

## **M.S.W. SEMESTER-II**

SR. NO	COURSE CODE	COURSE NAME	MARKS		TOTAL MARKS	Credit	Duration of Examination
			EXTERNAL MARKS	INTERNAL MARKS			
1	SWCC-2001	<b>Social Work Research</b>	70	30	100	4	2:30 Hrs
2	SWCC-2002	<b>Human Development and Psychopathology</b>	70	30	100	4	2:30 Hrs
3	SWCC-2003	<b>Family Social Work</b>	70	30	100	4	2:30 Hrs
4	SWCC-2004	<b>Human Growth and Development</b>	70	30	100	4	2:30 Hrs
5	SWCC-2005	<b>Computer application and Office Automation tools</b>	70	30	100	4	2:30 Hrs
6	SWP-2006	<b>Field work</b>  <b>(I).Weekly three days (Viva Voce 50 marks and Report Evaluation 50.MARKS) = 100</b>  <b>(II).Educational Tour (Shibir ) Rural Camp (Within the state of Gujarat) = 50.MARKS</b>			100  50	4  2	

					650		

(1) M.S.W. Part- I Semester – II :

- (i) Theory 500 Marks of five theory papers
- (ii) Field work 150 Marks to be obtained in the relevant components.

**M.S.W. – SEMESTER – II**  
**PAPER – 7**  
**SOCIAL WORK RESEARCH**

**INTRODUCTION**

This course is to equip learners to utilize and conduct research as service managers to improve services, evaluate, develop new services and intervention methods; strategies techniques and also, be an effective consumer of other researches.

**OBJECTIVES**

- a. Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in various aspects, and its process.
- b. Understand major research strategies, meaning, scope and importance of social work research.
- c. Develop an ability to see the linkages between practice, research and theory and their role in enriching one another.
- d. Develop attitudes consonant with the scientific approach-Concern for accuracy, specificity and authenticity, awareness of ones own prejudices or biases; honesty and being open to correction.
- e. Develop attitudes favourable to the judicious integration of practice, research, and theory.

- f. Develop ability to conceptualize, formulate and conduct simple research projects / exercises (This would include a broad range of basic research skills such as conceptualization of a research strategy and problem; writing a research proposal; developing tools for collecting data; use of sampling strategies; data collection, processing, presentation, analysis and interpretation; and writing research report etc.)
- g. Make informed assessment and judicious use of research studies and findings.
- h. Develop skills for use of library and documentation services for research.

The semester course for the semester system OR full paper in the annual examination system in the first year of the two-year postgraduate programme.

**Course Content :**

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>
A 1	Scientific inquiry	<ul style="list-style-type: none"> <li>• Attitudes consonant with the scientific approach.</li> </ul>
A	Concepts, hypotheses	<ul style="list-style-type: none"> <li>• Concepts-Meaning; formal and operational definitions; variables and indicators.</li> <li>• Hypothesis-meaning; attributes of a sound hypothesis; role in explanatory research</li> <li>• Hypothesis testing – null hypothesis; the sampling distribution; level of significance; critical region; Type-1 and Type-II errors.</li> </ul>
2	Social Work	<ul style="list-style-type: none"> <li>• Social Work Research – Meaning, purposes, the research process, research and theory, linkages in practice.</li> </ul>

	Research	<ul style="list-style-type: none"> <li>• Qualitative Research.</li> <li>• Qualitative research-general characteristics; Use of qualitative methods in inquiry-The scope and importance of social work research.</li> </ul>
3	Research Designs	<ul style="list-style-type: none"> <li>• Basic Research Questions – meaning and importance, problem – formulation in research, some strategies used for research.</li> <li>• Surveys, Case Studies, Unobtrusive research strategies (including content analysis, existing data analysis, historical analysis).</li> <li>• Experiments including pre-experimental Quasi-experimental strategies; Use of single subject designs;</li> </ul>
4	Sampling	<ul style="list-style-type: none"> <li>• Rationale, characteristics sampling-meaning, types and utility; General considerations in the determination of sample size.</li> </ul>
5	Data and its measurement	<ul style="list-style-type: none"> <li>• Source of data; Primary and Secondary. Methods and instruments of data collection. Qualitative and quantitative, observation; participant observation life histories, group interview, (including telephone interviews).</li> <li>• Participatory and Rapid Appraisal Techniques; Triangulation. Levels of measurement.</li> <li>• Scales-Need for scales. Some prominent scaling procedures (Thurston-type, Likert-type; Bogardus-type, Semantic Differentials).</li> </ul>
6	Data Processing & presentation	<ul style="list-style-type: none"> <li>• Graphical, Tabular, Analysis and Interpretation</li> <li>• Use of computers</li> </ul>
7	Participatory &	<ul style="list-style-type: none"> <li>• Conducting participatory research-Monitoring and research</li> </ul>

	evaluatory research	
8	Research Report	<ul style="list-style-type: none"> <li>• Research Report-Writing Research Abstracts – Research Proposals.</li> </ul>
	Ethics	<ul style="list-style-type: none"> <li>• Ethics in Research</li> </ul>
9	Tools and their use	<ul style="list-style-type: none"> <li>• Use of Statistical tools and techniques- Statistics – Descriptive and Inferential Uses and limitations of Statistics</li> <li>• Proportions, Percentages, Ratios</li> <li>• Measures of Central Tendency; mean, Mode, Median</li> </ul>
10		<ul style="list-style-type: none"> <li>• Measures of Dispersion; Range, Quartile Deviation, Mean Deviation, Standard Deviation. The Index of Qualitative Variation.</li> <li>• Measures of Association: The Coefficient of–Contingency (C),The Coefficient of Predictability–Lambda,The Krushkal's Gamma, The Spearman's Rho and the Pearson's 'r'</li> </ul>

**Note :-**

Institutions may choose to organize the above contents so as to have two parts A and B in this paper. In such cases where the contents are reorganized the content incorporated elsewhere could be shifted and included in the section related to the use of statistics. For example, graphical and tabular presentation of data, levels of measurement, hypothesis testing, use and computers, could all be included in the section on use of statistics, so as to make two approximately equivalent portions in this paper.

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Silkverman, David (Eds.) 1997	Qualitative Research, New Delhi: Sage Publications
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Yanow, Dvora 1999	Conducting Interpretive Policy Analysis, New Delhi: Sage Publications.
Yin, Robert, K. 1994.	Case Study Research : Design and Methods, New Delhi : Sage Publications.

**M.S.W. SEMESTR – II**  
**PAPER – 8**  
**HUMAN DEVELOPMENT & PSYCHOPATHOLOGY**

**COURSE CONTENT :**

Module No.	Module Title	Content
1	Human Nature concept, Human behaviour	<ul style="list-style-type: none"> <li>• Nature of Psychology-Importance of Psychology for Social Work students</li> <li>• Inter play of Heredity and environment.</li> </ul>
2	Dynamics of Human Behaviour personality & Assessment of personality stress	<ul style="list-style-type: none"> <li>• Dynamics of Human behaviour manifestations in motivations and emotions. Defences.</li> <li>• Human reactions to stress and coping.</li> <li>• Intelligence, its measurement and classifications.</li> <li>• Concept of personality, types, traits and assessment of personality.</li> </ul>
3.	Nature and scope of social Psychology	<ul style="list-style-type: none"> <li>• Nature and definition of social Psychology</li> <li>• Group psychology, prejudices, Group conflicts Attitude formation and change, Public opinion. Propaganda collective behaviour.</li> </ul>
4.	Concept of Deviation in Behaviour Clinical	<ul style="list-style-type: none"> <li>• Normal and abnormal behaviour Criteria for assessment of Abnormal behaviour. So called Neurosis &amp; Psychosis.</li> <li>• Anxiety Phobia. OBserve compulsive Disorder. Dissociative reactions conversion hysteria and others.</li> </ul>

	Symptomatology Mild & Moderate Disorder	
5.	Types of Psychotic abnormal Behaviour.	<ul style="list-style-type: none"> <li>• Psychotic Reactions according to DSM-IV Organic Psychoses</li> <li>• Psychosomatic disorders, Child behaviour Problems community Psychiatry.</li> </ul>

**REFERENCES: -**

1.	Kahnjaol and Wrights E. 1980	Humana Growth and the Development of Personality, Oxford: Pergmon Press
2.	Bigner J.	Human Development : A Life Span Approach.
3.	Kuppuswamy, 1980	A text book of Child Behaviour and Development, Delhi Vikas Publishers
4.	Hurlock Elizabeth	Development Psychology, New Delhi : Tata Negraw Hill Publishing Co.,

5.	Hall C.S. & Lindzey G. 19850	Theories of Personality, J. Wiley.
6.	Salkind Neil, 1981	Theories of Human Development, New York : J. Wiley and Sen
7.	Pinkunas, J.	Human Development, and Emergent Service, New York McGraw Hill.
8.	Lazarus Richard	Patterns of adjustment and Human Effectiveness, New York : Mcgraw Hill.
9	Gardner Lindzey	The handbook of Social Psychology, New Delhi American Publishing Co., Pvt. Ltd.
10.	Colemon James 1981	Abnormal Psychology and Modern Life, Bombay : D.B. Taraporevala Son C. Pvt. Ltd.
11.	Dr. De Souza Alen 1984	Psychiatry in India, Bombay : Mahalaxmi Printers.
12.	Shanmugham T.E. 1985	Abnormal Psychology, New Delhi : tata McGraw Hill Publishing Company Ltd.,
13.	Master Roshan	Elementary Psychiatry for Medical under-graduates Bombay : Asia Publishing House.

14.	Kuppaswamy B.	Introduction to Social Psychology: Bombay : Asia Publishing House.
15.	Marfatia J.C.	Psychiatric Problems of Children : Bombay : Popular Prakashan.
16.	Thorke and Others	Personality and Interdisciplinary Approach, New Delhi : D. Vas Nestrandt. Co.

**M.S.W. – SEMESTER-II**  
**PAPER-9**  
**FAMILY SOCIAL WORK**

**INTRODUCTION**

This course is designed to promote understanding of the changing norms of this social system and the development of opportunities throughout its cycle. It also aims to develop skills in identifying the scope for reform and positive awareness for need of a healthy family unit.

**OBJECTIVES**

- a. Understand normative and changing norms of the institution of family and variations in them with reference to the family social ecology.
- b. Understand the implications of family norms for the status of individuals and developmental opportunities in the family by age and gender.
- c. Encourage study of the process of family socialization and understand family norms, ecology and dynamics.
- d. Understand dynamics of family interactions and development in the context of family norms and family ecology.
- e. Develop skills in identifying the need for reforms in family norms and creating public awareness in this area.

- f. Develop skills in writing holistic family case studies and carrying out family need-assessment for identifying the areas of intervention.
- g. Develop positive attitude to support understanding the need of a healthy family unit.

**COURSE CONTENT :**

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>
1.	Theoretical and conceptual frameworks to study family	<ul style="list-style-type: none"> <li>❖ Origin and evolution of family and marriage</li> <li>❖ Ideology of family rights and responsibilities</li> </ul>
2	Normative family functions and structure and changes	<ul style="list-style-type: none"> <li>❖ Normative family and marriage functions and structure, ethnicity and socio-economic background</li> <li>❖ Social changes and changes in family and marriage functions and structure</li> <li>❖ Implications for the family and its members</li> </ul>

3	Alternate family and marriage patterns and structure	<ul style="list-style-type: none"> <li>❖ Dual earner/career families</li> <li>❖ Single parent families</li> <li>❖ Female headed households</li> <li>❖ Childless families</li> <li>❖ Reconstituted/step families</li> <li>❖ Consensual unions</li> <li>❖ Homosexual families</li> </ul>
4	Family socialization of child, family	<ul style="list-style-type: none"> <li>❖ Family interactions</li> <li>❖ Family development/ family life cycle</li> </ul>
5	Family assessment	<ul style="list-style-type: none"> <li>❖ Some methods and its implications</li> </ul>
6	Creating public awareness for promoting family rights and responsibilities	<ul style="list-style-type: none"> <li>❖ Modes of awareness building</li> </ul>

## REFERENCES

Desai, M. (ed.) 1994	Family and Intervention: A course Compendium, Bombay: Tata Institute of Social Sciences.
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**M.S.W. – SEMESTER-II**  
**PAPER-10**  
**HUMAN GROWTH AND DEVELOPMENT**

**INTRODUCTION**

The course aims to introduce the learners to the development of the individual across the life span, in a systems and an ecological perspective. It also provides an understanding human development and behaviour, in contextual influences, including individuals in disadvantaged or specials contexts. The theoretical inputs are to enhance the understanding of peoplkes' growth, health, and development at various stages as bio-psycho-socio-spiritual being over the life span.

**Objectives :**

- a. Develop an overall understanding of the principles of growth, their relevance and application to behaviour at various phases in the life span.
- b. Understand twin roles of individual's heritage and environmental influences in growth and development.
- c. Understand interactinal nature of growth and behaviour at various stages in the life span : infancy, childhood, adolescence, youth, adulthood and old age, and impact of cultural aspects.
- d. Develop sensitivity towards needs, developmental tasks and health status along with need for developmental programmes for the same.

- e. Apply the information of growth, development and health in social or practice in general and to individuals, groups and communities in particular.

**COURSE CONTENT :**

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>
1.	Concept of Growth and Development	<ul style="list-style-type: none"> <li>❖ Child requiring practices – deprivation &amp; Development</li> <li>❖ Principles of growth and Development</li> <li>❖ Social work significance of Development</li> </ul>
2	Theories of Human Development	<ul style="list-style-type: none"> <li>❖ Freud's Theory Cognitive development – Theories of Eric Fromm &amp; Theory of Harry Sullivan</li> </ul>
3	Indian Concept	<ul style="list-style-type: none"> <li>❖ Understanding Indian concept of life</li> <li>❖ Stages of life</li> <li>❖ Indian concept of Development</li> </ul>
4	Human Development	<ul style="list-style-type: none"> <li>❖ Adolescence , Physical, Social &amp; Psychological aspects</li> <li>❖ Hazard of life</li> <li>❖ Youth in Indian Society</li> </ul>

5	Marital Advantagement Vocational Adjustment Aging	<ul style="list-style-type: none"> <li>❖ Vocational and marital adjustment</li> <li>❖ Aging-characteristics hobbies, adjustments health, mental health, death, dying, and bereavement</li> <li>❖ Special focus is on psychosocial development, moral development, and personality development vis-à-vis the influence of the contexts of development. The contexts here refer to gender family, significant others, neighbourhood, peers, school, community work place and other larger contexts like the society and culture. Emphasis is placed on the Indian context of development, variations from the normal patterns of development and views on the stages</li> </ul>
6	Relevance to Social Work Practice/ Exploration of programmes Evaluation	<ul style="list-style-type: none"> <li>❖ Relevance of social work practice across the stages of development, development needs, tasks, health, problems and services</li> </ul>

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	Chapter 14 (237-260).
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**M.S.W. – SEMESTER –II**  
**PAPER-11**

**COMPUTER APPLICATION AND OFFICE AUTOMATION TOOLS**

**Objectives: -**

The objective of the course is to familiarize the students with the innovations in computer science field and how computer can be useful to social work. It also aims at the knowledge of different application of office atomization and Internet.

**Course inputs:**

Unit: - 1

**Computer Processing System: -**

Definition of computer, Hardware / Software concepts

Generation of Computers, Types of computers, Elements

A digital computer, CPU and it's functions, various computer systems.

**Unit: - 2**

Input-Output –Devices: -

**Basic concept of input – Output devices, various Input devices: -**

**Keyboard, Mouse, MICR, OCR, Microphones, Various Output devices: -**

VDU, Printer, Plotter.

**Unit: - 3**

**Storage Devices: -**

Types of memories (primary and Secondary), memory Capacity and it's enhancement, memory devices and their comparisons, auxiliary storage tapes, disks (magnetic and optical) various devices and their comparisons.

**Unit: - 4**

**Operating System: -**

Introduction to MS-DOS and MS-Windows family operating systems. Application software and system software.

**Unit: - 5**

**Introduction to Internet: -**

History and concept of Internet, technological foundation of Internet, Domain name systems (DNS) and IP addresses. Internet protocols.

**Unit: -6**

**Word Processing: -**

Introduction to MS-Word, Basic Commands, Formatting text, Paragraphs and documents, Page setup and Mail merge.

**Unit: -7**

**Spread sheet management: -**

Introduction to MS-Excel, Cell formatting, Auto Fill, Formulation of cell formula, cell errors, worksheet formations.

**Unit: -8**

**Presentation Package: -**

Introduction to Power Point, Creating Presentation, formatting slides, show time effects and animation effects.

**REFERENCE BOOKS**

1. Internet- An Introduction – TMH
2. Computer Science – Balagurysamy – THMS
3. MS-office-2000 – TMH
4. MS-Word in Easy steps – Comdex
5. MS-Excel in Easy steps – Comdex
6. MS-Power point in Easy Steps – Comdex
7. Computer Fundamentals – P.K.Sinha - BPB