactional Analysis and Rational Emotive Cognitive Behaviour Therapy</p> <p>* Gestalt therapy</p> <ol style="list-style-type: none"> Key Concepts : Processes and Goals: Classification of types of problems Growth and Goals of Gestalt therapy Therapeutic techniques and procedures of Gestalt therapy Layers of Movement in Growth Contributions and limitations <p>*Rational Emotive Behaviour therapy</p> <ol style="list-style-type: none"> Key Concepts Rationality: Reason and Emotion: Appropriate and Inappropriate Emotions: Assumptions : Assumptions basic to RET: Some Irrational Beliefs and Characteristics of Irrationality Process of REBT: ABC DEF principle REBT Activating event- Belief system- Consequent emotional status- Disputing the belief system- E, 	<ol style="list-style-type: none"> Gestalt counselling in action. (3 rd. edition) London. Sage Publications, 2004. Trower Peter: Cognitive Behavioural Counselling In Action.. London. Sage Publications, 1988 Wills Frank: Skills in cognitive behaviour counselling & psychotherapy. New Delhi. Sage Publications India Pvt Ltd , 2008 Lister-Ford Christine: Skills in transactional analysis counselling and psychotherapy. New Delhi. Sage Publications India Pvt Ltd, 2002.
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	transform the event into his growth potential. e. Merits and Limitations *Transactional Analysis a. Goals of TA b. Ego States : The Parent Ego state ,Adult ego state and Child Ego state c. Egogram and Structural Analysis d. Transactions in Transactional analysis; complementary, crossed and ulterior. e. Basic Existential Life Positions f. Merits and Limitations	
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Lab sessions/Workshops/Field Visits will be organized

Subject	Social Inclusion and Exclusion
Semester	Semester III
Credits	Two Credits
Year	2019-2020

Rationale of the Course

It is important to learn about the processes of social exclusion through which individuals or groups are wholly or partially excluded from the socio-cultural, economic and political systems in India and across the globe. Traditionally, they are excluded and deprived from participation in the society within which they live. Social constructs like caste, religion, gender, race or ethnic disadvantage translate them into social exclusion. The ‘institutional mechanisms’, through which resources are allocated are systematically denied to the excluded groups which continuously push them in margins.

Hence, it is challenging for the social work profession to identify such excluded groups at the national and international level, knowing issues related to their identity and vulnerable livelihood situations. In this context, it is significant to get insights on democratic values,

constitutional framework, policies and programs, strategies of people centred organisations working for inclusive development. Inputs on rights-based approach through advocacy, networking at national and international level will give ideas on the struggle and challenges faced by the excluded communities and efforts made for their inclusive integration.

Objectives of the Course:

1. To provide an overview on concepts, types and factors responsible for the social exclusion of the marginalized groups in India and at the international level.
2. To study the magnitude and extent of socially excluded communities in India and at the international level.
3. To develop perspectives on the struggle and challenges faced by the excluded communities for their inclusion and integration in India and at the international level.
4. To provide knowledge on national and international inclusive policies and processes for inclusion and integration of excluded communities.

Learning Outcomes

1. The learner will be able to develop an understanding on the concepts of social exclusion, inclusion, types and factors responsible for social exclusion.
2. The learner will be able to understand disparities and discriminations based on social constructs practised in India & at international level.
3. The learner will know about national and international inclusive policy framework to understand values of justice, dignity and equality for inclusive development.
4. The learner will be able to develop an understanding on strategies practiced to create access & opportunities to the excluded groups for their inclusive development.

Unit	Contents	Reading list
1. Introduction to the Concepts	<p>Emergence of the concept of social exclusion and inclusion</p> <p>Defining social exclusion and inclusion</p> <p>Types of social exclusions based on Class, Caste, Religion, Gender, Race and Ethnicity</p> <p>Dimensions of exclusion related to socio-cultural, economic and political systems and Interdisciplinary approaches for its study</p>	<p>Sen, A. (2000) Social Exclusion: Concepts, Application and Scrutiny. Social Development Papers No. 1, Asian Development Bank, Manila</p> <p>Hills, J. le Grand, J. and Peached, D (eds.) (2002) Understanding Social Exclusion, Oxford University Press, Oxford.</p> <p>Sukhadeo Thorat and Narender Kumar (2008), B.R Ambedkar Perspective on Social and</p>

	Debates on social exclusion and inclusion in India and around the world	Inclusive Policies, Oxford University Press, New Delhi Jordan, B. (1997) A Theory of Poverty and Social Exclusion. Cambridge: Polity Press.
2. Socially Excluded communities in India and at International level	<p>Socially Excluded Communities: Profile, identity, livelihood issues</p> <p>Overview on the socially excluded communities in India and their struggle for inclusion & integration</p> <p>Excluded communities: Dalit-caste based issues, Tribal-indigenous people, DT/NT, OBC's, Minorities (regional, religious, linguistic), LGBTQI; Rohingyas, Ching, Tibetians</p> <p>Overview on excluded communities at international level and their struggle for inclusion & integration</p> <p>Refuges, Asylum seekers, migrates, immigrants</p> <p>Excluded communities: Roma (Europe), Sami (Scandinavia), Rohingya (Asian), Apache (Red-Indians-North American), Maori (Australia)</p>	<p>Saxena, Ashish (2013): Marginality, Excision and Social Justice, Rawat, Publication, Jaypur</p> <p>S. Vijaykumar, (2012) Challenges ahead for Inclusive Growth in India, IJRDM (International Journal of Rural Development and Management Studies), Volume</p> <p>Varma, H.S. (2005) The OBCs and the Dynamics of Social Exclusion in India, Serial Publications, New Delhi.</p>

<p>3. Policies and programmes for Inclusive Development</p>	<p>Constitution of India: Democratic perspectives on inclusive development, Preamble, constitutional provisions for SC, ST, OBC, NT/DT and minority, Reservation Policy Social legislations Atrocity Act Special minority status Commissions (SC,ST, OBC, Minority, NT/DT), Policies and programmes for inclusion of excluded communities International policy framework for Inclusion and integration</p> <p>UNDP, SDG, HDI, European Union: EU policies and programmes for refugees, immigrants & migrants</p> <p>Legislative measures Reservation Policy</p>	<p>S. Vijaykumar, (2012) Challenges ahead for Inclusive Growth in India, IJRDM (International Journal of Rural Development and Management Studies), Volume 6</p> <p>Deshpande, A (2012) Exclusion and Inclusive growth, Delhi School of Economics, UNDP Report, UNDP, Human Development Report 2016, World's most marginalized still left behind by global development priorities</p> <p>Gapminder Tools: Hans Roselling, https://www.gapminder.org › world</p>
<p>4. Action for Social Inclusion</p>	<p>Role of people centred rights-based organizations to address issues of social exclusion</p> <p>Social movements against exclusionary practices for inclusion.</p> <p>Mobilization for social change</p> <p>Advocacy & networking for social inclusion Legal reforms Affirmative action Social Legislation</p>	<p>Mullaly, Bab (2010) Challenging Oppression & Confronting Privilege, Oxford University, Canada.</p> <p>Rao, Pulla, D (2011) Human Development and Social Exclusion, (Essay in Honour of Prof. K.S. Chalam), Serial Publication, New Delhi.</p> <p>S. Vijaykumar, (2012) Challenges ahead for Inclusive Growth in India, IJRDM (International Journal of Rural Development and Management Studies), Volume</p>

Subject	Communication Skills
Semester	Semester III
Credits	Two Credits
Year	2019-2020

Rationale of the Course:

Communication stands at the core of human existence. Living and functioning as a member of any social organization requires appropriate communication skills. The more developed these skills are, the more comfortable the individual feels when operating in a collective setup. The ability or inability to communicate properly affects the individual's social participation. Thus communication skills are of prime importance in social work, especially understanding the role of media in development. The course will enable the learner to use media for field interventions and develop a critical understanding of the various media in use currently.

Course Objectives

- To understand and appreciate the concept, role, emerging paradigms and use of media in development communication.
- To acquire knowledge of different media and their effective use in social work intervention and develop an ability to critique them
- To understand the utilization of media by government and non-government sectors and civil society groups for development

Course Outcomes

- The learner will understand the various aspects of development communication such as its scope, role and uses in the context of social work practice framework.
- The learner will understand and acquire basic skills on the use of various group, folk and mass media for social work practice in different settings
- The learner will understand and critique the emerging paradigms of development communications thereby effectively engaging in Media Planning and Advocacy using social marketing, public relations skills and maintaining a media ethical approach in all social work interventions.

Unit	Title	Contents	Essential Readings
1	Introduction to Communication Skills and Development Communication	<ul style="list-style-type: none"> - Skills of communication - Types of communication - Barriers to communication - Understanding processes and tools of communication - Influence of media on different target groups / audiences - Priorities of media in development - Use of Mass Media in Development Communication - Development Communication Methodological Framework - Communication based assessment - Tools for Strategy design Implementation, Monitoring and Evaluation Such as, Influence mapping, force field analysis, etc. 	<p>Mefalopulos, Paolo (2008). <i>Development communication sourcebook: broadening the boundaries of communication</i> Washington: The World Bank.</p> <p>D'Abreo, Desmond (1994). <i>The Mass Media and You</i>. Mumbai: Better Yourself Books.</p> <p>Gonsalves, Peter (1995). <i>Exercises in Media Education</i>. Mumbai: Tejprasarini.</p> <p>Pereira, Myron (1994). <i>Development Communication Handbook: Ideas, Skills, Illustrations</i>. Indore: Satprakashan Kendra.</p> <p>Mody, Bella (1991). <i>Designing Messages for Development Communication: An Audience Participation Based Approach</i>. New Delhi: Sage Publications</p> <p>Mody Bell (2003). <i>International and development communication : A 21st Century perspective</i>. New Delhi. Sage Publications ,0761929010- -(301.161MOD)</p>

2	Folk Media, Group Media, and Developing IEC materials	<p>Folk media: -Definition, What is Folk media, its type's characteristics, use and advantages.</p> <p>Group media: -Concept, types of group media and its use</p> <ul style="list-style-type: none"> ▪ Photos for photo language ▪ Posters ▪ Puppets ▪ Flash cards ▪ Street play <p>Developing of IEC materials with the use of different media for a campaign</p> <ul style="list-style-type: none"> o Public Speaking o Report Writing Simulation games <p>-Documentaries</p>	<p>Pragasam, Magimai and Yadav, Adesh (2003). <i>Group Media: Trainer's Manual</i>. Secunderabad: The Catholic Association of India.</p> <p>P Sainath – Documentary Nero's Guest – Rural Archives website of Sainath</p> <p><i>Manual</i>. Secunderabad: The Catholic Association of India.</p> <p>Pragasam, Magimai and Yadav, Adesh (2003). <i>Street Plays on Community Health</i>. Secunderabad: The Catholic Association of India</p> <p>Pragasam, Magimai and Yadav, Adesh (2003). <i>Group Media: Trainer's</i></p>
3	Mass Media	<p>-Mass Media</p> <ul style="list-style-type: none"> o Print media: Newspapers, magazines, journals – o Audio-Visual Media - Radio, Advertisements, TV, Cinema: <p>Documentation of Electronic media: use of social networking, e-databases, blogs and virtual libraries as personal spaces and resources for campaigns, e-governance</p> <p>-Strengths and limitations of each medium as a tool for development</p> <p>-Attitudes and values conveyed by</p>	<p>Ramteke M D: Aamhi Madiya Pune. Samakaleen Prakashan, 2013.</p> <p>Kumar Keval J (2007). Mass communication in India. Mumbai. Jaico Publishing House,. 81-7224-373-1--(301.16KUM)</p> <p>Verma N K (2006). Handbook of mass communication. New Delhi. Sumit Enterprises,</p> <p>Singh Dharmendra (2004): Mass Communication And Social Development..</p>

		<p>advertisements and TV programs</p> <p>-Critique of the role of media in projecting and propagating particular images, censorship and state control in cinema, documentaries, viewing culture</p>	<p>Delhi. Adhyayan Publishers & Distributors.</p> <p>Desai Amit (2003): Journalism And Mass Communication... New Delhi. Reference Press.</p> <p>Doctor, Aspi et al (1984). <i>Basic Study in Mass Communication</i>. Mumbai: Seth Publishers.</p>
4	Media Usage / Applications	<p>-Media planning: Understanding consumer profile, designing message, identifying locations for display</p> <p>-Media advocacy</p> <p>-Public opinion: Definitions, stages and influences</p> <p>-Social marketing: Definition, aims, stages in a social marketing program, difference between commercial and social marketing</p> <p>-Public relations (PR): Definition, need for PR in social work, tools of PR -Media Ethics:</p> <p>-Role of Netizens</p> <p>-Writing Press releases and letter to the editors.</p> <p>- Press Conference</p>	<p>Pathak, JP (2014); Introduction to media laws and ethics, New Delhi: Shipra Publications (page nos)</p> <p>Puddephatt, A & International Expert Group (2010). <i>Media Development Indicators</i>. Paris: UNESCO</p> <p>Childs, H.L. (1965). <i>Public Opinion: nature, Formation and Role</i>. London: D. Van Nostrand Company Inc. (page nos)</p>

Subject	Sustainable Development and Environment
Semester	Semester III
Credits	Two Credits
Year	2019-2020

Rationale of the Course

Sustainable development is not to be equated with growth but needs to be comprehended as development towards a quality of life for everyone, taking ecological conditions into account. The aim of the United Nations Decade of Education for Sustainable Development (2005) is to promote and improve the integration of Education for Sustainable Development into the educational strategies and action plans at all levels and sectors of education in all countries. The course seeks to present an introduction to the global realities and the imperatives for sustainable development. It provides basic information on the national and international resolutions, scientific knowledge regarding climate change, environmental laws and the (sustainable) human development goals framework. The contexts and issues pertaining to sustainable development in the rural and urban areas in India are given special mention, along with a comparative understanding of its implications. The course would help learners in social work to acquire the basic values, skills and knowledge based competencies for sustainable designing of private and professional life, for the participation in society and for fulfilling the shared responsibility towards a sustainable development practice.

Course Objectives

1. Providing an understanding about the theory and philosophy of sustainable development and the underlying framework that may facilitate sustainable development practice.
2. Imparting of basic knowledge on the national and international initiatives in areas of climate change, human development goals and legal aspects pertaining to environmental protection.
3. Facilitating a critical understanding about the large scale economic development and its implications for lives and ecology in the rural and urban areas.
4. Developing the skill in learners to analyze interventions planned by the Government and non-government bodies towards ensuring sustainable development and its practice.

Learning Outcomes

1. Gains conceptual clarity about sustainable development and the framework for sustainable development practice and be aware of its significance at national and global level.
2. Able to identify the roadmap of responses/initiatives taken up from the point when need for sustainable development was realized at global and national platforms to the current times.
3. Attains comparative understanding of implications due to unregulated economic development in the rural and urban areas.
4. Acquires the skill to frame strategies to move towards sustainable form of development.

Unit	Content	Readings
1. Sustainable Development: Philosophy and Theory.	<p>MDGs leading to sustainable development</p> <p>Definition and Historical evolution of sustainable development growth models.</p> <p>Concept and principles of sustainable development; Theoretical perspectives of sustainability.</p> <p>Significance of Sustainable Development in Social Work practice.</p>	<p>Ossewaarde Martin J (2018). <i>Introduction to sustainable development</i>. New Delhi: Sage Publications India Pvt Ltd.</p> <p>Sharma Himannshu & Sobti Tina (2018). <i>An Introduction to sustainable development goals</i>. Asia: Project Education.</p> <p>Bose B C (2001). <i>Integrated approach to sustainable development</i>. New Delhi: Rajat Publications.</p> <p>Satapathy Nityananda (1998). <i>Sustainable development: an alternative paradigm</i>. Ahmedabad: Karnavati Publications.</p> <p>Kumar Hajira (1997): <i>Social work, social development and sustainable development</i>. New Delhi: Regency Publications.</p> <p>Anand Sudhir & Sen Amartya K (1996). <i>Sustainable human development: concepts and priorities</i>. New York: United Nations Development Programme.</p>
2. Framework for Sustainable Development Practice.	<p>Climate change, food security and livelihood resources.</p> <p>Earth Summit- United Nations Framework Convention on Climate Change (UNFCCC) in 1992; Major climate change protocols (1992-2014)</p>	<p>Saxena H M (2015). <i>Environmental ecology, biodiversity and climate change</i>. Jaipur: Rawat Publications.</p> <p>Patil R B (2014). <i>Sustainable development: Local issues and global agendas</i>. Jaipur: Rawat Publications.</p> <p>Prasad Kamta (2003). <i>Water resources and sustainable</i></p>

		<p><i>development</i>. Delhi: Shipra Publications.</p> <p>Gole Prakash (2001). <i>Nature conservation and sustainable development in india</i>. Jaipur: Rawat Publications.</p> <p>Ayres Robert U & Wearver Paul M (1998). <i>Eco-restructuring: implications for sustainable development plan</i>. New Delhi: Vistaar Publications.</p> <p>Taylor Lance & Pieper Ute (1996). <i>Reconciling economic reform and sustainable human development: social consequences of new liberalization</i>. New York: United Nations Development Programme.</p>
<p>3. Overview of the Sustainability concerns in Rural and Urban India.</p>	<p>Rural- Issues related to land, water & forest rights, development Induced displacement, de-forestation and bio-diversity loss.</p> <p>Urban- Issues of Housing and water, Privatization of common property resources, Waste management concerns.</p>	<p>Padhi Soubhagya Rajan (2013). <i>Current tribal situation strategies for planning, welfare and sustainable development</i>. Delhi: Manglam Publications.</p> <p>Singh Tara Devi (2013). <i>Population development and environment: a contemporary debate</i>. New Delhi: Concept Publishing Company Pvt Ltd.</p> <p>The Asiatic Society (2010). <i>Re-visioning Mumbai: conceiving a manifesto for sustainable development</i>. Mumbai: The Asiatic Society of Mumbai.</p> <p>Puthenkalam John Joseph (2004). <i>Empowerment: sustainable human development strategy for poverty alleviation</i>. Jaipur: Rawat Publications.</p>

		<p>Weaver James H (2003). <i>Achieving broad based sustainable development: governance, environment, and growth equality</i>. Jaipur: Rawat Publications.</p> <p>Sengupta Ramprasad & Sinha Arup K (2003). <i>Challenge Of sustainable development: the Indian dynamics</i>. Calcutta: Indian Institute Of Management.</p> <p>Dhindsa K S & Sharma Anju (2001). <i>Dynamics Of agricultural development; vol.ii:-technological changes and sustainable development</i>. New Delhi: Concept Publishing Company.</p> <p>Ayres Robert U & Weaver Paul M (1998). <i>Eco-restructuring Implications For Sustainable Development Plan</i>. New Delhi. Vistaar Publications.</p>
<p>4. Sustainable development, Forest & Environment Laws and Regulatory bodies.</p>	<p>Indian Forests Act, 2019; Panchayats (Extension to the Scheduled Areas) Act, 1996 (PESA); Environment Laws in India; Role of MOEF, Pollution control board; National Action Plan on Climate change of Indian Government (2008); NGO/ CBO interventions and indigenous practices towards sustainable development.</p>	<p>Iyer Gopal K (1996). <i>Sustainable Development: Ecological And Sociocultural Dimensions</i>. New Delhi: Vikas Publishing House.</p> <p>Bare acts and websites of the regulatory bodies.</p>

Semester -IV

Semester – IV	Credits
Women's Studies	4
Human Rights	2
Management of Non-Profit Organisation	2
Research Project with Dissertation	8
Term Paper	4
Electives (For Research students one elective with two credits and for Term Paper students three electives with six credits)	
Disability Studies	2
Perspectives on Ageing	2
Peace Education	2
Field Work Supervision	2
Education and Development	2
Field Work	6

Subject	Women Studies
Semester	Semester IV
Credits	Four Credits
Year	2020-2021

Rationale:

Women studies, as a paradigm of intellectual inquiry and institutional site in academics, was drawn out of the women's movement in the 1970s. It is an interdisciplinary academic field that challenges the androcentric production of knowledge. Women Studies scholars strive to see the world through the lens of intersectionality. That is, they see systems of oppression working in concert rather than separately. For instance, the way sexism is experienced depends not only on a person's gender but also on how the person experiences racism, economic inequality, ageism, and other forms of marginalization within particular historical and cultural contexts.

Women studies are marked by diverse, and sometimes overlapping intellectual traditions and movements, which also manifest changing times, and incorporates the shift from the liberal, Marxist, socialist and radical strands of the women's movement to the wider inclusion of black feminism, ethnicization, racialization, and issues of bodies and corporeality, disability, sexuality, class and geographically located inequalities.

Within social work epistemology and praxis, an examination and understanding of the systemic discrimination based on gender is an important prerequisite of social work practice and therefore of Social Work Education (Meisel and Freidman, 1974). Through a feminist perspective in social work education, a social worker will be empowered to engage in a gender-sensitive practice that requires them to be conscious of the factors that shape

gendered vulnerability. Cynthia Turner has written of the potential congruence of Feminism and Social Work's espoused values and traditions: both are committed to social and personal change and an understanding of the link between the private and the public worlds; both stress the dialectical relationship between theory and practice; both emphasize self-determination; the acceptance that 'feelings are facts' and the value of self-knowledge; both organize practice parallel to classroom learning and value the mutually informing relationship of the university and the community and both espouse a commitment to social justice (Meisel and Freidman, 1974). Social workers through their work with women understand the 'ugly secrets' surrounding the abuse of women and have the capacity to turn private issues into public policy through radical social work action (Alston, 2018).

Course Objectives:

1. To conscientize learners towards gender disparities-analyzing structural, cultural, socio-economic, and political factors.
2. To understand and use intersectional feminist analysis to explore the bases of social inequalities and gender-based violence.
3. To appreciate the contribution of the Feminist Movement in critically examining sexist oppression and promoting collective action towards empowerment of women.
4. To identify interventions for the promotion of gender equity based on global and national frameworks, policies, and conventions.

Course Learning Outcomes: At the end of the course, learners will be able to:

1. Develop a critical perspective in the analysis of oppression based on gender.
2. Focus on the intersections of gender, race, class, sexuality, and nationality in all areas of interventions.
3. Define the theoretical perspectives of gender-based violence
4. Describe the major events associated with the emergence of the Women's Movement in India and contemporary challenges.
5. Apply knowledge of Feminist Counselling in working with survivors of domestic violence and facilitate appropriate referrals for survivors.

Unit	Title	Content	References
1	Gender-Related Concepts	Patriarchy; Sex and Gender; Femininity and Masculinity; Gender Stereotyping; Gender Bias.	<ol style="list-style-type: none"> 1. Fausto-Sterling A. (2000). The Five Sexes Revisited. <i>Sciences</i>, 40 (4), 18-23. 2. Rubin, G., Reiter, R.R. (1975). The Traffic in Women: Notes on the Political Economy of Sex. Reiter, R.R. (Ed.). In <i>Toward an Anthropology of Women</i>. pp 157-210. New York: Monthly Review Press. 3. Bhasin, K. (2004). <i>Exploring Masculinity</i>. New Delhi: Women Unlimited. 4. Shefer, T., Ratale, T., Strebel, A., Shabala, N., Buikema, R. (Eds.) (2008). <i>From Boys to Men: Social Constructions of Masculinity in Contemporary Society</i>. South Africa: UCT Press. 5. Risman, B., Froyum, C., Scarborough, W. J. (Eds.) <i>Handbook of the Sociology of Gender</i>. 2nd Edition. Springer International Publishing. 6. Chodorow, N. (1978). <i>The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender</i>. CA: University of California Press. 7. McCann, C., Kim, S-K. (Eds.) (2003). <i>Feminist Local and Global Theory Perspectives Reader</i>. 2nd Edition. New York: Routledge.
2	The emergence of the Women's Movement in India	The genesis of the Women's Movement in India; concerns, achievements, and critique of the Women's Movement; Evolution of Women Studies and its relevance to	<ol style="list-style-type: none"> 8. Sarkar, S., Sarkar, T. (2008). <i>Women and Social Reform in Modern India: A Reader</i>. Bloomington: Indiana University Press. 9. Patel, V. (2002). <i>Women's Challenges of the New Millennium</i>. New Delhi: Gyan Publishing House. 10. John, M.E. (2008). <i>Women Studies in India: A Reader</i>. New Delhi: Penguin Books. 11. Jain, D., Rajput, P. (2003). <i>Narratives from The Women's Studies Family</i>:

		Social Work practice.	<p><i>Recreating Knowledge</i>. New Delhi. Sage Publication.</p> <p>12. Kumar, R. (1997). <i>A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990</i>. New Delhi: Kali for Women.</p>
3	Feminism	Understanding the concept of Feminism, Waves of Feminism, Feminist theories with an emphasis on Black and Dalit Feminism.	<p>13. Adichie, N.C. (2015). <i>We Should All Be Feminists</i>. New York, N.Y: Anchor Books.</p> <p>14. Eagleton, M. (2003): <i>A Concise Companion to Feminist Theory</i>. USA: Black Well Publishers.</p> <p>15. Tong, R. (1989) <i>Feminist Thought: A Comprehensive Introduction</i>. London: Routledge.</p> <p>16. Angela, R. M., Geraldine, F. (2002). <i>Feminism: From Pressure to Politics</i>. Jaipur: Rawat Publications.</p> <p>17. Ambedkar, B.R., Rege, S. (2013). <i>Against the Madness of Manu: B.R Ambedkar's Writings on Brahmanical Patriarchy</i>.</p> <p>18. Rege, S. (2006). <i>Writing Caste, Writing Gender, and Narrating Dalit Women's Testimonios</i>. New Delhi: Zubaan.</p>
4	Gender-Based Violence	Concept, Theories, Types, Interventions.	<p>19. PUCL-Karnataka. (2003). <i>Human Rights violations against the transgender community</i>. Accessible at PUCL.org website</p> <p>20. Narrain, A., Chandran, V. (Eds.) (2015) <i>Nothing to Fix: Medicalisation of Sexual Orientation and Gender Identity</i>. New Delhi: Sage; Yoda Press.</p> <p>21. Agrawal, A. (1997). Gendered Bodies: The Case of the Third Gender in India. <i>Contribution to Indian Sociology</i>, 31(2), 273-297.</p> <p>22. Taket, A., Crisp, R. B. (2018). <i>Eliminating Gender-Based Violence</i>. New York, NY: Routledge.</p>

5	International and National Initiatives for Gender Equality	International Initiatives by United Nations, World Conferences, Policies for women in India, Statutory bodies for the empowerment of women, Schemes for women.	<p>23. Murthy, N. L. (2007): <i>Towards Gender Equality: India's Experience</i>. New Delhi: Serial Publications.</p> <p>24. Singh, S.; Srivastava, S. P. (2001). <i>Gender Equality through Women's Empowerment: Strategies and Approaches</i>. Lucknow: Bharat Book Centre.</p> <p>25. Website: https://pldindia.org/resources/resources/</p> <p>26. Website: Ministry of Women and Child Development, India.</p>
6	Laws and strategies.	Laws related to gender-based violence, Feminist Counselling: Ethics, Principles	<p>27. Bare Acts: Personal laws, laws related to gender-based violence.</p> <p>28. Panchal, T. J, Ajaonkar, V. (2019). <i>Multi-Agency Response to Violence against Women: Feminist Social Work within the Police system</i>. New Delhi: Vitasta Publishing.</p> <p>29. Sanderson, C. (2008). <i>Counselling Survivors of Domestic Abuse</i>. UK: Jessica Kingsley Publishers.</p> <p>30. Enns, C.Z., Williams, E.N. (2013). <i>The Oxford Handbook of Feminist Multicultural Counselling Psychology</i>. New York, N.Y: Oxford University Press.</p>

Subject	Human Rights
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale

The social work profession promotes social justice and social change. It believes that the achievement of human rights for all people is a fundamental prerequisite to enhance the human well-being, empowerment of people who are vulnerable and oppressed. The attainment of basic human rights requires positive action in the form of direct/indirect intervention with individuals, groups, and communities, social advocacy, policy development, and implementation, and social action. Embedded in the value of Social Justice and challenging Social Injustice, Human Rights education is very crucial in the field of social work. Professionally trained social workers with knowledge about Human Rights and the redressal mechanism in the situation of its violation can provide people with information regarding their rights and help them access their rights. The Human Rights course would be incomplete without recognition of the Justice System.

Course Objectives:

1. Develop an understanding of the concepts of human rights and duties, and their evolution in the global and Indian context.
2. Enable to perceive basic structural factors (class, caste, gender, race, region, and religion) responsible for violation of human rights of marginalized sections in India and the world.
3. Impart information regarding the prevailing national and international conventions, and redressal mechanisms for the protection of human rights
4. Create consciousness among students about the nature, relevance, and practice of human rights
5. Encourage acceptance and sensitivity towards others with varied cultural, political, religious, and ethnic identities.

Course Learning Outcomes: At the end of the course, learners will be:

1. Able to clearly understand the concepts and evolution of human rights and duties both in the global and Indian context
2. Equipped with information regarding national and international conventions as well as varied redressal mechanism for the protection of human rights.
3. Sensitized about the relevance, and practice of human rights
4. Develop a sense of acceptance and sensitivity towards others

Unit	Title	Contents	References
1	Historical and theoretical understanding of Human Rights and forms of violations	Conceptual understanding of Human Rights and the Classification of Rights; Key Theories on Human Rights: Natural Right Theory, Legal Positivist Theory, Liberal Theory, Marxist Theory; Forms of Human Rights Violations: Racial Discrimination, Torture, Discrimination, and violence against women and children, Discrimination against minorities; Status of Refugees; Genocide. International Human Rights Movements; Relevance of Human Rights study in the contemporary world	<ol style="list-style-type: none"> 1. SAHRDC. (2006). <i>Introducing Human Rights</i>. New Delhi: South Asia Human Rights Documentation Centre. 2. Macfarlane, L.J. (1985). <i>The Theory and Practice of Human Rights</i>. London: Maurice Temple Smith. 3. Waldron, J. (Ed.) (1984). <i>Theories of Rights</i>. Oxford: Oxford University Press. 4. Finnis, J. (1980). <i>Natural Law and Natural Rights</i>. Oxford: Clarendon Press.
2.	International Human Rights Standards	United Nations: United Nations Charter; Universal Declaration of Human Rights; International Covenant on Civil and Political Rights 1966; International Covenant on Economic, Social and Cultural Rights 1966; First Optional Protocol on International Covenant on Civil and Political Rights 1966; International Convention on the Elimination of All Forms of Racial Discrimination 1965; Convention on The Elimination of All Forms of Discrimination against Women 1979; Convention against Torture and other Cruel, Inhuman or	<ol style="list-style-type: none"> 5. United Nations. (1984). <i>United Nations and Human Rights</i>. New York: UN Publication Division. 6. Banton, M. (1996). <i>International Action against Racial Discrimination</i>. Oxford: Clarendon Press. 7. Centre for Human Rights. (1996). <i>International Human Rights Standards for Law Enforcement: A Pocket Book on Human Rights for the Police</i>. New York; Geneva: UN. 8. Vijapur, A.P. (Ed.) (1991). <i>Essays on International Human Rights</i>. New Delhi: South Asian Publishers. 9. Mishra, P. (Ed.) (2000). <i>Human Rights: Global Issues</i>. Delhi: Kalpaz Publications.

		<p>Degrading Treatment or Punishment 1984; Convention on the Rights of the Child 1989; International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families 1990; Declaration on the Rights and Responsibility of Individuals, Groups, and Organs of Society to Promote and Protect Universally Recognised Human Rights and Fundamental Freedoms 1998; International Convention for the Protection of All Persons from Enforced Disappearance 2006; Convention on the Rights of Persons with Disabilities 2006; United Nations Declaration on the Rights of Indigenous People 2007; India's Response to the United Nations and Conventions / Covenants</p>	<p>10. Clapham, A. (2000). <i>Human Rights: A Very Short Introduction</i>. 2nd Edition. Oxford: Oxford University Press</p>
3.	Protection and Enforcement of Human Rights and Duties: India	<p>Evolution of Human Rights in India; Constitution of India – Preamble, Fundamental Rights, Directive Principles and Fundamental Duties; Role of Judiciary – Public Interest Litigation, Suo Moto Writ Petitions, Human Rights Courts; Role of National Human Rights Commission and State Human Rights Commission; Role of Legislature; Role of</p>	<p>11. Mohanti, M. (1998). <i>Peoples Rights</i>. New Delhi: Sage Publications. 12. Kingston, L. N., Stam, K. R. (2013). Online Advocacy: Analysis of Human Rights NGO Websites. <i>Journal of Human Rights Practice</i>, 5, (1) 75–95.</p>

		Administration / Bureaucracy; Role of Non- Government Organization and Human Rights Movements.	
4	Justice System and Human Rights in India	Human Rights and Criminal Justice System; Administration of the criminal justice system; Types of Courts and their Jurisdiction – Magistrate’s Court, Sessions Court, High Court, Supreme Court, Special Courts; Theories of Punishment – deterrent, retributive, preventive, reformatory; Human Rights of those within the criminal justice system - Rights of the accused, rights of prisoners and inmates in custodial settings, Rights of Victims, including children; Human Rights violations in India – women, children, Scheduled Castes / Scheduled Tribes, refugees, migrants, minorities; homeless.	<p>13. Gonsalves, R.C., Menezes, R., Hiremath, V. (2009). <i>Criminal Law, Law for Activists Series.</i> Volume I. Mumbai. HRLN</p> <p>14. Bassiouni, M. C. (1987). <i>Crimes against Humanity.</i> Dordrecht: Martinus Nijhoff.</p> <p>15. Bava, N. (Ed.) (2000). <i>Human Rights and Criminal Justice Administration in India.</i> New Delhi: Uppal Publishing House.</p> <p>16. Matthew, P.D. (1998). <i>Legal Education Series.</i> Delhi: Indian Social Institute</p>

Subject	Management of Non-Profit Organizations
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Management of Non-Profit Organizations is developed as a continuation of the Social Welfare Administration course offered in the second semester of the MSW program. Traditionally, along with the state, non-profit organizations (NPOs) have played a key role in social welfare. In the recent past, the changing neoliberal political landscape and call for accountability has posed unique challenges to the way welfare services are organized by the NPOs. In the current situation, NPOs compete for funds, adopt market approaches, and look for the sustainability of operations. While ensuring their survival, NPOs have to also ensure that they adhere to their missions and stated objectives. This context requires a pragmatic approach to planning, resource development, and forging partnerships. This course will help social work professionals gain an overall perspective of the current scenario along with developing key skills related to general management, resource development, social entrepreneurship, and partnership management which are crucial for the success of NPOs.

Course Objectives:

This course will provide learners:

1. Hands-on practice to apply common management approaches practiced in the non-profit sector
2. Opportunity to learn concepts related to organizational development, strategic planning, human resource, and financial management.
3. Information to initiate, develop, and sustain a social enterprise from ideation to incubation and from acceleration to sustainability.
4. Skills to operate non-profits in a competitive environment by utilizing technology and partnerships.

Course Learning Outcomes: At the end of the course, learners will be able to:

1. Recognize management approaches practiced in the non-profit sector.
2. Apply leadership skills.
3. Examine human resource and financial management procedures in non-profits
4. Develop social entrepreneurial traits for enhancing the effectiveness of non-profits in product design and service delivery
5. Appraise the current trends in resource development through partnerships
6. Develop skills for measuring social impact

Unit	Title	Contents	References
1	Management Theory and Planning	Schools of thought in management - Classical, Behavioral, Quantitative, Contingency, and Quality, Personality theory and leadership styles, Organizational Design and strategic planning process, Motivating and rewarding employees	<ol style="list-style-type: none"> 1. Northouse, P.G. (2015). <i>Introduction to Leadership: Concepts and Practice</i>. 3rd Edition. Thousand Oaks, C.A.: Sage Publications. 2. Kaufman, R. (1992). <i>Strategic Planning Plus</i>. Thousand Oaks, CA: Sage Publications.
2	Human Resources (HR), Financial and Donor Management	Organization structure recruitment, appraisal, performance management, remuneration and benefits administration; Building blocks of financial management: financial planning, keeping accounts, internal controls, and financial reporting, Applying best practices in donor management	<ol style="list-style-type: none"> 3. Brunt, C. (2017). <i>Human Resource Management in International NGOs: Exploring Strategy, Practice, and Policy</i>. UK: Palgrave Macmillan. 4. Zietlow, J., Ann Hankin, J., Seidner, A., O'Brien, T. (2018). <i>Financial Management for Non-Profit Organizations</i>. 3rd Edition. New Jersey: John Wiley and Sons.
3	Non-Profits as Mission Driven Social Enterprises	Social Entrepreneurship: Concept and Traits, Ideation and development of social business, Choosing the right legal registration and compliance, Marketing of Products and Services, Scaling-Up Review on successful models on social entrepreneurship.	<ol style="list-style-type: none"> 5. Bornstein, D., Davis, S. (2010). <i>Social Entrepreneurship – What everyone needs to know</i>. New York NY: Oxford University Press. 6. Sundaram, S.K.G., D'souza, L., Joshi, M. (2005). <i>Entrepreneurship a handbook for beginners</i>. Mumbai: Isha Enterprises

4	Corporate Social Responsibility (CSR) and Partnerships	Understanding Companies Act 2013 and CSR provisions, Technology in Non-Profit Management Preparing for partnership, Measuring Social Impact through Social Return on Investments.	7. Neeru, A. (2011). <i>Social Entrepreneurship and Corporate Social Responsibility</i> . Delhi: Signature Books International.
Skills Lab	A Full Day Workshop on Social Return on Investment will be organized.		

Additional Readings:

1. Rao, T. (2005). *Human Resources Management*. Excel Books: Delhi
2. Fogle, M., Patra, S. (2007). *Handbook on Financial Audit and Reporting in NGOs*. Delhi: Financial Management Services.
3. Paramasivan, C. (2016). *Social Entrepreneurship*. New Delhi: New Century Publications.
4. Bansal, R. (2013). *Follow every rainbow – The inspiring stories of 25 women entrepreneurs whose gentle touch created strong business*. Chennai: Westland Ltd
5. PricewaterhouseCoopers. (2013). *Handbook on Corporate Social Responsibility in India*. Gurgaon: Confederation of Indian Industry.

Subject	Disability Studies (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Social work is a human service professional committed to the protection of the rights of individuals, groups, and communities. Since its beginning, social workers have worked in the fields of health, mental health, and disability. Though the values and objectives of social work remain constant across the settings, cultures, communities, and issues, disability offers its unique realities and complexities. There is diversity within disability based on the type of disability, extent, gender, and age, and other individual factors. Added to this is the vast range of cultural differences, economic realities, political engagement, geographic features, and individual's internal factors that determine the disability experience from micro to macro and from local to global levels. That is why, a course in disability studies is required for the student social workers to equip themselves to understand disability, review the initiatives taken internationally and nationally, identify different stakeholders, and plan, monitor, implement and review interventions in the field of disability.

Course Objectives:

Enable students to:

1. Develop an understanding of the various types of disabilities, their causes, assessment, and early identification.
2. Comprehend various perspectives in understanding disability and related concepts such as exclusion, oppression, ableism, and intersectionality.
3. Comprehend, analyze, and critique the range of issues in the lives of persons with disability and their families within their systemic and structural contexts.
4. Examine the Disability Rights Movement and review international conventions, national legislation, and government schemes and programmes for persons with disabilities.
5. Learn social work interventions with persons with disability and their families at different levels.

Course Learning Outcomes: At the end of the course, learners will be able to:

1. Obtain a comprehensive understanding of the different types of disabilities, their causes, assessment, and early identification.
2. Understand the different perspectives related to disability, the way they perceive and address exclusion, oppression, ableism, intersectionality, and violation of rights.
3. Gain an insight into the issues and challenges faced by persons with disabilities and their families in different domains of life and be able to analyze them in broader systemic and structural contexts.

4. Obtain information on the disability rights movement and national legislations, programmes, and policies for persons with a disability, develop an ability to critically analyze them, and link them to social work practice in the field of disability.
5. Develop practice knowledge and skills to work on disability issues at different levels and with different stakeholders.
6. Be able to address the human rights issues of persons with disabilities as a community as well as of vulnerable groups (such as elderly with a disability, women with disability, law offenders with a disability, and refugees with a disability).
7. Form linkages between social work theory and practice in the field of disability

Unit	Unit Title	Content	References
1	Understanding Disability	Definition of Disability; Different Types of Disability; Causes of Disability; Early Identification and Assessment; Concepts of exclusion, oppression, ableism, and intersectionality; Disability Perspectives and Approaches (Historical, Medical, Social, Economic, Capabilities and Rights Perspective)	<ol style="list-style-type: none"> 1. Barnes, C., Mercer, G. (2010). <i>Exploring Disability</i>. Cambridge: Polity Press. 2. Karna, G. N. (2001). <i>Disability Studies in India: Retrospects and Prospects</i>. New Delhi: Gyan Publishing House. 3. Ramaswamy, B. (2013) <i>Introduction to Disability: Basic Concepts and Issues</i>. New Delhi: Kanishka Publishers.
2	Examining the impact of disability across life domains	Issues faced by persons with disabilities related to all domains of life – health, education, employment, family, political participation, and recreation. Vulnerable groups within the disability community	<ol style="list-style-type: none"> 4. Addlakha, R., Blume S., Devtieger, P., Nagase, O. and Winance, M. (Ed.) (2009). <i>Disability and Society: A Reader</i>. New Delhi: Orient Blackswan. 5. Bhuimali, A. (2009). <i>Rights of Disabled Women and Children in India</i>. New Delhi: Serials Publication 6. Hans, Asha and Patri A. (Ed.) (2003) <i>Women, Disability, and</i>

			<p><i>Identity</i>. Delhi: Sage Publication</p> <p>7. Karna, G. N. (2001). <i>Disability Studies in India: Retrospects and Prospects</i>. New Delhi: Gyan Publishing House.</p> <p>8. Klasing, Insa (2007). <i>Disability and Social Exclusion in Rural India</i>. Jaipur: Rawat Publications</p> <p>9. Ramaswamy, B. (2013). <i>Introduction to Disability: Basic Concepts and Issues</i>. New Delhi: Kanishka Publishers.</p>
3	International Conventions, National Laws, Policies and Programmes for Persons with Disability	United Nations instruments, The Convention on The Rights of Person with Disability 2006; The Rehabilitation Council of India Act 1991; National Trust Act 2000; The Rights of Persons with Disabilities Act, 2016; Government policies and programmes for persons with disability.	<p>10. Harris, J., Roulstone, A. (2011). <i>Disability, Policy, and Professional Practice</i>. New Delhi: SAGE</p> <p>11. Human Development Unit, South Asia Region. (2009) <i>People with Disabilities in India: From Commitments to Outcomes</i>. Human Development Unit, South Asia Region: World Bank.</p> <p>12. Rehabilitation Council of India. (2004). <i>Legal Rights of Persons with Disability</i>. New Delhi: RCI</p> <p>13. Singh, A. K. (2008). <i>Rights of the Disabled: Perspective, Legal Protection, and Issues</i>.</p>

			<p>New Delhi: Serials Publication.</p> <p>14. United Nations Convention on the Rights of Persons with Disabilities Documents Disability Laws in India</p>
4	<p>Social Work Interventions in the field of disability</p>	<p>Work with individuals with disabilities and families; Work with groups on disability issues and the role of the social worker as a team member working with different stakeholders; Community Based Rehabilitation</p>	<p>15. Dhawan, S. (2011). <i>Handbook of Disability and Rehabilitation</i>. New Delhi: Arise Publishers and Distributors.</p> <p>16. Harris, J., Roulstone, A. (2011). <i>Disability, Policy, and Professional Practice</i>. New Delhi: Sage Publications.</p> <p>17. Kumar, P.S. (2004). <i>Role of the NGOs in the Empowerment of the Disabled</i>. New Delhi: Radha Publications.</p> <p>World Health Organization (2010). <i>Community Based Rehabilitation: CBR Guidelines (Supplementary Booklet)</i>. Geneva: WHO. Retrieved from https://www.who.int/publications/i/item/community-based-rehabilitation-cbr-guidelines</p>

Additional Readings:

1. Das, S., Das, A. (2010). *Differential Childhood*. New Delhi: Concept Publishing Company Pvt. Ltd.
2. Kothari, J. (2012). *The Future of Disability Law in India*. New Delhi: Oxford University Press.
3. National Association for the Blind (NAB). (2013) *Educational Concessions and Facilities for Blind Students*. Mumbai: NAB, India
4. Society for Disability and Rehabilitation Studies. (2010). *National Symposium on Accessibility of Water and Sanitation for Persons with Disabilities in India*. New Delhi: Society for Disability and Rehabilitation Studies.
5. World Health Organization. (2002). *Towards a Common Language for Functioning, Disability, and Health: ICF*. Geneva: WHO. Retrieved from <https://www.who.int/classifications/icf/icfbeginnersguide.pdf>

Subject	Perspectives on Ageing (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Virtually every country is experiencing growth in the number and proportion of older persons in their population. According to data from World Population Prospects, 2019, “by 2050, one in six people in the world will be above the age of 65 years (16%). This is a remarkable jump from one in 11 people (9%) being an older person reported in the year 2019. In the year 2018, across the globe for the first time in history, persons aged 65 or above outnumbered children under five years of age. The number of persons aged 80 years or over is projected to triple, from 143 million in 2019 to 426 million in 2050.” Such a remarkable increase in the population of older persons will pose its own sets of challenges. This would encompass an increase in the demand for health care and long-term care, and a huge trained workforce to take care of their needs. It would also intensify the need to make environments elder-friendly. Hence, population ageing is set to usher in one of the most significant social transformations of the twenty-first century. Societies that adapt to this changing demographic and invest in “healthy ageing” will effectively use the older persons as an important stakeholder for development by utilizing their wisdom and knowledge for effective policy formulation.

In this scenario, social work professionals may play a crucial role in training young people and the society at large to be sensitive towards the needs of the older persons, and enable caring for them. They can also educate the older persons to understand and practice “healthy ageing” and thus motivate them to contribute as effective agents of development. The present course is an attempt to inform, sensitize, and develop skills of the social work learners so that they feel motivated to engage actively in ensuring the wellbeing of older persons.

Course Objectives

1. Introduce learners to the process of ageing, the demographic profile of older persons, the phenomenon of Population Ageing observed globally and nationally, and a critical analysis of the theoretical perspectives.
2. Inculcate and build sensitivity towards issues of the older persons, and facilitate their understanding of the determining factors for the same.
3. Facilitate broadening the skills required and their capacities to plan effective interventions in working with older persons.
4. Train learners to critically review the policies, programs, and services available for the elderly at global and national levels.

Course Learning Outcome: At the end of the course, learners will be able to:

1. Appreciate the concept of ageing, the magnitude of ageing occurring in different regions of the world, the various theoretical perspectives, as well as the scope for social work professionals in this field.
2. Develop sensitivity towards the issues faced by older persons and the urgent need for initiative and planned interventions.
3. Be equipped with skills and capacities (knowledge, research, policy formulation, advocacy) needed to work with older persons.
4. Critically analyze the policies and programs for older people, and advocate for creating an environment conducive for their well-being.

Unit	Title	Content	References
1	Introduction to Ageing as a process, Magnitude of ageing and Population Ageing and the theoretical approaches; Scope and Role of Social Work Professionals.	Understanding the concept of Ageing- Unique features of late adulthood; Magnitude and demographics of ageing- comparative statistics of elderly across the regions of the world, the phenomenon of population ageing and its implications; Biological, psychological and social theories on ageing- Critical analysis; Scope for social work in the field of ageing, and career opportunities.	<p>1.Rao, D. P. (2013). <i>Ageing in India: Challenges and Opportunities</i>. Delhi: Manglam Publications.</p> <p>2.Papalia, D. E., Sterns, H.L. (2012). <i>Adult Development and Aging</i>. 2nd Edition. New York: McGraw - Hill Company.</p> <p>3.Joshi, A.K. (2006). <i>Older Persons in India</i>. New Delhi: Serials Publications.</p> <p>4.Irudaya, R.S. (2006). <i>Population Aging and Health in India</i>. Mumbai: CEHAT Publications.</p> <p>5.Ramamurti P. V., Jamuna, D. (2004). <i>Handbook of Indian Gerontology</i>. New Delhi: Serials Publications.</p> <p>6.Chakraborti, R.D. (2004). <i>Greying of India: Population Aging in The Context of India</i>. New Delhi: Sage Publications.</p> <p>7.Modi, I. (2001). <i>Ageing and Human Development: Global Perspectives</i>. Jaipur: Rawat Publications.</p> <p>8.Desai, M., Siva, R. (2000). <i>Gerontological Social Work in India</i>. Delhi: B R Publishing Company.</p> <p>9.Irudaya, R.S. (1999). <i>India's Elderly: Burden or Challenge?</i> New Delhi: Sage Publications.</p>
2	Issues faced by older persons,	Range of issues faced by the elderly (Social,	10. Bagga,A., Sakurkar, A.V. (2013). <i>Women,</i>

	<p>the determining factors, and ways of redressal.</p>	<p>emotional, psychological, biological, physiological, mental health, financial, etc). Macro, Meso and micro-level implications; Intersectionality in ageing: how caste, age, gender, class, caste, region, and urban/rural/tribal contexts escalate issues faced; Special focus on-Feminisation of ageing, health, neglect and abuse, loneliness, political participation, volunteerism, friendships, etc; Critical thinking on the ways to address the issues faced by older persons.</p>	<p><i>Ageing, and Mental Health: The Indian Scenario</i>. New Delhi: Mittal Publications.</p> <p>11. Singh, U, B. (2012). <i>Problem of Aging in Rural India: Tradition and Change</i>. New Delhi: Classical Publishing Co.</p> <p>12. Hariharan, R., Malathi, N. (2012). <i>Health Status and Economic Security of the Aged Population</i>. New Delhi: Global Research Publications.</p> <p>13. Yadava, K. N. S., Kumar, A. (2011). <i>Ageing- Some Emerging Issues (Profile, Trends and Policy Perspectives)</i>. New Delhi: Manak Publications Pvt. Ltd.</p> <p>14. McDonald, L., Sharma K L: <i>Ageism and Elder Abuse</i>. Jaipur. Rawat Publications, 2011.</p> <p>15. Keating, N. (2008). <i>Rural Ageing: A Good Place to Grow Old</i>. United Kingdom: The Polity Press.</p>
3	<p>International and National initiatives in the field of ageing. Services and schemes for older persons.</p>	<p>Major milestones - Framework of Guidelines, Policy, Rights and legislative framework for the elderly at a global and national level; Response by the Govt and the civil society in addressing issues and its critical analysis; Social security measures planned and</p>	<p>16. Rao, K.V. (2007). <i>Ageing in Rural India</i>. Ambala. Associated Publishers.</p> <p>17. Alam, M. (2006). <i>Ageing in India: Socio-Economic and Health Dimensions</i>. New Delhi: Academic Foundation.</p> <p>18. Sharma, A., Dubey, J.P. (2012). <i>Human Rights of Older Persons</i>. New</p>

		implemented for the elderly at National and State levels and its critical analysis.	Delhi. Sonali Publications, 2012. 19. Liebig, P S., Rajan, S. I. (2005). <i>An Aging India: Perspective, Prospects, And Policies</i> . Jaipur. Rawat Publications. 20. United Nations. (1950). <i>Welfare of The Aged: Old Age Rights</i> . New York: United Nations.
4	Training in Skill sets and capacities required to work with older persons.	Gearing for the implications of population ageing in a developing country; Research, Policy, and legislative skills for social work professionals in responding to issues of older persons; Care provision for older persons in residential settings- Skills in administering assessments, counselling, and planned interventions and its evaluation; Working with senior citizens in the community settings- information, resources, and capacity building; Challenges or Limitations to the role of social work professionals in this field.	21. Payne, M. (2012). <i>Citizenship Social Work with Older People</i> . United Kingdom: The Policy Press. 22. Evans, S. (2009). <i>Community and Ageing Maintaining Quality of Life in Housing with Care setting</i> . United Kingdom: The Polity Press. 23. Mann, W. C. (2005). <i>Smart Technology for Aging, Disability, and Independence: The State of Science</i> . New Jersey: John Wiley Sons. 24. Tester, S. (1996). <i>Community Care for Older People: A Comparative Perspective</i> . London: Macmillan Company.

Subject	Peace Education (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Peace Education is gaining popularity, among society, organizations, and educational institutions that recognize the importance of such education. Peace education aims to draw out, enrich, deepen, and place in context learners' thinking about the concept of peace. There are many approaches to peace education, many of which are based on ideology, practical experience, and good intentions. Peace may depend on educating future generations into the competencies, perspectives, attitudes, values, and behavioural patterns that will enable them to build and maintain peace in the 21st century. The action for nurturing and peacebuilding must be located in the educational system. As the National Curriculum Framework (NCF) (2005) by NCERT asserts, education must be able to promote values that foster peace, humaneness, and tolerance in a multicultural society. However, it is not by do's and don'ts that young learners can be oriented towards peace rather it is through enabling them to make choices and decisions about what is right and best for common good and thus promoting their ethical development. Education for peace should therefore be about empowerment of self so that individuals are equipped with knowledge, competencies, and skills of conflict resolution. Informed by the given perspective, this course introduces learners to the interdisciplinary field of peace education from both theoretical and applied perspectives. The course contents and processes intend to explore a range of conceptual, analytical, and praxis-oriented perspectives and encourage learners to reflect on the possibilities and challenges for peace in a world of complex and escalating conflicts and violence.

Course Objectives: This course is designed to provide learners with the necessary foundations to achieve the following objectives:

1. Acquire a holistic and critical understanding of concepts of Peace and conflict located within the Indian socio-economic and political context.
2. Critically analyse the issues related to Communalism, Terrorism, and Radicalization and also strategies to be used for de-radicalization.
3. Enable them to develop knowledge and understanding of the various issues and concerns having a bearing for conflict and peace such as identity, stereotypes, and prejudices.
4. Acquire positive attitudes, competencies, and skills to respond creatively to situations like riots, migration, issues of refugees, and nationalism.
5. Acquire a critical understanding of the role of various National, International (both Government and Non-government organizations), and civil society groups towards peacebuilding.

Course Learning Outcome: At the end of the course, learners will be able to:

1. Critically examine key concepts and ethical considerations underpinning conflict and peace education.
2. Be equipped with knowledge, competencies, and skills of conflict resolution to deal with conflicts creatively.
3. Develop a healthy self-image, build trust with others, promote social growth, and address the suffering in the world while learning compassion and empathy.
4. Effectively communicate their vision and approach to peace education.
5. Connect course contents to issues worldwide.

Unit	Title	Content	References
1	Introduction of Peace	Origins of Peace education –United Nations: purpose and principles; Education for Peace -UNESCO charter; Perspective building: Why peace education in the present context? Common human (core) values preached by a different religion; Concept of secularism according to the Indian Constitution; Meaning of Peace. Difference between positive and negative peace; Principles of Peace education; Goals of Peace Education.	<ol style="list-style-type: none"> 1. Basu, D.D. (2004) <i>Introduction to the Constitution of India</i>. New Delhi: Prentice-Hall of India. 2. Pechilis, K., Raj, S.J. (2013). <i>South Asian Religions: Tradition and Today</i>. New York, NY: Routledge. 3. Mehta, U., Puniyani, R. (2017). <i>Secularism in India: Concept and Practice</i>. New Delhi: Kalpaz Publications. 4. Puniyani, R. (1998). <i>Secular Challenge to Communal Politics: A Reader</i>. Mumbai: Vikas Adhyayan Kendra.
2	Conflict and its effect	Definition of Conflict; Sources of Conflict: Structural factors, Political factors, Economic factors, cultural and perceptual factors; Difference between Conflict and Violence; Constructive and destructive impact of conflicts: Contributing factors, impact advantages,	<ol style="list-style-type: none"> 5. Lederach, P.J. (1996). <i>Preparing for Peace</i>. New York, NY: Syracuse, University Press. 6. Webel, C., Galtung, J. (2007). <i>Handbook on Peace and Conflict Studies</i>. New York, NY: Routledge 7. Mayer, Bernard. S. (2000) <i>The Dynamics of Conflict</i>

		and disadvantages; Conflict resulting in ghettoization and understanding the process of Ghettoization: World Scenario; Conflict resulting in problems like forced migration, refugee and Citizenship; Role of Conflict on Human Lives: The collective benefits of conflict: Social, Psychological and material	<i>Resolution: A Practitioners Guide</i> . San Francisco: Jossey Bass 8. Bercovitch, J., Kremeniuk, V.K., Zartman, I. W. (2000). <i>Conflict Resolution</i> . New Delhi: Sage Publication.
3	Communalism and Peace	Understanding the concepts: Fascism, Regionalism Nationalism, Communalism; Meaning of Communalism. Causes of communalism in India and remedies; Communal Conflicts and Violence; Role played by the State, media and Police machinery during communal tension; Communalism and its impact on the Minorities, Gender and Caste; Ghettoization and understanding the process of Ghettoization: World Scenario; What is Radicalisation? Need for deradicalization (counter-	9. Engineer, A.A. (1993). <i>Bombay Riots: Second Phase. Economic and Political Weekly</i> , XXVIII, (12-13), 505-508. 10. Sharma, H. (2000). <i>Communal Angle in Indian Politics</i> : New Delhi: Rawat Publication. 11. Pannikar, K. (2002). <i>Before the Night Falls: Forebodings of Fascism in India</i> . Bangalore: Book for change.

		<p>radicalization) and role of government; Meaning of concepts: prejudice, Myths, and Stereotypes; Dispelling of the commonly held myths about different religious communities (skills).</p>	<p>12. Engineer, A. (1984) <i>Communal Riots in Post-Independent India</i>. Mumbai: Sangam Books India Pvt. Ltd</p> <p>13. Engineer, A. (1997). <i>Gandhi and Communal Harmony</i>. New Delhi: Gandhi Peace Foundation, New Delhi.</p> <p>14. Wilkinson, S. I. (2005). Communal Riots in India. <i>Economic and Political Weekly</i>, 40 (44-45), 4768-4770</p> <p>15. Sengupta, R. (2005). Communal Violence in India - Perspectives on Causative Factors, <i>Economic and Political Weekly</i>, 40 (20), 2046-2050.</p> <p>16. Noorani, A. (2004). Communal Riots: Some Harsh Truths. <i>Economic and Political Weekly</i>, 39(3), 252-254.</p> <p>17. Shukla, V. (2008). <i>Communalism in India: Reach, Ruse, and Remedy</i>. New Delhi: Hope India Publication.</p>
4	Interventions for Peace	<p>Role of the UN and its agencies in Peacebuilding: UN, UNESCO, Amnesty, The peacebuilding commission; Role played by world leaders like Mahatma Gandhi, Martin Luther King, and Nelson Mandela in peacebuilding; The role played by Bhakti movement and Sufi movement and Syncretic</p>	<p>18. Lederach, J.P. (1996) <i>Preparing for Peace</i>. New York NY: Syracuse University Press</p> <p>19. Galtung, J. (1996). <i>Peace by Peaceful Means</i>. New Delhi: Sage Publication.</p> <p>20. Rajagopalachary, M, Rao, D. (2016). <i>Bhakti Movement and Literature</i>. Jaipur: Rawat publication</p>

		<p>traditions of India; Role played by the government: Constitution provisions Communal Violence (Prevention, Control, and Rehabilitation of Victims) Bill, 2005, National Integration Council, India's role in UN Peacekeeping operation; Role played by Civil Society groups in India: Mohalla Committee, Salokha, The Global Peace Foundation (GPF), Citizen for Justice and Peace, Centre for Study of Society and Secularism, Citizen for Peace; Different approaches and conflict resolution strategies to responding to conflict: forcing: Compromising, Avoiding, Accommodating, Conflict Resolution and Mediation</p>	<p>21. Hanhimaki, M. J. (2015). <i>The United Nation: A Very Short Introduction</i>. 2nd Edition. New York, NY: Oxford University Press</p> <p>22. Dehlvi, S. (2009). <i>Sufism, The Heart of Islam</i>. New Delhi: Harper Collins Publisher.</p> <p>23. Assayag, J. (2004). <i>Can Hindus and Muslims Coexist?</i> In Imtiaz, A., Helmut, R. (cd). <i>Lived Islam in South Asia: Adaptation, Accommodation and Conflict</i>. pp.40-58. Delhi: Social Science Press.</p> <p>24. Mayer, Bernard. S. (2000) <i>The Dynamics of Conflict Resolution: A Practitioners Guide</i>. San Francisco: Jossey Bass</p>
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Subject	Field Work Supervision (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale:

Different types of social work knowledge are needed in the areas of information on social work; welfare and development; social work research; administration; organized knowledge for practice; policy planning as well as education and training. Knowledge development on the specific aspect of supervision, type of learners, is also an important component. Social workers are employed in positions where they have to lead teams. This involves the important task of supervising the tasks of others in the field. To do this, they must be aware of the objectives of supervision, their responsibilities, and the skills needed for the same. This course gives them this knowledge and makes them aware of the said skills. It also helps them understand the leadership qualities required for effective supervision. Thus, they are prepared for the job at hand when employed. It prepares them for the challenges of taking responsibility and owning up to their performance.

Course Objectives:

1. To understand the basic process of fieldwork curriculum development and field instruction in Social work.
2. To develop skills in formulating objectives and content for Fieldwork practice.
3. To develop skills of supervision, teaching, mentoring, and assessment for fieldwork in social work learners.
4. To develop sensitivity to the needs of adult learners.

Course Learning Outcome: At the end of the course, learners will be able to:

1. Understand the need for supervision at all levels of functioning.
2. Learn the principles of supervision.
3. Develop an understanding of the qualities and skills needed in-field instruction and supervision.

Unit	Title	Content	References
1	Social Work Education	Social Work Education in India: an overview; Current issues and practices in training; Current issues related to theory and practice; Review of Social Work Education as per University Grants Commission, National Assessment and Accreditation Council.	<ol style="list-style-type: none"> Desai, A. (1985). Foundation of Social Work Education India: Some issues. <i>Indian Journal of Social Work</i>, 24 (49), 2710-2713. Desai, M. (2004), <i>Methodology of Progressive Social Work Education</i>. New Delhi: Rawat Publications: Kulkarni, P.D. (1993). The Indigenous Base of Social Work Professionals in India. <i>Indian Journal of Social Work</i>, 54(4), 555-566. Cox, D. (2001). Internationalizing Social Work Education. <i>Indian Journal of Social Work</i>, 61, (2), 157-173. Bhatt, S., Phukan, D. (2015). <i>Social Work Education in India: A Resource Book</i>. New Delhi: National Association of Professional Social Workers in India (NAPSWI). Desai, M. (2002). <i>Ideologies and Social Work, Historical and Contemporary Analyses</i>. New Delhi: Rawat Publication. Desai, M., Jaswal, S., Ganapati, S. (2004). Social Work Knowledge, Development, and Dissemination. <i>Indian Journal of Social Work</i>, 65 (1), 1-7. Kendall, K. (2000). Worldwide Beginnings of Social Work Education. <i>Indian Journal of Social Work</i>. 61 (2), 141-156.

2	Field Instruction and Supervision.	Importance and relevance of Fieldwork in social work education; Ethics in Fieldwork supervision; Theories of Fieldwork supervision and selection of learning tasks; Importance and relevance of individual and group conferences; Mentor/ Mentee relationship.	<p>9. Lawani, B. T. (2002) <i>Social Work Education and Field Instructions</i>. Pune: Centre for Social Research and Development.</p> <p>10. Kadushin, A, (1992). <i>Supervision in Social Work</i>, 3rd Edition. New York, NY: Columbia University Press.</p> <p>11. Knowles, M (1990). <i>The Adult Learner: A Neglected Species</i>, 4th Edition. Houston, TX: Gulf Publishing.</p> <p>12. Elaine. P. (1997). The Value Dilemmas of Faculty Advising: Significant Issues in a Code of Ethics for Faculty Advisors. <i>Journal of Teaching in Social Work</i>,14(12), 89-110.</p> <p>13. Banerjee, G.R. (1975). Professional self and supervision in social work. <i>Indian Journal of Social Work</i>, 35 (4), 309-316.</p> <p>14. George P, Sidhva D, Chakrabarti, M. (2016). <i>Social Work in a Global Context, Issues, and Challenges</i>. New York, NY: Routledge</p> <p>15. Lucille. N. (1952). Basic principles of supervision. <i>Social Casework</i>,3, 411-419.</p> <p>16. Majumdar, K (1998). Gender Awareness In-Field Instruction. <i>Indian Journal of Social Work</i>, 59 (4), 969-980.</p> <p>17. Mathew, G. (1975). Educational and Helping Aspects of Fieldwork Supervision. <i>Indian Journal of Social Work</i> 35(4), 325-331.</p>
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			18. Nair, R., Juva, S., and Nadkarni, V. (Eds.) (2020). "Field Instruction in Social Work Education. Routledge Publication
3	Assessment in Fieldwork.	Objectives of Fieldwork evaluation; Criteria and tools for evaluation; Types of evaluation i.e., summative and formative.	19. Martin, R. (2010). <i>Social work Assessment</i> . London: Sage. 20. Kadushin, A. (1992). <i>Supervision in Social Work</i> , 3 rd Edition. New York: Columbia University Press. 21. Subhedar, I. S. (2001). <i>Field Work Training in Social Work</i> . New Delhi: Rawat Publications.
4	Curriculum development for Fieldwork.	Principles and processes of Fieldwork curriculum development. (Developing a continuum for progressive levels of students); Integration of theoretical perspectives and concepts in Fieldwork tasks; Importance and need for evaluation of Fieldwork performance, (the need for emphasis of the focus on process rather than the end goal).	22. Healy, L. M. (2002). Internationalizing social work curriculum in the twenty-first century. <i>Electronic Journal of Social Work</i> , 1(1), 1-15. 23. Kulkarni, P. D. (1993). The Indigenous Base of Social Work Professionals in India. <i>Indian Journal of Social Work</i> , 54(4), 555-566. 24. Subhedar, I. S. (2001). <i>Field Work Training in Social Work</i> . New Delhi: Rawat Publications 25. Singh, R.R. (1985). <i>Field Work in Social Work Education: A Perspective for Human Service Profession</i> . New Delhi: Concept Publishing Company.

Subject	Education and Development (Elective)
Semester	Semester IV
Credits	Two Credits
Year	2020-2021

Rationale: Education plays an important role in human development and overall social transformation. Within the human capability approach, public education is important because of its significant influence on people's lives. The human capability approach provides a broader paradigm for evaluating the effects of social change policies on human wellbeing. It provides the framework for the Human Development Index (HDI), a comparative measure of the standard of living, life expectancy, literacy, and education for countries worldwide. As per the human capability approach, public education lies within the realm of social opportunities, because public education helps shape people's substantive freedoms to act by giving them literacy, numeracy, and the ability to seek work and participate in society at different levels. Public Education is immensely important and foundational to the development of society and democracy. There is a dire need for social work professionals who can understand the domain of education and take up a variety of responsibilities ranging from policy formulation, ensure the effective functioning of systems, advocacy, strengthening the collaboration with community and civil society organizations to broad-based qualitative improvement in the public education system in the country. It is with this perspective that the present paper aims to provide learners an opportunity to engage with several complexities of present public education (with a focus on elementary education) and also develop a critical and reflective understanding of the core and foundational issues of elementary education in India including severe learning crisis at the elementary level, withdrawal of the state from the education sector leading to large scale privatization and further marginalization of people towards the periphery.

Course Objectives: This course is designed to provide learners with the necessary foundations to achieve the following objectives:

1. Acquire a holistic and critical understanding of education as a social good and as a critical instrument of human development and social transformation.
2. Learn about the framework of the teaching-learning process in various contexts as per NCF, 2005.

3. Engage in critical learning about the context, programs, and challenges of Universal Elementary Education (UEE) with special emphasis on learning outcomes and quality concerns concerning various marginalized groups.
4. Learn about present educational administration including monitoring and supervision along with various avenues for community participation.
5. Acquire understanding about various initiatives and innovations as undertaken by governments and various civil society groups with special reference to marginalized sections (gender, caste/tribe, migrant children, and children with special needs).

Course Learning Outcome: At the end of this course, the learner will learn to:

1. Critically examine the significance of education towards furthering human development and also reflect upon perspectives of various thinkers towards education.
2. Conceptualize the needs of learners and the process of learning in multiple contexts as visualized in the National Curriculum Framework, 2005.
3. Learn about the challenges of achieving Universal Elementary Education and also reflect upon the response of the State towards the same.
4. Engage with issues of educational administration having bearing on monitoring and supervision aspects along with avenues of community participation both within and outside the formal system of public education.
5. Learn about various specific issues and innovations (as undertaken by various civil society groups) towards the education of marginalized groups thus helping them to carve out the role of the social work profession at various levels within the education domain.

Unit	Title	Contents	References
1	Introduction to the course; Teaching-Learning Process	Conceptualizing education within human development paradigm; Perspectives of various thinkers on education (Mahatma Phule, Mahatma Gandhi, Dr. Babasaheb Ambedkar, John Dewey); Teaching-Learning Process: Approaches and principles of learning, learners need, teachers, curriculum and assessment.	1. Tilak, J. B. G. (2003). <i>Education, Society, and Development: National and International Perspectives</i> . 2. Sharma, R., Ramachandran, V. (2009). <i>Elementary Education System in India: Exploring Institutional structures: Process and Dynamics</i> . New Delhi: Routledge. 3. National Curriculum Framework, 2005. New Delhi: National Council of Educational, Research and Training.
2	Universal Elementary Education (UEE): Context, Challenges and programs	Current status of UEE (access, retention and quality concerns) in multiple contexts: gender, caste and other socially disadvantaged groups including first generation learners and migrant population; Overview of State responses towards, UEE and quality issues- Right to Education Act, 2009 and 2019, Kothari Commission, Sarva Shikshan Abhiyan, National Education Policy	4. (2017). State of Municipal Education in Mumbai, .www.praja.org. 5. (2017). Learning Outcomes at Elementary Stage, New Delhi: National Council of Educational, Research, and Training.
3	Education Structure and Administration	Overview of educational administration; Monitoring and supervisions in school administration; various models of Community participation in education	6. Action Aid (2006). Making the legislation work in Schools: A compilation of four case studies
4	Interventions with reference to specific marginalized groups	Issues of specific marginalized groups: caste, tribal, gender, minorities and education of children with special needs;	7. Wazir, R. (2000). <i>Gender Gaps in Education: NGOs as change agents</i> . California: Sage Publications.

		<p>Innovations, initiatives and models of interventions from State and civil society towards the concerns of these groups; alternative education, vocational education, lifelong learning</p>	<p>8. Govinda, R. (Ed.) (2011). <i>Who Goes to School? Exploring Exclusion in School Education</i>. New Delhi: Oxford University Press.</p> <p>9. Ramachandran, V. (Ed.) (2004a). <i>Snakes and Ladders: Factors Influencing Successful Primary School Completion for Children in Poverty Contexts</i>. South Asian Human Development Sector Report No. 6. New Delhi: World Bank</p>
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27th JANUARY-2022