

SW423- Social work in Schools

L	T	P	Cr
2	0	0	2

Course Objective:

- To learn about the emergence of school social work as a field of social work practice
- To understand the role of a professional social worker in the school setting and contextualise it in India.
- To develop understanding on the principles and the key concepts of school social work.
- To develop skills to apply social work core methods in the school setting.
- To develop a nuanced understanding of the social issues reflected in a school setting.
- To gain a critical insight to analyse the contemporary problems associated with children in school.

Learning Outcome:

- Learn about the evolution of school social work in India and abroad.
- Able to build upon the role of school social worker in Public and private schools.
- Understand deeply about the key concepts like inclusion, participation, dialogue associated with school social work.
- Able to develop strategies in sync with social work values, ethic and principles to work effectively as school social workers.
- Learn the importance of home visits and the skills associated with it.
- Able to understand the NEP, 2020 and define the role of social worker within the policy.

COURSE CONTENT

Unit I: History of School Social Work

- The role and function of a school social worker
- The ecological development framework, Ethics of school social work
- The organizational structure and processes of the school
- Inclusive classrooms

Unit II: Student focused intervention

- Internalising behavior problems in Children - anxiety, bullying, fear, shyness, grief, loneliness
- Social problems- drop outs, truancy, abuse and neglect, substance abuse, child sexual abuse.
- Use of Case work and Group work methods in school setting
- Role of school social worker under the New Education Policy, 2020

Unit III: Involving the community

- Community Organisation for strengthening connectedness in schools
- Building school community partnerships
- Increasing parental connectedness to school
- Home visits
- Supporting families at risk
- Special education

Text Books

Dupper. D.R. (2003). School Social Work: Skills and Interventions for effective practice.

Sen, S. (2017). Imagine: No Child Left Invisible. Harper Collins.

Pathak, A. (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Aakar books.

Webb. N.B. (2008). Social Work practices with Children and Families. The Guilford Press.

K.S. Michael, R.C. James, Stone, S. & Frey, A. (2010), School Social Work: An Evidence-Informed Framework for Practice (Evidence-Based Practices). OUP.

Leticia, S.V, Cox, T. & Alvarez, M. (2017), School Social Work: National Perspectives on practice in schools. UK: OUP.

Additional Readings:

Allen-Meares, P. (2010). School social work: Historical development, influences, and practices. In P. Allen-Meares (Ed.), Social work services in schools (6th ed., pp. 23-47). Boston: Allyn & Baco

Powers, J. D., Bowen, N. K., Webber, K. C., & Bowen, G. L. (2011). Low effect sizes of evidence-based programs in school settings. *Journal of Evidence-Based Social Work*, 8, 397-4

Stormont, M., Reinke, W. M., Herman, K. C., & Lembke, E. S. (2012). Academic and behavior supports for at-risk students: Tier 2 interventions. New York: Guilford Press

Corchado, A.I., Díaz-Aguado Jalón, M.J., & Martínez-Arias, R. (2017). Is being punished at school an indicator of psychosocial risk? *The Spanish Journal of Psychology*, 20, e65.

Kelly, M., Frey, A., Alvarez, M., Berzin, S., Shaffer, G., & O'Brien, K. (2010). School social work practice and response to intervention. *Children & Schools*, 32 (4), 201-210.

National Association of Social Workers. (2002). NASW standards for school social work services. Washington, DC: Author.

Shaia, W.E. & Crowder, S.C. (2017). Schools as retraumatizing environments. In N.M. Finigan-Carr (Ed.), *Linking health and education for African American students' success* (pp. 69-82). New York, NY: Routledge Press.

The Criticality of Pupil teacher ratio. *Issues in Elementary School*. Azim Premji Foundation, 2010.

Poppy AA. The Role of a School social worker from an Administrator's perspective. *Masters of Social Work Clinical Research Papers*, 2012, 74. Retrieved from *The Criticality of Pupil teacher ratio. Issues in Elementary School*. Azim Premji Foundation, 2010.

SW424 Development Communication for Social Work

L	T	P	Cr
2	0	0	2

Course Objectives:

- To develop an understanding of the role of communication in development processes.
- To build a perspective on the politics of communication.
- To learn about the various forms of media and its relevance in various fields of social work practice.
- To gain the skills necessary to use communication effectively in social work practice.

Learning Outcome:

- Understand the role of communication in development process and the efficacy of the same.
- Decipher and analyse the play of politics in media.
- Learn about the various forms of media and utilise it appropriately
- Design media campaign for social issues.

COURSE CONTENT

Unit I: Understanding communication

- Concept of communication
- Forms of communication
- Process of communication
- Self Awareness in communication

Unit II: Mass media

- Print media: Historicity; role in development
- Digital media: Different forms, usage; role of social networks in development; the strengths and limitations
- Alternate media: Definition and Usage; principle behind alternate media; relevance in contemporary times
- Folk media: Puppetry, folk songs, Folk dance, street plays, theatre, folk theatre; media in tradition

Unit III: Media for development

- Audio visual media and development: short films, songs, poetry, documentaries.
- Popular media: songs, popular films, popular magazines.
- Selecting an issue and writing about it; designing a media campaign
- Generating public opinion through mass media

- Creating pressure groups
- Political economy of media: a critical perspective

Text books

Melkote, S.R., (2011). Communication for Development in the Third World: Theory and Practice for Empowerment. SAGE

Melkote, S.R. & Steeves, L., (2015). Communication for Development: Theory and Practice for Empowerment and Social Justice. SAGE

Sarvaes, J. (2007). Communication for development and social change. SAGE

Additional Readings

Bell L (2010) Storytelling for social justice: connecting narrative and the arts in antiracist teaching. Routledge, New York

Bessette G (2004) Involving the community: a guide to participatory development communication. Southbound, Penang

Chambers R (2008) Revolutions in development inquiry. Earthscan, London

De Nooy W (2013) Communication in natural resource management: agreement between and disagreement within stakeholder groups. Ecol Soc 18(2):44.

Fiske, J., (2010). Introduction to Communication Studies. Taylor and Francis

Kennedy T (2008) Where the rivers meet the sky: a collaborative approach to participatory development. Southbound, George Town

Lundby K (ed) (2008) Digital storytelling, mediatized stories: self-representations in new media. Peter Lang, New York

Malikhao P (2016) Effective health communication for sustainable development. Nova Publishers, New York

Melkote SR, Steeves HL (2001) Communication for development in the third world: theory and practice for empowerment. 2nd ed. Sage, London

Narula, U., (2019). Development Communication-Theory and Practice. HAR-ANAND PUBLICATION PVT LTD

Quarry W, Ramírez R (2009) Communication for another development: listening before telling. Zed Books, London

Servaes J (2013) Sustainability, participation & culture in communication: theory and praxis. Intellect, Bristol

Waisbord S (2018) Family Tree of Theories, Methodologies, and Strategies in Development Communication. In: Servaes J. (eds) Handbook of Communication for Development and Social Change. Springer, Singapore

Zingaro L (2009) Speaking out: storytelling for social change. Left Coast Press, Walnut Creek

SW 462- Engaging with communities. (Open Elective)

Course Objectives:

- To gather a basic understanding about communities
- To understand the dynamics within a community.
- To learn the different methods of participatory approaches.
- To learn and understand the successful community processes in India.

Learning outcome:

- Understand the rural and urban Indian communities.
- Enter a community and strategise appropriate intervention with respect to the individual discipline
- Apply participatory approaches and use the various methods and tools in community work

COURSE CONTENT

Unit I: Understanding Community

Concepts of community; types of communities
Community power structure; Political organisations; Factions and Subgroups;
Working with women in a community;
Working with Dalits, religious minorities, ethnic minorities
Integrative and Disintegrative processes in the community
Conflict and tension resolution systems

Unit II: Methods of working with communities

Participatory approaches: PLA and PRA tools
Planning; Education; Communication; Collective decision making
Use of communication and media

Unit III: Practicing Community Work

Case studies of models of Community work
Designing intervention strategies: activating; organizing; negotiating; planning and executing; Monitoring and evaluation
Community work in India

Text Books

Chambers, R (1997) Whose Reality Counts? Putting the First Last (London: Intermediate Technology Publications).

Siddiqui, H.Y. (1997). *Working with Communities: An Introduction to Community Work*. New Delhi: Hira Publications.

Wenger, Etienne (1998) *Communities of Practice: Learning, Meaning, and Identity*, Cambridge: Cambridge University Press.

Additional Readings:

Clark, A. (2007). *Understanding Community: A Review of Networks, Ties and Contacts* (Working Paper), Economic and Social Research Council National Centre for Research Methods Working Paper Series 9/07, Real Life Methods, University of Leeds

Chambers, R (1994) Participatory Rural Appraisal (PRA): analysis of experience, *World Development*, 22 (9), pp 1253-1268.

Gilchrist, A. and Taylor, M. (2012). *The Short Guide to Community Development*. Jaipur: Rawat Publications.

Guijt, I. and Meera K.S. (1998) 'Waking up to power, conflict and process', in Irene Guijt and Meera Kaul Shah (eds.) *The Myth of Community: Gender Issues in Participatory Development*, London: Intermediate Technology Publications.

Lips, H.M. (2018). *Gender: The Basics*. London: Routledge

Popple, K. (1995). *Analysing Community Work: Its Theories and Practice*. Philadelphia, USA: Open University Press.

Rappaport, J. (2000). Community narratives: tales of terror and joy. *American Journal of Community Psychology*. 28 (1): 1-24.

Sihlongonyane, Mfaniseni Fana (2001) 'The rhetoric of the community in project management: the case of Mohlakeng Township', *Development in Practice* 11 (1): 34-44.

SEMESTER III

SW 521 - Development Administration

L	T	P	Cr
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Course Objectives:

- Develop an understanding of development administration as a method of social work profession.
- Understand various components of development administration and governance.
- Acquire competence in the administration of social welfare and development services.
- To analyse and examine the changing role of development administration in the present scenario.

Learning Outcome

- This will develop an understanding of development administration theories and their relevance in the present scenario.
- Embibe students with different approaches, challenges, and welfare programmes of the government with special reference to northeast India.
- Develop an understanding in the process involved in local level administration and applying it in the field.
- The course will develop skills required in dealing with development administration, planning, and management in the different organizational settings.

COURSE CONTENT

Unit I: Welfare and Development Organisations

- Social welfare administration and development organizations: Meaning, history, functions, principles and changing context.
- Development Organisations as civil society Organisations, Various form of voluntary organisations and Non-Governmental Organisations.
- Voluntary Actions: Ideological basis of voluntary actions, Theoretical perspectives, changing context of voluntary organisations, government policies for voluntary sectors, NGO- Government interface.
- Globalisation and development Organisations: Transparency, Accountability and legitimacy of the NGO sector.
- Welfare Programme and role of NGOs in multidimensional development

Unit II: Organisational Structure and Management

- Organisational Planning: Vision, mission, goals, Development of core strategies and objectives.
- Formation of an Organisation: Procedure, relevant legislations- Society, Cooperative, trust, trade union, Companies Act, Income Tax (12A, 80G), Shop and commercial establishment Act.
- Central and State Social welfare boards, institutions and welfare Directorate.
- Sustainability: Institutional and Project, liaison and networking, Government , CSR activities.
- Techniques: Project model approach, project cycle approach, Logical Framework Approach, micro planning, comprehensive strategic planning.
- Project proposal: planning, monitoring & evaluation.

Unit III: Welfare Programme and Office Management

- Various government welfare programmes for disadvantage section.
- Development of human resources: Capacity building, training and development, communication and leadership.
- Financial Management: Fund raising-principles, sources & implications, internal & external resource mobilisation, Grant-in-aid, budgeting, accounting & auditing, Foreign funding- application, procedure & FCRA.
- Documentation: Record keeping, upkeeps and ergonomics, publicity: public relations & networking, monitoring and evaluation

Unit IV: Strategies and Mechanisms of Administration

- Sustainability of programmes-Phasing-out and termination.
- Social marketing: Principles, philosophy, process and models
- Contribution of Social Work to Social Welfare in India

Text Books

Bhattacharya, S. (2009). Social work administration and development. New Delhi: Rawat Publications.

Goel, S.L. and Jain, R.K. (1988). Social Welfare Administration: Theory and Practice. New Delhi: Deep and Deep Publications.

Additional Readings

Banerjee, G. (2002) Laws Relating to Foreign Contributions in India. New Delhi: Commercial Law Publications.

Batra, N. (2004). Administration of social welfare in India. Jaipur: Raj Publishing House.

- Chandra, S. (2001). Non-Governmental Organizations: Structure, Relevance and Function. New Delhi: Kanishka Publishers
- Chowdhry, P.D. (1983). Social Welfare Administration. Delhi: Atma Ram Sons.
- Coley, S.M. and Scheinberg, C.A. (1990). Proposal Writing (Sage Human Services Guides). New Delhi: Sage Publications
- Jackson, J. (1989). Evaluation for Voluntary Organizations. Delhi: Information and News Network
- Kohli, A. S. and Sharma, S. R. (1998), Encyclopedia of Social Welfare and Administration. Vol. 1 to 7. New Delhi: Anmol Publishing Pvt. Ltd.
- Mathur, K. (1996). Development Policy and Administration. New Delhi: Sage Publications.
- Patti, R.J. (2000). The Handbook of Social Welfare Management. Sage Publications.
- Rao, V. (1987). Social Welfare Administration. Bombay: Tata Institute of Social Sciences.
- Slavin, S. (ed.) (1978). Social Administration. New York: The Haworth Press.

SW522 Social Action, Advocacy and Movements

L	T	P	Cr
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Specific Objectives

- To incorporate values and commitment towards the people on the margins.
- To understand the concepts relevant for the application of social action and social movement in responding to the critical social reality.
- To examine and develop skills among social work professionals in the use of various approaches and techniques relevant to social action and movements.

Learning Outcome

- To understand and analyze social action and movements in terms of their organizational structure, decision-making processes underlying ideology, strategy, and tactics.
- To equip with skills in the mobilization of people, advocacy, and lobbying.
- To understand different social movements and their relevance in the present context.
- To enable professionals in applying theory and knowledge of social action and social movements in fieldwork and organizational setting.

COURSE CONTENT

Unit I: Social Action: concept, models and components

- Concept and history of social action and social movements
- Social action as a method of social work intervention, Strategies for social action
- Models: Paulo Freire, Saul Alinsky, Gutiérrez
- Pressure group and civil society organisation

Unit II: Introduction to Social Advocacy

- Meaning, types and process of Social Advocacy
- Social advocacy and social change: Leadership, Campaign Planning, coalition and Network building, Budget Analysis, Communication
- Advocacy and Public Interest Litigation-steps and processes

Unit III: Social Movements, Social Action and Social Change

- Social Movements: types (Old and New) and elements (Ideology, Structure, leadership, Processes and outcomes)
- Theories of social movement
- Analysis of ideology and approach of: Gandhi, Ambedkar, Martin Luther King Jr., Frantz Fanon and Che Guevara
- Social work intervention and social change